

Syllabus for: (name of class) English 1B: Critical Inquiry and Literature

Semester & Year:	Fall 2013
Course ID and Section Number:	English 1B Section E4035
Number of Credits/Units:	3
Day/Time:	MW 10:05-11:30
Location:	
Instructor's Name:	Johnston
Contact Information:	Office location and hours: CA 129 MTWTh 11:40-2:40 Phone: 707-476-4375 Email: John-Johnston@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) :**
- Analyze and employ appeals (e.g. logical, emotion, faulty, etc.) in written texts.
- Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
- Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments.
- 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.

English 1B: Critical Inquiry and Literature Fall 2013
Section E4035 MW 10:05-11:30 Humanities Building A Room A208

Course Website: <http://www.redwoods.edu/Instruct/JJohnston>

Those who can make you believe absurdities can make you commit atrocities. –Voltaire

Men in general are quick to believe that which they wish to be true. –Julius Caesar

Instructor: John Johnston

Email: John-Johnston@redwoods.edu

Office: CA 129

Office hours: MTWTh 11:40-1:05 & by appt.

Phone: 707-476-4375

Contacting your instructor: The best way for you to contact me is via email. Doing so enables me to send to you any course documents handed out in class or PowerPoint presentations we discussed. **When you email me, be sure to put ENGLISH 1B in the subject heading so I don't mistake your email for junk mail and delete it.** Also, if you type in my email address correctly, I'll get your email. If you don't, I won't. Each semester, I hear from many frustrated students who don't include the dash between my first and last name and others who think my last name is spelled "Johnson" instead of "Johnston" or my first name is spelled "Jhon." So when you send me an email, make sure you type my address carefully.

PREREQUISITE: English 1A or English 1AH

What you need for this course:

- Pirsig, Robert M. *Zen and the Art of Motorcycle Maintenance: An Inquiry into Values*. NY: Harper Collins, 1974. ISBN: 978-0-06-058946-2
- O'Brien, Tim. *In the Lake of the Woods*. NY: Mariner, 1994. ISBN: 061870986X
- Hacker, Diana and Nancy Sommers. *The Bedford Handbook* 8th ed. NY: Bedford, 2010. ISBN: 978-0312-48013-4
- Daily (including weekends) access to an internet-connected computer.
- Obsessive commitment to being on time and prepared.
- Burning curiosity.
- Boundless enthusiasm.
- An unquenchable thirst for knowledge.
- Steadfast dedication to your learning.

Course Description (from the CR Catalog)

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.

Course Outcomes/Objectives:

Upon successful completion of this course, you will be able to

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

A More Detailed Description of this Particular Course

In order to know who you should vote for, what you should study in college, what you should eat for dinner, what to do when a water pipe bursts in your house...actually, in order to survive and simply function on a day to day basis, you must recognize patterns, make connections, interpret information, make judgments and evaluations, solve problems, and offer arguments. But all interpretations are not equally valuable, all judgments are not equally sound, all evaluations are not equally accurate, all solutions are not equally good, and all arguments are not equally valid. In short, some ideas are better than others. It is the responsibility of the thinking person to figure out which ideas are worth accepting, to what degree these ideas are worth accepting, and which ideas should be rejected. We have to believe and disbelieve, but we need reasons for believing and disbelieving, and the way we discover what is worth believing is *to inquire*—that is, we engage a process of discovering what (if anything) is worth believing about a topic and to what degree it is worth believing.

Unfortunately, we live in an age that presents no shortage of challenges to our ability to inquire. Politicians speak in sound bites because they know that most people care less for the quality of their ideas and more for the “feeling” they get from particular politicians. Studies show that we respond powerfully to the barrage of illogical and incoherent messages advertisers bombard us with, even though these messages usually don’t lend themselves to being thought about, questioned, evaluated, or argued about. Even public education, the arena that is supposed to strengthen our ability to inquire, has begun to challenge our ability to thoughtfully process the world we live in by focusing increasingly on standardized tests that require little actual thinking, creativity, or imagination. Many colleges and universities have largely dropped the pursuit of “liberal” education that seeks to synthesize the mind with the material world in order to pursue rigorous work-force and career training. These institutions, typically, measure their success not by how well graduates are able to think critically and offer insight but by how well they are prepared to perform particular workplace tasks. In short, in much of modern education, it is less important for you to know how to think and understand your experience of the world than it is for you to know the acceptable responses to particular situations and the proper ways to do a job in a way your employer or the marketplace rewards.

To engage in inquiry is to challenge these forces and phenomena by learning to practice the skills that enable you to take charge of the ideas and experiences that run your life. It is to think consciously and deliberately and skillfully in ways that transform yourself. It is to become aware of yourself as an intellect and to begin to remake your mind. With these things in mind, this course is concerned primarily with the development of two abilities: 1. the ability to use inquiry in order to better understand events in the world around you, your thoughts and feelings, the literature we read, and the actions and statements of others; 2. to use inquiry, logic, and sound reasoning in your own writing to create intelligent, insightful essays. By the end of this course, you should understand both the power of inquiry and reasoned thinking.

Course Requirements (the things you need to do in order to succeed in this course)

Struggling: It is a requirement of this course that you struggle. Your books and I are not simply going to present a body of information for you to consume and then regurgitate on exams or in reports. We will explore complex historical, moral, cultural, philosophical, and political questions, and if you don’t struggle with these, it means you’re either a god (in which case we’ll make an exception) or a human being thinking about these things only superficially. In other words, if you don’t struggle, it probably means you are not thinking. And if you’re not thinking...well, how can you write something that offers fresh insight if you’re relying only on what you and others already know?

Inquiry Notebook: Your Inquiry Notebook is a collection of informal but polished writing in response to prompts on the course schedule related to our reading and discussion (“informal but polished” means that notebook entries are not formal essays but are crafted, revised, edited responses to questions). The purpose of the Inquiry Notebook is to provide you a space to work out the ideas we’re grappling with and record your questions and insights. It should demonstrate that you are engaged in the course material (we’ll discuss in class what it means to be “engaged”). You should bring your Notebook to EVERY class meeting, and you should make sure it is up-to-date at EVERY class meeting because I’ll periodically check Notebooks. If on the day I do a Notebook check you don’t have your Notebook or your Notebook is not up-to-date, you will receive only half credit for participation on that day (see below for how participation affects your grade). I will collect your Inquiry Notebook via MyCR at midterm and end-of-term (that means it has to be typed as a Word document). Your Inquiry Notebook’s will be scored as “exceeds expectations,” “meets expectations,” or “does not meet expectations.” The score on your midterm Inquiry Notebook is advisory only and does not impact your final score on this assignment. It is intended to identify your Notebook’s strengths and weaknesses so you can revise it and complete the remaining Notebook assignments more effectively.

No Questions Asked (NQA): Attached to this syllabus are two “No Questions Asked” certificates. If your Inquiry Notebook is not up to the date on one of the days I check them in class, you can submit a “No Questions Asked” certificate and not receive any penalty.

Essays: If you honestly and rigorously grapple with questions that matter, you will gain insight into the reading, the issues we discuss and, ultimately, the world you live in and the ideas that shape our understanding of it. The essays you’ll write this semester are opportunities to explore important questions. Essays will vary between 1000-1200 words (4-5 typed, double-spaced pages) and will be in response to the issues raised in our reading. When you submit an essay, identify strengths, and identify areas for improvement.

Although you will write three essays this semester, only two will be scored. You will choose which two are scored, and you will have opportunity to revise these essays based on my feedback before they are scored. Essays will be scored as “exceeds expectations,” “meets expectations,” or “does not meet expectations,” and you must complete all three essay assignments in order to submit two essay for scores at the end of the semester (see “Grading” section below for more info on essay requirements).

All essays will be submitted through our class MyCR site as Microsoft Word files (.doc or docx). I will read, comment on, score, and return your essays through MyCR. If you do not have off-campus access to Microsoft Word, you can use the computers in the CR library to format and submit your essays. I will not accept paper copies of essays.

MLA Format: Essays brought to workshop and essays submitted for grades must be double-spaced and typed in accordance with MLA guidelines (MLA format is described in the “How to Format an Essay” handout linked to our course schedule).

Grammar, Usage, and Punctuation Fixes: My comments on each essay will include indications of grammar, usage, and punctuation errors and references to appropriate sections of *The Bedford Handbook* to help you figure out how to fix the errors. Within two weeks of receiving a graded/commented-on essay, you will submit fixes of these errors. Consult the “Sample Grammar, Usage, and Punctuation Fixes” posted on the course schedule as an example of proper format. An important point to remember here is this: the fewer errors there are in your essay, the fewer fixes you have to submit AND the lesser the negative impact errors can have on your overall essay grade at the end of the semester; on the other hand, the more errors there are in your essay, the more fixes you have to submit AND the greater the negative impact errors can have on your overall essay grade. Consequently, you should work hard to proofread your essays carefully for correctness before submitting.

Participation: There are a number of ways you should participate in this course, but all of them require that you actually be in class. You can listen to what I and your classmates say. You can share what you think with us. You can take notes of what we discuss in class. You can share with classmates what you’ve written in your Inquiry Notebook regarding the day’s reading assignment. Whatever you do to participate, you have to be in class. This is where the action is. The reading, writing, and thinking you do outside of class are in preparation for what we do in class. Of course, to be a true participant in our philosophic dialogue, you have to be in class at the beginning of class and you have to stay for the entire class to receive participation credit. You cannot make up participation. What this means is that if you are late (for any reason), if you leave early (for any reason), or if you do not come prepared with your up-to-date Inquiry Notebook (for any reason), you will receive only half participation points for that day. If you are absent from class, you will not receive any participation points for that day. Think about this. Seriously. Think about it. You will likely encounter circumstances this semester that challenge your ability to come to every class on time and prepared. You may have car trouble, day care problems, illness, a death in the family, etc. Even if you think you won’t, you likely will. Plan for the unexpected by committing to being on time and prepared as much as you can be. Participation is scored as “exceeds expectations,” “meets expectations,” or “does not meet expectations.”

Reading: The pattern that’s emerged over the years is clear: those who carefully and actively read their course texts score higher on their essays and exams than those who read them only superficially (those who “skim” the reading or who read for the “gist” tend to score far below their potential and usually don’t understand why). Write in your books (doing so doesn’t affect the buyback price at all) and on your handouts. Make notes of what you read and bring questions about what we’ve read to class. The more actively you read, the more you’ll learn and the better you’ll perform. If you find yourself falling behind in your reading, don’t suffer in silence. Come talk to me, and hopefully, we can figure out a way to keep you from becoming swallowed up.

Attendance: From the CR Catalog: “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 total the number of hours that the class meets during the week.” For this course, four absences may be considered “excessive” and cause you to be dropped from the course via AP 5075 (that the CR policy number that allows instructors to drop you for excessive absences). Plus, absences are directly related to whether you have “exceeded,” “met,” or “failed to meet” expectations for participation. If you miss four classes, you must talk with me to find out if you can remain enrolled in the course. If you simply stop attending the course, it is your responsibility to protect your transcript and initiate an official withdrawal. Any student who is not withdrawn is still enrolled, and final grades reflect a student’s current level of activity and achievement. I cannot sign withdrawal slips after **November 1, 2013**, and I am required to issue grades for all enrolled students at the end of the semester. Do not have your academic transcript blemished by an F for a class you stopped attending.

Academic Honesty: “Academic honesty” is a term that refers to your relationship to your college learning. If you are forthright in your work—that is, if you do not share answers with other students, do not accept or steal test answers from other students, and do not use the words or ideas of others as if they are your own in your essays, then you are academically honest. This is a label you should cherish and protect. It is, essentially, the value of your word in college. If, though, you cheat (for whatever reason) or offer someone else’s words or ideas as if they are your own (whether you do this intentionally or unintentionally) you may have committed academic dishonesty. College of the Redwoods takes academic dishonesty very seriously. We’ll discuss in class how to avoid plagiarism and how to preserve your status as an honest academic.

Grading: There are three categories of assignments that constitute your course grade, and each category is equally weighted:

- Inquiry Notebook
- Essays
- Participation

None of your work in this course will receive a traditional letter grade or percentage (i.e. no “A, B, C” etc. or 92%, 77%, etc.). Instead, your work will be judged as “exceeds expectations,” “meets expectations,” or “does not meet expectations.”

INQUIRY NOTEBOOK

Your **Inquiry Notebook** will be judged “exceeds expectations” if

- You submitted your Inquiry Notebook for midterm review within two days of the posted due date.
- Your final Inquiry Notebook is submitted via MyCR by the posted due date.
- It is effectively written.
- It is effectively organized (entries are labeled and dated).
- It demonstrates serious engagement with the course material and questions posed.
- It demonstrates a sophisticated understanding of the issues and concepts under study.

Your **Inquiry Notebook** will be judged “meets expectations” if

- You submitted your Inquiry Notebook for midterm review within one week of the posted due date.
- Your final Inquiry Notebook is submitted via MyCR within two days of the posted due date.
- It is clearly written.
- It is organized (entries are labeled and dated).
- It demonstrates engagement with the course material and questions posed.
- It demonstrates a basic understanding of the issues and concepts under study.

Your **Inquiry Notebook** will be judged “does not meet expectations” if

- You did not submit your Inquiry Notebook for midterm review within one week of the posted due date.
- Your final Inquiry Notebook is not submitted via MyCR by the due date or within two days of the posted due date.
- It is not clearly written.
- It is not organized (entries are not labeled and/or dated).
- It does not demonstrate engagement with the course material and questions posed.
- It does not demonstrate a basic understanding of the issues and concepts under study.

ESSAYS

Your **Essays** will be judged “exceeds expectations” if

- You submitted each essay for review within two days of the posted due date.
- Your final revised essays are submitted via MyCR by the posted due date.
- They are effectively written and organized.
- They effectively respond to the assignments.
- They effectively use source material from the texts to support lines of inquiry or argument.
- They demonstrate serious engagement with the course material and questions posed.
- They demonstrate a sophisticated understanding of the issues and concepts under study.
- They meet the length and format requirements.

Your **Essays** will be judged “meets expectations” if

- You submitted each essay for review within one week of the posted due date.
- Your final revised essays are submitted via MyCR within two days of the posted due date.
- They are clearly written and organized.
- They respond to the assignments.
- They use source material from the texts to support lines of inquiry or argument.
- They demonstrate engagement with the course material and questions posed.
- They demonstrate a basic understanding of the issues and concepts under study.
- They meet the length and format requirements.

Your **Essays** will be judged “does not meet expectations” if

- You did not submit your essays for review within one week of the posted due date.
- You did not submit your final revised essays via MyCR within two days of the posted due date.
- They are not clearly written and organized.
- They do not respond to the assignments.
- They do not use source material from the texts to support lines of inquiry or argument.
- They do not demonstrate engagement with the course material and questions posed.
- They do not demonstrate a basic understanding of the issues and concepts under study.
- They do not meet the length and format requirements.

PARTICIATION

Your **Participation** will be judged “exceeds expectations” if

- You fully participate in all but 3 or fewer class meetings.
 - “Full participation” means you arrived to class on time, remained in class until the end, and brought to class your up-to date Inquiry Notebook.
 - “Half participation” means you arrived to class late, left before the end, and/or did not bring your up-to-date Inquiry Notebook.
 - Two “half participation” days constitute one non-participation day.

Your **Participation** will be judged “meets expectations” if

- You fully participate in all but 4 or 5 class meetings.
 - “Full participation” means you arrived to class on time, remained in class until the end, and brought to class your up-to date Inquiry Notebook.
 - “Half participation” means you arrived to class late, left before the end, and/or did not bring your up-to-date Inquiry Notebook.
 - Two “half participation” days constitute one non-participation day.

Your **Participation** will be judged “does not meet expectations” if

- You do not fully participate in 6 or more class meetings.
 - “Full participation” means you arrived to class on time, remained in class until the end, and brought to class your up-to date Inquiry Notebook.
 - “Half participation” means you arrived to class late, left before the end, and/or did not bring your up-to-date Inquiry Notebook.
 - Two “half participation” days constitute one non-participation day.

Course Grades

Let “exceeds expectations” = E

Let “meets expectations” = M

Let “does not meet expectations” = D

EEE= A

EEM=A-

EMM=B

MMM=C

EED=D

EMD=D

MMD=D

MDD=F

DDD=F

Extra Credit: As per CR English Department policy, there is NO extra credit available in this course. But hey, just look at all the opportunity for credit you have available in the required assignments.

Checking Your Grade

It is your responsibility to check your grade regularly and keep informed about your course performance (You can access a complete, current breakdown of your grade in MyCR). You should save ALL returned graded work in case I neglect to enter the grade or enter it incorrectly.

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. I’m eager to help in whatever ways I can.

Non Students in Class: As per College of the Redwoods policy, only students currently enrolled in a specific section of a course may attend class meetings of that course. This means that friends and children of enrolled students may not sit in on class meetings.

English 1B fall 2013 Schedule is available on the course webpage

No Questions Asked #1

Name:

Date:

No Questions Asked #2

Name:

Date:

My Papa's Waltz

By Theodore Roethke

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.

We romped until the pans
Slid from the kitchen shelf;
My mother's countenance
Could not unfrown itself.

The hand that held my wrist
Was battered on one knuckle;
At every step you missed
My right ear scraped a buckle.

You beat time on my head
With a palm caked hard by dirt,
Then waltzed me off to bed
Still clinging to your shirt.

1948

