

<b>Syllabus for: English 1A – Analytical Reading &amp; Writing</b>	
<b>Semester &amp; Year:</b>	Summer 2013
<b>Course ID and Section Number:</b>	034535 #E4535
<b>Number of Credits/Units:</b>	4
<b>Day/Time:</b>	T Th 1-3:30 p.m.
<b>Location:</b>	HSU GH 226
<b>Instructor's Name:</b>	Jacqui Cain
<b>Contact Information:</b>	<a href="mailto:Jacqui-cain@redwoods.edu">Jacqui-cain@redwoods.edu</a>
<b>Course Description:</b> English 1B is “a course using literature as a basis for critical thinking and composition. Students analyze issues, problems, and situations represented in literature and develop effective short and long written arguments (6000 minimum word total) in support of an analysis.”	
<b>Student Learning Outcomes:</b>	
<ol style="list-style-type: none"> <li>1. Analyze and employ rhetorical uses of language such as appeals to logic, emotion, and ethos.</li> <li>2. Identify and evaluate the issue, claim, and assumptions in texts.</li> <li>3. Identify and evaluate author's use of literature and literary devices as persuasive tools.</li> <li>4. Through inferential reasoning, develop judgments in the form of thesis statements (which involves the ability to distinguish belief from knowledge and fact from judgment) in response to questions of personal, cultural, philosophic, religious, and social issues represented in literature.</li> <li>5. Write well-organized and logical argumentative critical essays in response to issues raised by literary works.</li> <li>6. Use examples, details, and evidence from primary and secondary sources to support or validate thesis and other generalizations.</li> <li>7. Evaluate essays for effective argumentation.</li> <li>8. Evaluate electronic and print sources and other research materials for authority, credibility, relevance, and bias.</li> </ol>	
<b>Required Texts and Materials:</b>	
<ul style="list-style-type: none"> <li>• <i>Literature: Approaches to Fiction, Poetry, and Drama</i> 2<sup>nd</sup> Edition, Robert DiYanni</li> <li>• <i>A Pocket Style Manual</i> 6<sup>th</sup> Edition, Diana Hacker and Nancy Sommers <ul style="list-style-type: none"> <li>○ A composition notebook</li> <li>○ Access to the Internet</li> <li>○ Access to word processing and printing</li> <li>○ Flash storage device</li> </ul> </li> </ul>	
<b>Special accommodations:</b> College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you are an individual with a disability who requires an accommodation to maximize your success in academic programs or campus activities, contact Disabled Students Programs and Services (DSPS) located behind the bookstore in building T-20, Mon- Friday, 7:30 a.m. to 5:00 p.m., or call 476-4280, TDD 476-4282.	

<b>Instructor</b>	Jacqui Cain, M.A. Office Hours: by appointment (usually before or after class) Contact: <a href="mailto:jacquicain@gmail.com">jacquicain@gmail.com</a> or <a href="mailto:jacqui-cain@redwoods.edu">jacqui-cain@redwoods.edu</a>
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<b>Student Learning Outcomes</b>	In this course, you will learn to think like a critical reader and writer. By the end of the semester, you should be able to: <ol style="list-style-type: none"><li>9. Analyze and employ rhetorical uses of language such as appeals to logic, emotion, and ethos.</li><li>10. Identify and evaluate the issue, claim, and assumptions in texts.</li><li>11. Identify and evaluate author's use of literature and literary devices as persuasive tools.</li><li>12. Through inferential reasoning, develop judgments in the form of thesis statements (which involves the ability to distinguish belief from knowledge and fact from judgment) in response to questions of personal, cultural, philosophic, religious, and social issues represented in literature.</li><li>13. Write well-organized and logical argumentative critical essays in response to issues raised by literary works.</li><li>14. Use examples, details, and evidence from primary and secondary sources to support or validate thesis and other generalizations.</li><li>15. Evaluate essays for effective argumentation.</li><li>16. Evaluate electronic and print sources and other research materials for authority, credibility, relevance, and bias.</li></ol>

## Grading

Grades will be entered into the gradebook in MyCR before your assignments are returned to you in class. Please plan on checking your scores regularly and let me know right away if you see any errors, or if there is a score that you don't understand. Technology can be tricky, but I am quick to make corrections, so don't be shy about this. For all assignments and for the course, the grade scale is as follows:

A (100-93%)    A- (92.9-90%)  
B+ (89.9-87%)    B (86.9-83%)    B- (82.9-80%)  
C+ (79.9-77%)    C (76.9-73%)    C- (72.9-70%)  
D+ (69.9-67%)    D (66.9-63%)    D- (62.9-60%)  
anything below 60% = F

Essay 1	100 points	Short Fiction: O'Connor
Essay 2	120 points	Poetry: Hughes
Essay 3	150 points	Drama: Oedipus Rex
Essay 4/Final	200 points	Critical Approaches: M. Butterfly
Peer Review	3 x 20 = 60 points	
Quizzes	10+20+30 = 60 points	
Participation	19 classes x 10 points = 190 points	
Art Assign	40 points	
In-Class Writing	4 x 20 points = 80 points	

**Total = 1000 points**

## Student Responsibilities

The general rule for college classes is that for every hour spent in class (5/wk), students should expect a minimum of 2-3 hours working outside of class: expect to spend at least 10-15 additional hours each week reading, writing, or doing other related activities. Your regular attendance is crucial for success and for understanding the expectations of individual assignments. Extensive independent reading and/or writing are required to be prepared for each class. Being prepared will improve your learning experience (and your grade). Not only will coming prepared help you make the most of class time, it is also crucial to the success of the others in the classroom as I will often ask you to work in groups.

**ASK QUESTIONS!!!** The only questions that you should not ask are things such as "when is the due date" and "what are we doing today," as you should already have that information at your fingertips. Everything else is welcomed, and encouraged!

## **Excused Absences & Attendance**

Medical or legal *emergencies* will be considered “excused” absences with documentation. Examples include a court date or a visit to the ER for the student or their dependent. Because your instructor allows for excused absences *only in rare circumstances*, students are strongly encouraged to miss class only when they absolutely must.

If you do miss a class and it is not for an emergency (as described above), I will assume that you have a very good reason and that is fine: we all know it happens. However, you are expected to come prepared for the next class session, and to have contacted another student to borrow lecture notes. I will upload copies of any worksheets or handouts to the “Resources” area of MyCR – so do check that before coming to the next class.

If you have to come late or leave early, please do so in a way that is not disruptive to the other students and make arrangements to get copies of lecture notes, etc. Ten (10) points are awarded each day for participation, so you can expect to lose some of those points if you are not in attendance for the full class session.

## **Census Week**

Students who have missed two classes before the end of census week (the second week of the semester) will be dropped.

## **Revisions**

You have the option of rewriting any or all of the first three papers for a higher grade. The paper must have received a score of 85% or lower for you to rewrite, you must have turned it in *on time*, and you must meet with me in conference to discuss strategies for improving the essay. You can raise your grade all the way up to 100% for that assignment. You have until **one-week** after I have given you back your assessment critique to submit the revised essay. In other words, if I return your paper on a Thursday at 1:00 p.m. you have until the following Thursday at 12:59 p.m. to submit your revised paper.

**NOTE:** Please do not rely on the revisions policy to avoid putting in your best effort on the essays. This is an accelerated course; we are moving very quickly, and having to focus on revising previous work could keep you from doing well on the on-going assignments.

## Late Work/ Make-Ups

I understand that sometimes “life happens,” and so each student is allowed one, no-penalty 24-hour extension on any of the *essay* assignments, including the final. These requests must be made prior to the deadline, NOT after the deadline. Also, this one time extension will not extend the **cut-off deadline**.

I will accept Essays #1-3 up to 3-days late with a 10% penalty for every 24-hours after the deadline. After 3-days, the essays will not be accepted and I will enter a grade of “zero” into the gradebook: this is the “**cut-off**” **deadline**.

Essay #4 is also the “final” for the course. It will only be accepted up to 48-hours late, with the same 10% penalty for each 24-hours after the deadline.

NOTE: If you ask for a 24-hour extension, that does not extend the **cut-off**. In other words, if you ask for an extension on Essay #2, and then you still can’t get it done, you only have the 3-days to submit it, including the extension. It does not give you 4-days before a zero is entered into the gradebook.

*Participation and In-Class-Writings* cannot be made up.

*Quizzes* will be returned during the next class session. Once a quiz has been returned, it cannot be made up. If you miss a quiz, you are responsible to contact me and make arrangements to take the quiz immediately before the next class session. In other words, if a quiz was given on Tuesday, June 4<sup>th</sup>, and you were unable to come to class that day – you must email me and ask to come in before the next class on June 6<sup>th</sup> to take the quiz. I am teaching another class before English 1B, and will allow you to drop in and quietly take the quiz then. If you do not make these arrangements, then a grade of “zero” will be entered into the gradebook for that quiz.

## Accommodations

CR complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you are an individual with a disability who requires an accommodation to maximize your success in academic programs or campus activities, contact Disabled Students Programs and Services (DSPS) or call 476-4280, TDD 476-4282.

## Other Classroom Policies

**Due Dates:** All due dates are posted in the Calendar. Work is due by the start of class. For example, if an essay is due on June 4<sup>th</sup>, that means it is due by 1:00 p.m. on June 4<sup>th</sup>.

**Breaks:** There will be a 10-minute break about halfway through each class session. I realize that sometimes it's not possible, but I request that everyone try and use the breaks for restroom stops, eating, texting, etc.

**Food:** Food is not permitted in the classroom. Drinks are allowed so long as you have a lid (so it won't spill). If you have a medical condition that requires you to eat please see me privately and we can make an accommodation.

**Electronics:** students may use electronic devices to take notes during class. All other types of technology, such as MP3 players, phones, or gaming devices, must be put away at the start of class. If you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance and if you have to answer the phone, please go outside.

**Behavior:** This is an environment of growth, openness, and mutual respect. Students are expected to arrive prepared and remain attentive and involved in the class. A student will be asked to leave the class for distracting, inattentive or disrespectful behavior. All judgment regarding what is appropriate behavior rests solely with me. At the same time, please let me know about any problems that may exist that I may be unaware of.

**Extra Credit:** Extra credit may be offered if a learning opportunity arises that I want to encourage students to participate in. For example, if a guest lecturer is on campus, or if the college is screening a film that would enhance the curriculum. Extra credit will not be offered just to help a student raise their grade.

**Contesting a Grade:** Students have one-week from the time an assignment has been returned to contest the grade: after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies, or think that something in your work was overlooked or misunderstood by the, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade.

**Incompletes:** A student may request an Incomplete if they are passing and have turned in all of the major assignments except the final research essay. Incompletes are not automatically granted, and are only offered due to *extenuating circumstances*. For example, in the past, I have allowed an incomplete when a student was hospitalized during the last week of the course. They are not to be used to allow for vacations, or just for an extension on the final assignment.

## **Technology & Turnitin**

All essays must be formatted using the MLA style guides. To assist you, I have uploaded an MLA template to the Resources area in MyCR, and you are encouraged to use this.

All final draft of essays will be turned in through MyCR. You will find the area where you can do this under “Assignments.” College of the Redwoods’ English Department requires that all essays go through Turnitin. I will set this up in MyCR, so you will not have to do any additional steps. Once you submit it to the drop area, it will automatically go through Turnitin. Turnitin is designed to check for plagiarism. After you turn in your assignment, wait a few minutes and then go back and view the report that will appear. Read that report, and see if you accidentally used a quote, and forgot quotation marks, or if you see that you forgot to cite one of your sources. You will have the opportunity to resubmit your essay one time in case you made a mistake, so you will not be penalized for plagiarism if you go back and correct your work.

All essays must be submitted as .doc, .docx, or .rtf files. I cannot open .txt or .wps files. Please double-check, because if I can’t open it, I will have to count it as “late.”

If you have any technology problems, check out the “Ask CR” website, which you can find a link to at the top of CR’s homepage.

## **Academic Misconduct**

Cheating, plagiarism, multiple submissions, complicity in academic misconduct, and/or bearing false witness will not be tolerated. Violations will be dealt with according to the procedures and sanctions proscribed by the College of the Redwoods. Students caught plagiarizing or cheating on exams will receive a zero for that assignment, and a second incident will result in an F for the course.

The student code of conduct is available on the College of the Redwoods website at:  
<http://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf>

**Changes**

This syllabus and schedule are subject to change in the event of extenuating circumstances. Any changes will be announced in class, and will be posted in the “Announcement” area of MyCR, which will generate an email to all students using the email address you submitted to College of the Redwoods when you registered.

## Course Calendar

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### WEEK ONE

Tuesday, May 28<sup>th</sup>

- Introduction to the course: syllabus & textbook
- Discussion – A Chinese Puzzle, by Franz Kafka

Once there was a Chinese puzzle, a cheap simple toy, not much bigger than a pocketwatch and without any sort of surprising contrivances. Cut into the flat wood, which was painted reddish-brown, there were some blue labyrinthine paths, which all led into a little hole. The ball, which was also blue, had to be got into one of the paths by means of tilting and shaking the box, and then into the hole. Once the ball was in the hole, the game was over, and if one wanted to start all over again, one had first to shake the ball out of the hole. The whole thing was covered over with a strong, convex glass, one could not put the puzzle in one's pocket and carry it about with one, and wherever one was, one could take it out and play with it.

If the ball was unemployed, it spent most of the time strolling to and fro, its hands clasped behind its back, on the plateau, avoiding the paths. It held the view that it was quite enough bothered with the paths during the game and that it had every right to recuperate on the open plain when no game was going on. Sometimes it would look up at the vaulted glass, but merely out of habit and quite without any intention of trying to make out anything up there. It had a rather straddling gait and maintained that it was not made for those narrow paths. That was partly true, for indeed the paths could hardly contain it, but it was also untrue, for the fact was that it was very carefully made to fit the width of the paths exactly, but the paths were certainly not meant to be comfortable for it, or else it would not have been a puzzle at all.

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Thursday, May 30<sup>th</sup>

Reading listed are always to be completed before class

- Introduction to Fiction -- Pages 1-5 in DiYanni (stop at “The Pleasures of Poetry”)
- “A&P” – Updike, pages 32-36
- “A Rose for Emily” – Faulkner, pages 79-84
- “The Rocking-Horse Winner” – D.H. Lawrence, pages 100-110

## WEEK TWO

Tuesday, June 4<sup>th</sup> Character

Lecture on Character

Discussion

- “Indian Education” – Alexie, p. 230-234
- “A Very Old Man with Enormous Wings” – Marquez, p. 272-276
- “Gimpel the Fool” – Singer, p. 277-286
- “Babylon Revisited” – Fitzgerald, p. 365-378

In-Class Writing Assignment #1

Thursday, June 6<sup>th</sup> – Thinking Critically About Reading Flannery O’Connor – p. 169-196

Lecture/Overview on Elements of Fiction

Classroom Discussion/Analysis

Hand Out Essay #1 Assignment, **due Thursday, June 13th**

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## WEEK THREE

Tuesday, June 11<sup>th</sup> Visual Stories/Wrap Up Short Fiction & Introduction to Poetry

Chapter 6, p. 214-227 (these are comics)

Chapter 10, p.495-506

Thursday, June 13<sup>th</sup> ESSAY #1 DUE – Continue Poetry

Chapter Twelve - for each read the brief intro to the sections (Speaker and Tone, 510; Diction, 518, etc); read all discussions, reflections and questions following the selections

- Crane - 511
- Browning -512
- Wordsworth - 519
- Bishop - 525
- Browning 528
- Donne - 532
- Dickenson - 541
- Donne - 543
- Cummings - 547
- McKenty - 554
- Chasin - 555
- Lord Byron - 563
- Williams - 563
- Whitman - 566
- Cumming 567-569



## **WEEK 7**

Tuesday, July 9<sup>th</sup>                      Working Day – Introduction to Critical Theory – no readings!

Peer Review Essay #3  
Progress Check-in on “Art Assignment”  
Lecture “Reading for Analysis” (if there is time)

Thursday, July 11<sup>th</sup>                      Analysis of Modern Drama: “M.Butterfly”

Essay #3 due  
Discuss “M.Butterfly,” Act I (pages 1356-1377)  
Lecture several more critical approaches  
In-Class Writing Assignment #3

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## **WEEK 8**

Tuesday, July 16<sup>th</sup>                      Art Presentations, Continue M.Butterfly

Discuss “M.Butterfly,” Act II (pages 1377-1395)  
Student Art Presentations  
Distribute Essay #4/Final

Thursday, July 18<sup>th</sup>                      Finish M.Butterfly and Art Presentations

Discuss “M.Butterfly,” Act III (pages 1377-1401)  
Student Art Presentations  
Discuss Research Process

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## **WEEK 9**

Tuesday, July 23<sup>rd</sup>                      Critical Approaches/Research

Chapter 31, pages 1560-1590  
Lecture – followed by group work  
In-Class Writing Assignment #4: Department Assessment

Thursday, July 25<sup>th</sup>

Quiz #3  
Instructor/Student Conferences – bring in working drafts including Works Cited page

## **WEEK TEN**

Tuesday, July 30<sup>th</sup>

Peer Review Essay #4/Final  
Lecture/Discussion of adaptations of literary works on film  
Screen first hour of the film, “M.Butterfly”

Thursday, August 1<sup>st</sup>

Essay #4/Final – DUE  
Screen second hour of the film, “M.Butterfly”  
Review/Reflection