

Syllabus for: (name of class) ENGL 1B Critical Inquiry and Literature	
Semester & Year:	Fall 2013
Course ID and Section Number:	ENGL-1B-E4037
Number of Credits/Units:	3.0
Day/Time:	TTH 2:50-4:15
Location:	HM 213
Instructor's Name:	Susan Nordlof
Contact Information:	Office location and hours: Creative Arts 121, TTh 9:30-11 Phone: 476-4336 Email: Susan-Nordlof@redwoods.edu
Course Description (catalog description as described in course outline): 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. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.	
Student Learning Outcomes (as described in course outline) : 1. Analyze and employ appeals (e.g. logical, emotional, faulty, etc.) in written texts. 2. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works. 3. Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments. 4. Identify and evaluate rhetorical and literary devices as representational and persuasive tools	
Special accommodations: 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 have a disability or believe you might benefit from disability related services and may need accommodations, please see me or contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.	
Academic Misconduct: Cheating, plagiarism, collusion, abuse of resource materials, computer misuse, fabrication or falsification, 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 an "F" in the course.	

The student code of conduct is available on the College of the Redwoods website at:
<http://redwoods.edu/District/Board/New/Chapter5/AP%205500%20Conduct%20Code%20final%2002-07-2012.pdf>

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods homepage.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

ESSENTIAL ENGLISH 1B COURSE INFORMATION: FALL 2013

INSTRUCTOR: Susan Nordlof

OFFICE PHONE/ VOICE-MAIL: (707) 476-433

EMAIL: Susan-Nordlof@redwoods.edu

MY WRITING CENTER HOURS:

For ENGL 52 Students Only

LRC 102 MW 8:30-9:55 M. 4:25-5:50

OFFICE HOURS: Creative Arts 121

TTh 9:30-11& by appointment.

If you show up at other times, please **do not** assume that I will be there or that I will be able to meet with you (since I may be preparing for class or running off to another class or to a meeting)

Starting Fall 2013, CR is no longer providing faculty mailboxes where students can leave assignments or communications for their professors. If an assignment is due on a date when you are not coming to class, email an electronic copy to me on the due date and then give me a printed copy at the next class meeting.

There is a basket on my office door if you want to leave work for me. Do not slide papers under my office door!

COURSE DESCRIPTION

Critical Inquiry and Literature: 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. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.

**In English 1B (as in many literature and humanities courses), "literature" includes non-fiction texts as well as fiction, drama, and poetry*

Course Theme: Critically analyzes literary and non-fiction texts that explore **issues of socio-economic class**. We will be reading and discussing the ways that class (including money and work) does and does not determine human experience, as well as the problems, the opportunities, and the transformations that occur when people of different classes come together, for better or for worse. Although this theme will serve as a fairly loose focal point for our readings, our sustained reflection will—I hope—invite us to think more deeply, more critically, and more empathetically about class-related issues.

PREREQUISITE: ENGL 1A (or equivalent) with a "C" grade or better **OR** assessment recommendation for ENGL 1B.

RECOMMENDED CO-ENROLLMENT: ENGL 52

Engl 52 is a credit/non-credit, open entry-exit course which you can take for .5, 1, 1.5, or 2 units. Enrollment allows you to use the services of the Writing Center (LRC 102)—**the most valuable of which is help and feedback from English instructors on your essay drafts (or other course work)**. You can schedule your Writing Center time slot around your existing schedule, and you can add the course later in the semester than most other classes. For more information, pick up an ENGL 52 handout from me or (beginning in Week 2) at the Writing Center itself.

PLEASE NOTE: Conferences with me during office hours or with a Writing Center instructor (**ENGL 52**) are **REQUIRED** for students who wish to raise their grades by revising essays 1 and 2.

REQUIRED TEXTS AND MATERIALS

- ▶ **Regular access to a computer and a printer (including the money and/or paper for printing).**
- Students in this class must be willing and able to register with and to use/access the following regularly:**
 - ▶ **My CR: 1B Course Website (by the beginning of Week 2)**

Most of the course readings and other course materials will be available on the My CR site only.
STUDENTS MUST PRINT READINGS AND MATERIALS AND BRING THEM TO CLASS.

I recommend that you budget for this printing now at the beginning of the semester. If you will be printing from home, you may want to invest now in enough ink and paper to get you through the term. If you will be printing at CR, I advise you to set aside at least \$40 for printing at 10 cents a page.

NEITHER COMPUTER PROBLEMS NOR A LACK OF SPARE MONEY FOR PRINTING WILL BE AN ACCEPTABLE EXCUSE FOR NOT HAVING READ MATERIALS DUE AND BROUGHT HARD COPIES TO CLASS.

► **Class-related email (via your CR email account) (ASAP Week 1)**

I will hold students responsible for any information I send to the class via email. Check your CR EMAIL often-- at least once a day M-Th is a good idea (and I do the same).

► **Turnitin.com** (an anti-plagiarism data base on the internet) (beginning the 5th week of classes)

► *Howards End*, E. M. Forster (Dover)

► *Pygmalion*, George Bernard Shaw (Dover)

You are welcome to use other editions of *Howards End* and *Pygmalion*, but if you do, it is your responsibility to negotiate different pagination. Dover editions are very inexpensive—new copies are likely to be cheaper than other editions used. You can also find these works online, but you will need to be able to annotate while you read and to refer to the works in class discussions.

► *The Bedford Handbook 8th edition*, Diana Hacker & Nancy Somers. **This handbook is required, and students will have assignments from it. Older editions are not up-to-date on MLA and APA documentation.**

▪ One bluebook (for take-home final) and **three** letter-size file folders.

▪ A stapler or regular access to one. **I do not provide a stapler in class, and essays must be stapled..**

▪ A binder for storing the Class Booklet, handouts, drafts, and blank paper. I recommend that this be a 3-hole binder and that you also purchase dividers to keep the materials organized.

REQUIRED COURSE WORK

Reading: The heart of this course is the often rigorous reading assignments. It is essential that you keep up with the reading. **To do well in the class, you will have to read carefully, annotate and take reading notes, and review them before coming to class.**

Reading Quizzes/
Questions For each reading assignment you will take a brief in-class quiz. Occasionally, you will respond to a reading question as written homework or as a discussion board posting on (due at beginning of class) instead. These assignments will give students credit for reading carefully and for staying up-to-date. **Late reading questions will not be accepted. Missed in-class quizzes cannot be made up, but the three lowest quiz or reading question grades will be dropped at the end of the term.**

Formal essays: ► Two analytical essays (minimum 1200 words)—a prospectus and two drafts of each required, correct MLA Format, Turnitin clearance. These essays will require secondary source support.

► One analytical research paper (minimum 1800 words)— a prospectus and two drafts required, correct MLA Format, Turnitin clearance. This essay will require significant secondary source support.

Essays that are **below the minimum length** (not counting the Works Cited Page) will not earn passing grades.

Planning and revision are essential to this class. Essays that have not been **THOROUGHLY REVISED** between drafts one and two will forfeit the optional third draft privilege (see below for more information on what this means). **If your prospectus and/or first draft is late and/or you are not prepared to participate in draft workshops on first drafts, your essay grade will be permanently penalized, and you will forfeit the optional third draft opportunity. The grade penalty for late first drafts/prospecti are 10% for the two analytical essays; 20% for the research paper.**

Draft Workshops:	These are required. To make sure you understand how important these are, your essay grade will be docked if you have missed the Draft Workshop or come with no draft at all: 10% for the two analytical essays ; 20% for the research paper. Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.
Participation:	This essential responsibility for an interesting class is shared by all of us. Most often, participation will center on whole-class discussions, though it may also include occasional small group work. For each formal essay, students must participate in a draft workshop (see above)
Essay exam	One essay exam/take-home final (bluebook)
Misc. Work/	Depending on the class needs, I will assign exercises and/or give quizzes on material in the Bedford Handbook on MLA, grammar, and academic paper formatting.

GRADING

Reading Assignments, Questions, & Quizzes:	25%
Analytical Essays (2 @15% each):	30%
Research Paper :	20%
Participation	10%
Take-Home Final:	10%
Misc Quizzes/Exercises/Activities	5%

For greater precision , I use plus and minus grades in this course when evaluating essays and when calculating final grades.

EXTRA CREDIT: The CR English department has a **NO EXTRA CREDIT** policy. Students who wish to insure a passing grade or better should be attentive and diligent in completing the required course work on time, should attend class regularly and participate fully, and should make the best use of opportunities to seek expert feedback and revise their essays thoroughly (ENGL 52, instructor office hours, ASC Humanities/English tutor).

COURSE REPEATABILITY

In Fall 2011, the state community college Board of Governors passed a new regulation **LIMITING HOW OFTEN A STUDENT MAY ATTEMPT TO TAKE A COURSE. “ATTEMPTS” INCLUDE EARNING A “D” OR “F” GRADE AS WELL AS DROPPING THE CLASS WITH A “W”**(generally, dropping **AFTER WEEK 2** of the semester—in Spring 2013 , **dropping after 1/27/13**). All past attempts to take the course (non-passing grades or Ws back to 1985) **WILL BE** counted.

Students will have only **THREE TRIES** (initial registration and two repeated registrations) to successfully complete a class. After two attempts, financial aid to retake the class may be affected. A fourth attempt may be

allowed by an approved petition and only in documented situations of circumstances beyond the control of the student.

WHAT THIS MEANS TO YOU: Students need to commit themselves from the beginning of the semester to the considerable work load required to pass ENGL 1B **OR** drop the course within the first couple of weeks. If you have registered for this course before and either not passed or withdrawn, it is especially important that you understand these regulations. If you have enrolled in the class, but your life is especially complicated with a heavy course load, a heavy work load, demanding family responsibilities, and/or demanding extra-curricular activities (like being a student athlete), then you should think carefully about how you will manage the stress and the time-management NOW (while you still have the option to drop without a W by 8/8/13).

ATTENDANCE POLICY

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. **The English Department Attendance Policy specifies that students may not miss more than two weeks of class. For example, if a class meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor will notify the student that he or she has been dropped.** After week 10, excessive absences will likely result in failure.

INSTRUCTORS MAY DROP STUDENTS UP TO 11/1/13 FOR POOR ATTENDANCE AND/OR NON-PARTICIPATION(ASSIGNMENTS NOT COMPLETED).

IN ENGL 1B, YOU WILL BE DROPPED FROM THE CLASS IN THE FOLLOWING CIRCUMSTANCES:

- **IF, BY 9-5-13, YOU HAVE HAD 2 OR MORE UNEXCUSED ABSENCES AND/OR HAVE NOT COMPLETED READING ASSIGNMENTS.**
- **IF YOU HAVE 5 UNEXCUSED ABSENCES BEFORE 11/1/13.**
- **IF, BEFORE 11/1/13, YOU HAVE SHOWN A PATTERN OF NON-PARTICIPATION IN THE CLASS—MOST SIGNIFICANTLY, A PATTERN OF NOT COMPLETING ASSIGNMENTS ON TIME (INCLUDING READING ASSIGNMENTS AS WELL AS ESSAYS).**

ARRIVING LATE OR LEAVING EARLY WILL COUNT AS A HALF AN ABSENCE. Students are considered late if they are not present when I take attendance at the beginning of class.

If you are late, you must talk with me after class to insure that I have marked you tardy rather than absent.

TO BE COUNTED AS AN EXCUSED ABSENCE, YOU MUST PRODUCE MEDICAL OR LEGAL DOCUMENTATION CLEARLY STATING THAT YOU WERE TOO ILL TO ATTEND CLASS, YOU HAD A MEDICAL APPOINTMENT THAT CONFLICTED WITH CLASS, OR YOU WERE SUMMONED TO APPEAR IN COURT AT THE DAY/TIME OF CLASS.

NOTE: Students who are parents may receive excused absences if they show medical documentation for their children's illnesses or appointments.

I understand that many of you cannot afford to see a doctor for a cold or the flu. If you need an excused absence because of ailments like these, please see the CR Nurse.

CR Health Center: PE Building 114 707-476-4149 Fall 2013 Hours: M 9-1, T 8:30 to 12:30, WTHF 1-5.

DO NOT COME TO CLASS IF YOU ARE SICK! Medical documentation from the Health Center will be adequate to excuse an absence or provide a due date extension.

I DO take attendance and keep attendance records; students should also chart their attendance (including arriving late and leaving early) on the chart provided.

The last day for a student-initiated drop with a refund and is **9/6/13**. The last day to drop without a “W” on your transcript is **9/8/13 (no refund)**. The last day for a student- initiated drop or for an instructor-initiated drop (without a refund and with a “W” on your transcript) is **11/1/13**.

Before I drop anyone from ENGL 1B , I will try to communicate with the student, providing I am able to reach him or her in class or by email. Do not just assume, however, that if your attendance and/or course work is poor that I have dropped you or will drop you. Check with me and/or drop the class yourself up to 11/1/13. **If you think I have dropped you in error, please talk to me about reinstating you in the class (I can do this).**

AFTER NOVEMBER 1, INSTRUCTORS CAN NO LONGER DROP STUDENTS FROM THE COURSE. IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DROPPED, YOU WILL RECEIVE AN “F” IN ENGL 1B

OTHER POLICIES

► **LATE WORK:** All work should be turned in on the due date, **unless you have medical documentation excusing an absence on the day the work was due.** Essays that are turned in late (without a special instructor OK) may be **docked a letter grade for each day late (including weekends—not just class days but all calendar days).** Reading questions and quizzes will not be accepted late, nor can you make them up.

If you have an emergency that warrants special attention regarding a deadline, contact me before the deadline. When special circumstances arise, I reserve the right to adjust the late paper policy, based on my judgment of the student's emergency situation and his or her past performance in the class.

ESSAYS MAY BE CONSIDERED LATE IF THEY ARE TURNED IN ON TIME BUT ARE NOT READY TO BE GRADED BECAUSE A STUDENT (1) HAS NOT UPLOADED THE ESSAY TO TURNITIN.COM, (2) HAS NOT INCLUDED A FIRST DRAFT &/OR OTHER REQUIRED DOCUMENTS. In these cases, deadlines WILL NOT be extended.

► **COPIES:** Students are required to print and keep their own hard copies of all drafts (1st, 2nd, & optional 3rd) before turning them in to me. This is the best way to avoid losing work because of technological glitches.

► **INSTRUCTOR COMMENTS AND GRADES:** I realize that students are anxious to get graded papers back ASAP, but because of my teaching load and my desire to read and respond carefully, **do not expect to receive your paper back in less than TWO WEEKS. In addition, I do NOT use the My CR online gradebook, but I will provide you with materials for tracking and figuring your own grades. If you want to know the grade-to-date that I have for you in my gradebook, send me an email request.**

► **INCOMPLETES:** The final grade of “Incomplete” will only be given in very rare cases where serious circumstances (generally, a documented medical crisis) have prevented a student with a passing grade from completing no more than one major paper. Students who have failed to turn in more than one paper, who have poor attendance records, who do not have serious and compelling reasons for their late work, or who have not discussed the situation with me before the last week of classes are NOT appropriate candidates for the grade of “Incomplete.”

► **ACADEMIC HONESTY:** Students in English 1B will be subject to College of the Redwoods' policy on academic honest and plagiarism. A handout that outlines this policy, including definitions of plagiarism and penalties., will be made available on My CR. All instances of plagiarism—**whether due to conscious dishonesty or sloppy research methods**—will result in the **maximum penalty** the college supports.

If you are not entirely sure that you understand fully the academic definition of plagiarism, please meet with me for a tutorial on the subject. Please note that “plagiarism” includes anything (sentences, parts of sentences) that you have copied from the internet and have not cited appropriately.

Students are responsible for uploading essays (drafts two and optional drafts three) to **Turnitin.com**, a subscription database that checks papers for plagiarism. **Your essay (drafts 2/3) will not be graded unless it has been scanned**

by this program, and I have received the results. (This is a CR English Department policy for all courses above the 350 level.)

I DO check Turnitin, and I DO enforce this policy.

► **REVISIONS:** A prospectus (a specific kind of outline—you will get the instructions) and **TWO drafts are REQUIRED** for each essay, with substantive revision between drafts one and two. **IF YOU DO NOT REVISE DRAFT ONE SUBSTANTIALLY, YOU WILL BE UNLIKELY TO RECEIVE A GOOD GRADE ON THE ESSAY, AND YOU WILL FORFEIT THE PRIVILEGE OF REVISING ANOTHER TIME TO RAISE YOUR GRADE. I DO check both drafts, and I DO enforce this policy.**

INSTRUCTOR HELP ON REVISIONS: I am **very happy** to help students with their writing process at any stage: planning, writing or revising draft one, two, or three. To access my help, however, you will need to meet with me during my office hours, or—if you enroll in ENGL 52—my Writing Center Hours. I may be able to answer a brief, simple question about your draft via email, but I cannot provide any substantive advice in an email. For students who cannot make my office hours, I may be able to schedule special appointments, but please keep in mind that I am limited by my teaching and meeting schedules.

OPTIONAL THIRD DRAFT PRIVILEGE: In an effort to improve your grade, you may revise the first two essays **one** additional time **after** receiving my comments and submit your revision for a possible grade increase. **These third draft are optional but are highly recommended for students who are not receiving passing grades on second drafts and for those who wish to excel in the course.** Due dates for optional third drafts will appear in the syllabus and on the assignment for each formal essay, **and students should not expect to receive them back until the very end of the semester.**

PLEASE NOTE: CONFERENCES with me during office hours or with a Writing Center instructor (ENGL 52) are REQUIRED for students who wish to raise their grades by revising essays 1 and 2. The purpose of these conferences is to help you interpret my feedback on draft 2 and plan a revision. **I RECOMMEND THAT YOU PLAN IN ADVANCE TO INSURE YOUR SCHEDULE WILL ACCOMMODATE THESE CONFERENCES.**

SPECIAL NEEDS: If you have special needs due to a verifiable physical, psychological, or learning disability, you are legally entitled to appropriate accommodations. The college offers a variety of services to support students with special needs, and you should talk with me as soon as possible if you would like my help with arranging accommodations to ensure your success in this course.

COURSE LEARNING OUTCOMES FOR ENGLISH 1B

What should the students be able to do as a result of taking this course?

1. Analyze and employ appeals (e.g. logical, emotional, faulty, etc.) in written texts.
2. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
3. Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments.
4. Identify and evaluate rhetorical and literary devices as representational and persuasive tools.

APPROPRIATE CLASSROOM CONDUCT

Generally, ENGL 1B students understand the standards of appropriate behavior for college students, so classroom conduct does not become a problem. **However, to avoid embarrassment or misunderstanding, students should be aware that the following behaviors are NOT ACCEPTABLE in class:**

• **Use of electronic devices in class, including cell phones and MP3 players and notebook/notepad computers (without permission). I HAVE A NO-TOLERANCE POLICY ABOUT TEXTING AND USING (unauthorized) ELECTRONIC DEVICES IN CLASS. If you do so, I will stop whatever we are doing and tell you to leave the classroom. PUT YOUR PHONE & MP3 PLAYER AWAY before class starts**, and turn off cell phones before entering the class. Texting or other inappropriate electronic activities during class will not only result in your being temporarily suspended from class IMMEDIATELY (that is, kicked out), but you may also be referred to campus disciplinary authorities. **CONSIDER THIS HANDOUT YOUR FIRST WARNING!**

Please do not use a computer, electronic notepad, or an e-reader in class without meeting first with me to establish appropriate guidelines.

• **Side conversations between students while class is in session.** Even if you are talking about class work, side conversations are discourteous to the instructor and to other students who are participating in class discussions or who are trying to listen. (Of course, paired or group activities are sometime part of the class activities.)

• **Sleeping, resting with head on desk and/or with closed eyes, sitting with hat or hoodie covering eyes.** If you are too tired or too bored to stay awake in class, then you should not be there. **Please be warned that if you are sitting with your eyes covered or closed, I will interrupt the class and tell you to wake up or leave the classroom.**

• **Engaging your instructor in a dispute about a course policy and/or grade while class is in session.** The best time to discuss a policy and/or grade is during your instructor's office hours. If you cannot make my office hours, then ask for an appointment, perhaps after class or at another time that works for both of you.

Keep in mind that it is not unusual to feel stressed by course work or policies and/or to feel badly about a grade. It is best, however, to **wait until you are calm to discuss in person or by email such matters with your instructor (and to keep in mind the optional third draft privilege).** Your strong emotions will not excuse inappropriate behavior or tone, including explicit anger, rudeness, or accusations (not only in face-to-face communications but also in emails).

• **Interrupting the class by entering late, leaving early, or coming and going from the classroom while the class is in session.** Take care of personal needs before entering the classroom. If you walk out of the classroom repeatedly (before class is over) or wander in and out repeatedly, you will be warned and ultimately suspended from the class and referred to campus disciplinary authorities. Again, such repeated behavior is disruptive and discourteous to the instructor and to the other students. (Of course, occasionally emergencies occur which make such interruptions unavoidable. In these cases, please try to be as unobtrusive as possible.)

• **Interrupting a class discussion or a lecture to ask an off-topic question, particularly one that pertains to you alone** (for example, "Did I miss anything when I was absent last week?"). I want you all to feel free to ask questions, but please try to ask them at appropriate times in the class session, and if the question does apply only to you, ask it before or after class or call/email me.

HOW TO GET A GOOD GRADE IN ENGL 1B (AND LEARN SOMETHING AS WELL)

- **Know how to reach the instructor** (in her office or via phone and email), and do not hesitate to **ask her for help and clarification.**
- **Refer to the Class Schedule daily**, not only to see what is due for the next class but also to plan ahead for upcoming assignments and deadlines.
- **Follow this approach to the reading assignments:** Read when you are alert enough to focus your attention; annotate and take notes, and write down questions you have while you read; look up words you

don't know and historical references you are not familiar with; review your notes and annotations before class; be sure to have a copy of the reading in class, including your reading notes.

- **Read handouts** (assignments, syllabus, and other guidelines) **thoroughly**, referring back to them throughout the semester; follow directions carefully and ask for clarification when you do not understand what to do.
- **Be attentive in class: participating actively** in discussions, in answering and posing questions. **PERHAPS MORE THAN ANYTHING ELSE, STUDENTS DETERMINE THEIR OWN AND THEIR CLASSMATES' EXPERIENCE IN A CLASS BY ACTIVELY PARTICIPATING (OR NOT).**
- Devote **an ample amount of time to course work**, which involves juggling multiple assignments and essay revisions.
- **Begin all assignments well before the deadline and complete them conscientiously.** Turn in assignments **on time.**
- **Miss very few (or no) class meetings**, and if you are absent, take responsibility to see that work is turned in, to find out what you may have missed, and to keep track of your total absences and tardies (so you do not run afoul of the attendance policy).
- **Revise your essays thoroughly**, taking advantage of the third-draft option and seeking out instructor input on your drafts.
- **Motivate yourself** by trying to develop your intellectual curiosity, by trying to raise your boredom threshold, and by focusing on the importance of reading and writing skills to your academic and professional future.
- Help to create a **positive classroom atmosphere** by showing consideration to other students, maintaining their good humor, and encouraging everyone to get the most from the class.

THE CLASS SCHEDULE FOR THE ENTIRE SEMESTER WILL BE PASSED OUT ON THURS., 8/29.

ASSIGNMENTS DUE ON TH, 8/29

- I have emailed you the following articles **via your CR email**. Print and read carefully:
 1. "The Social Psychology of Class and Classism," Lott
Lott's article was published in the Nov. 2012 issue of *American Psychology*. It provides a good overview of current issues regarding class and classism, including a substantial bibliography that you may find useful when looking for sources for some of your own essays. However, we can ignore some of her comments (especially in her conclusion) which are clearly directed at Psychology professionals.
 2. "U.S. Poverty Heads Toward Highest Level In 50 Year," Associated Press

Be sure to bring hard copies to class and be ready to discuss the articles
If you have any trouble accessing you CR email or the attachments, email me ASAP at susan-nordlof@redwoods.edu , and I will send you the articles again.
- Be prepared to discuss and write about the readings and the following questions:
Consider the conscious and unconscious definitions of socioeconomic class that underlie your own life and ideas. What are some of the ways you define class? How do you distinguish between different classes? How does class help to define your own identity?
- Review the essential Course Information handout. Be sure you understand all policies and

ENGL 1B Class Schedule

- All assignments are due on the day that they appear on the syllabus.
- Readings from My CR or the internet *must* be printed out and brought to class.
- Plan to have some kind of assessment for each reading—most often a brief in-class quiz but sometimes in-class writing or a homework question or discussion board assignment. Specific instructions for these questions or assignments will be given at the previous class meeting or posted on My CR
- Quizzes do not appear on the schedule. Reading quizzes will always cover the reading that is assigned for that day, even if our discussion has fallen behind schedule. Miscellaneous quizzes (grammar, usage, MLA, writing, etc.) will either reflect a reading assigned for that day OR will be announced in the previous class and/or via email/MyCR Announcement.
- Additional short readings may be assigned to the schedule, and students will need to download them from My CR.
- Abbreviations: NF=Non-Fiction, F=Fiction, D=Drama, P=Poetry, BH: Bedford Handbook
CTR= Critical Thinking & Reading W=Writing Critical Essays About Literature

Please note that non-fiction selections will be articles, essays, or chapters from books—not “stories.” Short fiction pieces, of course, are indeed “stories.” It is important to distinguish between fiction and non-fiction when you discuss readings, whether in class or in your written work.

The following schedule is subject to change in the event of extenuating circumstances. In particular, I may assign grammar chapters to the entire class or to individual students as needed.

Week 1

T 8/27 Introduction to the course

TH 8/29

- Reading: “The Social Psychology of Class and Classism,” Lott (NF)
“U.S. Poverty Heads Toward Highest Level In 50 Year,” Associated Press (NF)

Be prepared to discuss and write about the readings and the following questions:
Consider the conscious and unconscious definitions of socioeconomic class that underlie your own life and ideas. What are some of the ways you define class? How do you distinguish between different classes? How does class help to define your own identity?
- Review the essential Course Information handout. Be sure you understand all policies and requirements, and come to class with any questions.

Recommendation for the first few weeks of the semester: Because your workload for the class is lighter earlier in the semester, consider reading “How to Read Fiction” (CTR) and “Some Questions to Ask In Analyzing Novels” (CTR) and then getting a head start on the novel *Howards End*. If you do this, be sure to annotate while you read, so you can review easily when we discuss (and you are quizzed on) the novel.

Week 2:

T 9/3

- Reading: [A] Brief Conceptualization Of Critical Thinking (CTR)
Critical Thinking: Qualities Of Mind (CTR)
"Thinking Critically: The Value of Argument," Schlib and Clifford (CTR)
Questions at Issue (CTR)
"The Lottery Ticket," Chekhov (F)

TH 9/5

- Reading: Critical Thinking In Literary Analysis (CTR)
From *An Inquiry into the Nature & Causes of the Wealth of Nations*, Smith (NF)
"The Rocking Horse Winner," Lawrence (F)

ANNOUNCEMENT: LAST DAY TO DROP WITH A REFUND, FRIDAY, SEPT. 6**Week 3:**

T 9/10

- Reading: Top Ten Rules Of Academic Writing (W)
Some Guideline Considerations For Reading Assignments (CTR)
Using Contextual Analysis To Evaluate Texts (CTR)
Text Analysis Rubric (CTR)
"The Garden Party," Mansfield (F)

TH 9/12

- Reading: What is An Academic Paper? (W)
A Brief Guide to Writing English Papers (W)
How To Read Fiction (CTR)
Literary Elements (CTR)
Questions To Use In Analyzing Short Stories (CTR)
"Winter Dreams," Fitzgerald (F)

Week 4:

T 9/17

- Reading: Introductions And Conclusions (W)
BH, Ch 5-6
"I Stand Here Ironing," Olsen (F)

TH 9/19

- Reading: Basic Template For Your Engl 1B Essay (W)
BH. Ch. 1, BH Ch 55
Developing Your Thesis (W)
"The Gospel of Wealth," Carnegie (NF)
What Darwin Didn't Mean." Ulm (NF)

Week 5:

T 9/24

- Reading: "Henry Fletcher's Luck," Alger (F)
"Goodbye, Horatio Alger," Madrick (NF)
"Rethinking the American Dream." Kamp (NF)
"The New Colossus," Lazarus (P)

TH 9/26

- Reading: Strong Body Paragraphs (W)
BH, Ch.3a-b, 3d, Ch 50, 51, 52
Using Transitions Effectively (W)
“Skimming the Surface,” Dan Berrett (W)

Week 6:

T 10/1

- **ESSAY 1 DRAFT 1 & PROSPECTUS DUE--WORKSHOP: Response to Peer Drafts**
Your essay grade will be docked 10% if you have missed the Draft Workshop or come with no draft or prospectus at all. Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.
- Reading: Using Highlighters to Help With Revision (W)

TH 10/3

- Reading: Useful Templates (From *They Say, I Say*) (W)
In-Text Citations, Punctuation, And The Signal Phrase (W)
Revision: Cultivating A Critical Eye (W)
BH, Ch 2
Works Cited page (Example)
Citing Material from the course My CR Site
BH, Ch 53, 54, 59

Week 7:

T 10/8

- **ESSAY 1, DRAFT 2 DUE**
- Reading: From *The New Testament* (F) [Read the entire handout]
“All Things Bright and Beautiful,” Alexander (P)
“To Check the Survival of the Unfit,” Jay (NF)
“A Parable,” Lowell (P)
“Comrade Jesus,” Cleghorn (P)
“Christian Virtues,” Gilman (P)

TH 10/10

- Reading: “On Class,” Marx and Engels (NF)

Week 8:

T 10/15

- Reading: “A Loaf of Bread,” McPherson (F)

TH 10/17

- Reading: “Analysing Language,” Myers (CTR)
(from) *The Road to Wigan Pier* (Chapter 1), Orwell (NF)
(from) *The Road to Wigan Pier* (Chapter 10), Orwell (NF)

Week 9:

T 10/22

- Reading: What is Close Reading? (CTR)
“The Pawnbrokers Shop,” Dickens (NF)

TH 10/24

- Reading: "City Planet," Brand (NF)
From *Behind the Beautiful Forever*, Boos (NF)

Week 10:

T 10/29

- Reading: "The Distracted Society" & "The Mindful Society," Sachs (NF)
(Two chapters from the book *The Price of Civilization*)

TH 10/31

- Reading: Some Questions To Use In Analyzing Novels (CTR)
"Analysing Language," Myers (CTR)
Howard's End, Ch 1-10 (F)

ANNOUNCEMENT!
LAST DAY FOR AN INSTRUCTOR-INITIATED & A STUDENT-INITIATED DROP:
FRIDAY, November 1

Week 11:

T 11/5

- **ESSAY 2 DRAFT 1 DUE--WORKSHOP: Response to Peer Drafts**
Your essay grade will be docked 10% if you have missed the Draft Workshop or come with no draft or prospectus at all. Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.

TH 11/7

- Reading: *Howard's End*, Ch 11-18 (F)

Week 12:

T 11/12

- **ESSAY 2, DRAFT 2 DUE**
- Reading: *Howard's End*, Ch 19-30 (F)

TH 11/14

- Reading: *Howard's End*, Ch 31-end (F)

Week 13:

T 11/19

- **OPTIONAL 3RD DRAFT, ESSAY 1 DUE**
- Reading: *Pygmalion*, Shaw's "Preface to *Pygmalion*" & Acts I-II (D)

TH 11/21

- Reading: *Pygmalion*, Acts III-V & Shaw's "Sequel" to *Pygmalion*, 72-82 (Dover edition) (D)

Week 14:

T 11/26

- **RESEARCH PAPER DRAFT 1 DUE--WORKSHOP: Response to Peer Drafts**
Your essay grade will be docked 20% if you have missed the Draft Workshop or have come with no draft or prospectus at all. Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.

TH 11/28 **THANKSGIVING HOLIDAY**

Week 15:

ANNOUNCEMENT: THE OPTIONAL 3RD DRAFT OF ESSAY 2 WILL NOT BE DUE UNTIL FINALS WEEK, BUT REMEMBER THAT YOU MUST CONFERENCE WITH AN ENGLISH TEACHER ABOUT YOUR REVISION. HAVE THAT CONFERENCE NO LATER THAN THIS WEEK (WEEK 15).

T 12/3

- **RESEARCH PAPER WORKDAY—NO CLASS MEETING!**

TH 12/5

- **ESSAY 3-RESEARCH PAPER, FINAL DRAFT DUE**

FINALS WEEK:

FINAL DAY/TIME:

2:50 Class	T 12/10	3:15
1:15 Class	Th 12/12	1:00

- **OPTIONAL 3RD DRAFT, ESSAY 2 DUE**
- **TAKE HOME FINAL DUE**
- Reading:
 - “Get Rich Now,” Etzioni (NF)
 - “Skill and Will,” Shipler (NF)
 - “The Millennial Renewal” Sachs (NF)
 - “The Case for the Commons,” Patel (NF)

**I WILL POST GRADES ON MY CR BY 12/19 at 6 pm.
DON'T FORGET TO CHECK WEB ADVISOR (VIA THE CR WEBSITE)
FOR YOUR OFFICIAL GRADE REPORT!**

Have a Great Winter Break!