

Syllabus for: English 1B – Critical Inquiry and Literature	
Semester & Year:	Spring 2014
Course ID and Section Number:	034841 #E4841
Number of Credits/Units:	3
Day/Time:	T-Th 1:15-2:40 p.m.
Location:	HU213
Instructor's Name:	Jacqui Cain
Contact Information:	Jacqui-cain@redwoods.edu and jacquicain@gmail.com Office hours by appointment
<p>Course Description: 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.</p> <p>Prerequisite: English 1A with a C grade or better.</p>	
<p>Student Learning Outcomes: 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:</p> <ol style="list-style-type: none"> 1. Analyze and employ rhetorical uses of language such as appeals to logic, emotion, and ethos. 2. Identify and evaluate the issue, claim, and assumptions in texts. 3. Identify and evaluate author's use of literature and literary devices as persuasive tools. 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. 5. Write well-organized and logical argumentative critical essays in response to issues raised by literary works. 6. Use examples, details, and evidence from primary and secondary sources to support or validate thesis and other generalizations. 7. Evaluate essays for effective argumentation. 8. Evaluate electronic and print sources and other research materials for authority, credibility, relevance, and bias. 	
<p>Required Texts and Materials:</p> <ul style="list-style-type: none"> • <i>Literature: Approaches to Fiction, Poetry, and Drama</i> 2nd Edition by Robert DiYanni (ISBN: 0-07-312445-1) • <i>A Pocket Style Manual</i> 6th Edition by Diana Hacker and Nancy Sommers • Additional readings/materials provided on MyCR or in class 	

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 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 in the Student Services Building, Mon- Friday, 7:30 a.m. to 5:00 p.m., or call 476-4280, TDD 476-4282.

Evaluations & Assignments

Participation/Homework/Discussion (5 pts/day x 30 class sessions)	150
Quizzes (10+20+30)	60
Essay #1 (short fiction)	100
Essay #2 (poetry)	150
Essay #3 (drama)	100
Essay #4 (critical approaches to literature/research project)	200
Peer Reviews (4 x 10 points)	40
Annotated Bibliography (700 word)	70
In-Class Writings (4 x 20 points)	80
Final	50
★ ANY STUDENT WITH AN “A-“ OR HIGHER IS EXEMPT FROM TAKING THE FINAL ★	
TOTAL:	1000 pts

100-93% = A	-----87% = B+	-----77% = C+	-----67% = D+
-----90% = A-	-----83% = B	-----73% = C	-----60% = D
	-----80% = B-	-----70% = C-	----- 0% = F

Participation: This class is designed around lots of discussion of the literary texts; every student is required to have read the material listed on the course calendar prior to class so that they can participate in these discussions. Students who have not read the material will not be able to contribute, and will learn little from the in-class activities. Five points will be awarded for each class session for participation, not for attendance. Participation cannot be “made up.” If a student has an *excused* absence (see definition of excused absences below), he/she will be given an alternate assignment to make-up the participation points that must be submitted within one calendar week of the excused absence.

Attendance: It is the policy of the English Department at College of the Redwoods that any student who misses more than 4 unexcused class sessions during weeks 1-10 will be dropped (see note below on “excused” absences). In other words, any student with five absences on or before April 3rd will be dropped by the instructor.

Census Week: Be aware that if you've missed two classes and/or have not turned in more than half of the assigned work, your name will be cleared from the class roster following Friday of Week 3 (Census Week).

Unexcused Absences: If you do miss a class 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. 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.

Student Athletes: The athletic department will notify me when student athletes are required to miss class; those absences are automatically considered “excused.” Student athletes are still expected to come prepared and with their homework to the next scheduled class session and will not be given automatic extensions on assignment deadlines. Student athletes will be given alternate assignments to allow them to make-up the participation points – these assignments must be turned in within one calendar week of the excused absence.

Excused Absences: 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. Excused absences are given only in rare circumstances; students are strongly encouraged to miss class only when they absolutely must. You don’t want to find yourself skipping a few classes at the beginning of the quarter, and then later getting a cold and missing the bus putting you over the four-absence limit!

Student Responsibilities: The general rule for college classes is that for every hour spent in class (3/wk), students should expect a minimum of 2-3 hours working outside of class: expect to spend at least 6-9 additional hours each week reading, writing, or doing other related activities.

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!

Late Work and Make-Ups: Due dates are for the beginning of class on the day an assignment is due. If an essay is due March 4th, that means it must be submitted by 1:15 p.m. on March 4th or it will be considered late.

I understand that sometimes “life happens,” and so students are allowed one, no-penalty 48-hour extension on any of the essay assignments or the annotated bibliography. These requests must be made prior to the deadline, via email (I need to have a record of the request). Also, this one time extension will not extend the cut-off deadline (see note on the next page).

I will accept all essays and the annotated bibliography up to five days late with a 10% penalty for every 24-hours after the deadline. After 5-days, the assignments will not be accepted and I will enter a grade of “zero” into the gradebook: this is the “cut-off” deadline.

NOTE: If you ask for a 48-hour extension, that does not extend the cut-off. In other words, if you ask for an extension on Essay #2 you only have the 5-days after the original deadline to submit it, *including the extension*. For example, if you asked for the extension, and then turn it in 5-days after the deadline, you would receive a 30% late penalty instead of a 50% late penalty, and if you turned it in 6-days after the deadline you would receive a “zero.”

In-class writings must be made up within one (1) week from when they were originally scheduled, and it is up to the student to request and schedule their make-up; the instructor will not do this automatically.

Quizzes will be given on Thursdays and returned the next Tuesday. Once a quiz has been returned, it cannot be made up. I will automatically provide a copy of the quiz for any student who is absent so that they can take it in the Testing Center (in the back of the library), but you are responsible for going there and taking the quiz **by noon** the day of our next class session. In other words, if a quiz was given on Thursday, March 27th, and you were unable to come to class that day – you must take the quiz in the Testing Center before the next class on April 1st. If you don't, then a grade of “zero” will be entered into the gradebook for that quiz. This policy is for both excused and unexcused absences.

NOTE: If a student knows they will take an excused absence on the date of the quiz (a student athlete who is traveling or a scheduled court appearance for example) they may request taking the quiz early.

Revisions: You have the option of rewriting any or all of the first three papers for a higher grade provided that the paper received a score of 85% or lower, AND it was turned in on time, AND it went through the in-class peer review process. Students must meet with me in conference to discuss strategies for improving the essay prior to submission (this need only be a few minutes to review how the essay was graded and to come up with a strategy to best improve the essay). You can raise your grade all the way up to 100%. Revised essays are due one week after the grade/assessment of the original essay was returned. In other words, if I return your paper on a Thursday at 1:15 p.m. you have until the following Thursday at 1:15 p.m. to submit the revised paper.

Essay #4, the research project worth 20% of your grade, cannot be revised.

NOTE: Please do not rely on the revisions policy to avoid putting in your best effort on the essays. The class moves quickly, and having to focus on revising previous work could keep you from doing well on the on-going assignments.

Misc. Classroom Policies:

Food – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid). If someone has a documented medical condition that requires them to eat during class, they need to contact me privately in order to make an accommodation.

Leaving the classroom – please do not leave the classroom once the class has started. If it is an emergency and you must leave, please do so discretely without disrupting the rest of the class.

Electronics – students may use electronic devices to take notes during class. All other types of technology must be put away at the start of class. Please remember to set your phone to silent during 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 with the instructor: 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 are unclear on the grading policies or think that something in your work was overlooked or misunderstood, 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. If I make a mistake in the gradebook, for example, the rubric states you earned 83 points, but I typed in 38, I will of course be happy to correct that at any time during the semester.

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.

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 cheating on exams will receive an “F” for the exam and lose all participation points for the day. 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>

Plagiarism: Plagiarism is the use of another’s words or ideas in your writing without acknowledging that they are not your own. When you use someone’s direct words or even an idea unique to an individual author, you must cite your source. This includes paraphrasing and summarizing from a text. Because this is such a critical concept for students to understand, you will be provided with detailed information on how to avoid plagiarism, and how to correctly cite source material within your essays.

It is the policy of the English Department at CR that all essays for this course must be submitted to turnitin.com prior to grading. This will be done automatically when you turn your work in through MyCR – no action is required by the students. After the essay has been turned in, an “originality” report will be generated. This report will show any material that has appeared before, including properly cited quotations. Students should review their reports to see if they accidentally included quotes without citing them. If this happens, he/she should contact the instructor immediately and ask to correct their submission.

The sanctions for plagiarism in this course are as follows: any student found plagiarizing will receive a "0" for the paper in question; however, if the student is otherwise eligible, they may resubmit their essay (see the section in the syllabus on “revisions”). Any second instance of plagiarism however, will result in a failing grade for the quarter. In other words, I will give you the benefit of the doubt once, but if it happens again, then I must consider it deliberate, and cannot give you a passing grade for the course.

Technology: All essays must be submitted as .doc, .docx, .odt, 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.

The instructor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in MyCR, as well as a verbal announcement in class.

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.

Course Calendar: English 1B

WEEK ONE

Tuesday, January 21st

Introduction to the course: syllabus & MyCR

Thursday, January 23rd

Textbook walk-through

Discussion, "A Chinese Puzzle," by Franz Kafka (below)

"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."

WEEK TWO

Tuesday, January 28th

NOTE: readings are to be completed prior to class

Discussion:

- 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

Thursday, January 30th

Lecture on Character: p. 59-62

Discussion:

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

WEEK THREE

Tuesday, February 4th

Continue Discussion on last week’s reading assignments

In-Class Writing #1

Thursday, February 6th

Thinking Critically About Reading: Flannery O’Connor – p. 169-207

Classroom Discussion/Analysis

Hand Out Essay #1 Assignment, **due Tuesday, February 18th**

WEEK FOUR

Tuesday, February 11th

Visual Stories – Read all of Chapter 6, p. 214-227 (these are comics)

Thursday, February 13th

Peer Review Essay #1

Lecture: Introduction to Poetry

WEEK FIVE

Tuesday, February 18th

Essay #1 DUE

Reading Poems: Chapter 10, p. 495-506
Discussion/Activities

Thursday, February 20th

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 SIX

Tuesday, February 25th

Continue Discussion of Poems

Thursday, February 27th

Poetry in Art and Song: p. 615 through the end of Chapter 15
In-Class Writing #2

WEEK SEVEN

Tuesday, March 4th

Writing About Poetry – Read all of Chapter 13

Distribute Essay #2 - **Due March 27th**

Thursday, March 6th

Poetry in Context – Langston Hughes

Discussion: Langston Hughes in Context, 700-704

- “Ballad of Booker T” p.603
- “Mother to Son” p. 706
- “Song for a Dark Girl” p.710
- “The Weary Blues” p. 712

Quiz on Poetry Terms

WEEK EIGHT

Tuesday, March 11th

Quiz returned

Continue class discussion on Langston Hughes/Essay 2 assignment

Thursday, March 13th

Read: Chapter 17, p.737-746

Activity: Each student must select one poem from Chapter 19 and be prepared to lead a discussion on it in class.

SPRING BREAK

WEEK NINE

Tuesday, March 25th

The only homework due today is a complete, typed rough draft

Peer Review Essay #2
Lecture: Introduction to Drama

Thursday, March 27th

Essay #2 due

Read Ch. 21, p. 912-916; Ch. 23, p.920-935
Review highlights of reading
Lecture: Greek Drama

WEEK TEN

Tuesday, April 1st

Discussion Oedipus Rex, up to Ode II on page 981

Thursday, April 3rd

Finish Oedipus Rex
Distribute Essay #3 **due April 17th**
Quiz: Oedipus Rex

WEEK ELEVEN

Tuesday, April 8th

Introduction to playwright - TBD

In-Class Writing #3

Thursday, April 10th

Discussion: Act I

WEEK TWELVE

Tuesday, April 15th

Peer Review Essay #3

Discussion Acts II and III of play, TBD

Thursday, April 17th

Essay #3 due

Finish Discussion of play/briefly introduce Critical Theory – Distribute Essay #4, **due May 10th**

WEEK THIRTEEN

Tuesday, April 22nd

Lecture on Critical Theory: read p. 1560-1585

Group Activity/Create Thesis and research strategies (in-class working day)

Thursday, April 24th

In-Class writing/research day for final project – you are encouraged to bring laptops

In-Class Writing #4

WEEK FOURTEEN

Tuesday, April 29th

Annotated Bibliography due

Lecture/Discussion of adaptations of literary works on film

Watch the film of the play

Thursday, May 1st

Finish the film

Quiz: Critical Theory

WEEK FIFTEEN

Tuesday, May 8th

Return Quiz
Peer Review Essay #4

Thursday, May 10th

Essay #4 due

Review – discussion of Final Exam

FINAL EXAM Thursday, 5/15 1:00-3:00 p.m.

Note: any student who has 87% or greater by the end of Week 15 will have their final essay graded and returned no later than Monday, May 12th, so they will know whether or not they are required to take the final exam.