

Syllabus for: Critical Inquiry and Literature

Semester & Year:	Spring 2014
Course ID and Section Number:	English 1B Section: E4839
Number of Credits/Units:	3
Day/Time: Location:	E4034: Monday, Wednesday 08:30AM - 9:55AM, Humanities Bldg, Room HU217
Instructor's Name:	David Holper
Contact Information:	Office location and hours: Humanities 108I, office hours TBA Phone: 476-4370 Email: david-holper@redwoods.edu
Course Description (catalog description as described in course outline): A transfer-level course in critical reading and reasoned writing. Students analyze issues and claims presented in visual, oral, or written arguments and write analytical and argumentative essays based on those issues. Research and source-based writing, employing correct MLA documentation, is required.	
Student Learning Outcomes (as described in course outline) : <ul style="list-style-type: none">◆ Analyze and employ appeals (e.g. logical, emotional, 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://www.redwoods.edu/District/Board/New/Chapter5/Ap5500.pdf	

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

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Email: david-holper@redwoods.edu

Website: http://www.redwoods.edu/departments/english/instructors/Holper/english_1b.htm

Office Hours in Humanities 108I:

Writing Center Hours:

College of the Redwoods

SYLLABUS

“Whoever undertakes to create soon finds himself engaged in creating himself. Self-transformation and the transformation of others have constituted the radical interest of our century, whether in painting, psychiatry, or political action.” Harold Rosenberg

◆ **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.

◆ **COURSE LEARNING OUTCOMES:**

- ◆ Analyze and employ appeals (e.g. logical, emotional, 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.
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PREREQUISITE: English 1A with a C grade or better or assessment recommendation for English 1B

REQUIRED TEXTS/MATERIALS:

- 1) *Mountains Beyond Mountains* by Tracy Kidder
- 2) *Bedford Handbook 8th ed* (note: earlier editions don't work well for this course).
- 3) *Outliers* by Malcolm Gladwell
- 4) Class booklet (with a binder to hold it)

Required Materials (daily):

- 1) A binder (for the class booklet) and binder paper.
- 2) Pen, pencil, and hi-liter.
- 3) Some method of computer backup: flash drive or CD.

Suggested Addition:

½ credit of English 52 strongly recommended (for tutorial help)

Welcome to English 1B! I'm excited to be your teacher, and I hope that each of us will enjoy and learn a great deal during this semester. This will be an intensive course because I will ask a lot of each one of you, but in return, I hope you will find this to be one of your more memorable reading and writing classes. The primary goals of this course are to help you in preparing for a successful college transfer in English, particularly as it applies to analysis of literature and critical thinking. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

Rules for Classroom Behavior:

- 1) Turn off your cell phone in class.
- 2) Put away your phone. No texting in class. If I see you with it out, you'll need to put it on my desk until the end of class. Or leave.
- 3) Don't get up and go to the bathroom in the middle of the class, unless it is absolutely necessary.
- 4) Don't eat in class unless you're a diabetic.
- 5) Don't crinkle up paper when the writing isn't going well.
- 6) Don't come strolling in late or leave early
- 7) Don't schedule appointments during class sessions.
- 8) Don't tell me you don't know what's going on in class when the syllabus calendar is already posted with the details of what we've done or what we're going to do.
- 9) Don't ask me for information that is available by reading the syllabus.

Your Instructor: Dave has done a little of everything, including taxi driver, fire fighter, cook, soldier, house painter, and teacher. He earned his BA in English at Humboldt State University in 1983, where he also studied journalism. After his graduation, he served for four years in the Army Military Intelligence Corps and then went on to earn a Masters of Fine Arts in English at the University of Massachusetts at Amherst, where he wrote a book of short stories. He has since taught at a number of places before coming to CR in 1999. Currently he lives in Eureka with his wife and three children. He continues to write and publish both fiction and poetry.

Emergency Response: in the event of an earthquake, whether upstairs or downstairs, we will wait in the classroom (duck and cover under desks) until the shaking has stopped. Then if it's clear that the deck is sound, we will exit in an orderly way and exit out of the north end of the building, walk out to the lawn next to the pond (across the street). We will not go down to the parking lot until it has been determined that there is no tsunami risk. Cell phone use is fine, but keep in mind that cell phone circuits often overload in an emergency.

Dave's Office: The office is in Humanities 108I. Please knock before entering.

Dave's Mailbox: TBA

Formal Essay Writing: three out-of-class, formal essays of approximately four-five pages on assigned topics, the last of which will be the Research Paper, which will be six-ten pages, plus a bibliography. (Note: these essays will advance in point value from 50-100-200.) These essays will include an introduction with a thesis at the end, body paragraphs governed by topic sentences, and a conclusion. Thesis and topic sentences must be underlined. Each essay must include at least two drafts. Please save all work that goes into papers! All papers (and all drafts) will be typed. The format will always be the same: use MLA format as described in your *Bedford Handbook*.

Draft Workshops: These are required. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a "C" on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency and you have a written note from a doctor. Attendance is the only dependable way I have of (a) helping you improve your draft; and (b) protecting you against plagiarism. It is not acceptable to bring handwritten drafts to draft workshops. Late paper coupons cannot be used to excuse late first drafts! Also, excessively short drafts will not be credited for draft workshops.

Emailing Completed Work: Unless it's an emergency, I strongly discourage this, as it wastes my printer cartridges and encourages students to wait until the last minute. However, if you cannot see me for a draft conference and want input, you can email me the work as an attachment. I'll comment using the "insert comment" feature in Microsoft Word, which will show up in your document as yellow text: when you roll your mouse onto the yellow, a text window will appear with my comment in it. Do note, however, that face-to-face conferences work better than email feedback.

Revisions: On papers one and two, you may revise your paper for a higher grade, if you're not satisfied with the grade you received. However, in order to take advantage of this, you must accomplish a significant revision, which means that once you receive your paper back from you, you should revise and clean up the draft. Then you are required to see a tutor and get his/her signature on the tutor sheet (you'll find this in the class booklet). Also note that a significant revision means more than simply correcting grammatical and mechanical errors: a significant revision often means rethinking, rearranging, expanding, adding, and rewording. You may not revise the last paper, as there will not be time; thus, you should plan on drafting several times before it's due.

Automatic D's: If I ask for a four-page paper (at a minimum), and you give me three and 3/4 pages, I will give you an automatic D. This is particularly important for the research paper: anything below the minimum will automatically receive a D. Always go beyond the minimum to be safe.

Reusing Texts: In order that you write about a range of material, you will not be able to write about an essay, book, story or poem twice, nor are you allowed to use the midterm story for a paper.

Late Work/Freebies: You will be allowed one late final draft for this course; however, you may not use this on your last paper, nor is it good on any first draft. There is a late coupon in your class booklet, and it will serve as your cover sheet for your late paper. The freebie is good to turn in a paper one week late; that's seven days. Again, this does not apply to the last paper we do.

Plagiarism: If you copy someone else's work, and I catch you, you automatically will fail the course. In addition, we will be using Turnitin.com for turning in an electronic copy of every paper to insure original work. Do note that I will give you a zero on a paper if it is not turned in to turnitin.com, so turn in the paper to the website before you turn it in to me. If you turn in the paper to me but do not have it in to turnitin.com, you'll lose five percent of the paper grade—and you'll still have to turn it in to turnitin.com. There is a link on our class website to turnitin.com, as well as directions on how to use it. I will supply you the class ID and password on the syllabus calendar before your first paper is due. I strongly recommend you write down your email address, your password, the class ID number, and class password on a printed copy of the directions, so you don't forget how to get into the system.

Required Reading: We'll read as much as we can understand and discuss during the semester, roughly two books, numerous short stories and essays.

PDFs and Printing: This semester the readings will be provided as PDFs or Word documents through the class web calendar. You'll need to find these documents, print them, and read and prepare for class.

Reading Quizzes and Exams: In order to improve our critical reading of the stories/ poems, as well as other material we cover in class this semester, we'll have quizzes and exams to test your knowledge and skills. Reading quizzes will typically be 5-10 pt. quizzes on the day following your reading assignment and will focus on character names, plot, setting, etc. If you come in late, you'll miss the reading quizzes, so do be on time. Longer exam format will be introduced as we cover this material. Also, do note that I'll drop your lowest quiz score for the semester (that's a quiz you took, not an absence). Absences for reading quizzes (other than the books) will earn a zero and may not be made up. If you have an extenuating circumstance (with written justification) for the absence(s), you can talk to Dave about it, and he will consider whether or not to let you make up the reading quiz(zes).

Make-up Quizzes/Tests: You may not make up reading quizzes. The low score (for a quiz you're present) will be dropped. With tests, if you're absent on the test day and you don't have a doctor's note or an accident report, then you may make up the test, but you lose 25% of the grade for your absence. In other words, be there on test days. It will be your responsibility to contact me about arranging a makeup exam in the ASC section of the library. (Remember, you need a photo ID to use the ASC.)

Journal Assignments: In order to help you prepare for discussions and writing, with many of the readings we do, there will also be journal assignments. Your responses will be written in paragraph format (with paragraphs of approximately one page). Be sure to start with a topic sentence and underline it. Remember, journals should be a minimum of one page double spaced. These journals are due at the next class; however, if you do miss a journal assignment, you may turn it in to my box no later than the Friday of that same week. Beyond that, the journals have no point value.

Attendance/Promptness: Students at the College are expected to attend all sessions of each class in which they are enrolled. 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.

In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as ½ an absence.

If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.

Before Census (Week 3): Be aware that if you've missed two classes and have not turned in work, your name will be cleared from the class roster following Thursday of Week 3 (Census Week). If you're in this boat and haven't talked to Dave yet about your situation, you should do so as soon as possible. It's fairly easy to be reinstated if you're accidentally dropped, but it's easier still to avoid being dropped in the first place. Also, if you're a DSPS student (or if you have a disability and need accommodations), please make sure to get over to the DSPS office, get the necessary paperwork, bring the paperwork to Dave and to the ASC, or you cannot be given accommodations for testing.

Study Groups: Right now, find two other people who are sitting near you and write down their names, phone numbers, and times available. This will be your immediate study group; however, do note that I encourage you to form other groups, as people form friendships or drop out of the course.

Name: _____ Phone: _____ Available: _____

Name: _____ Phone: _____ Available: _____

Your Portfolio: Please save all your work this semester so that you can verify your improvement, so that you're covered in case I accidentally do not record the grade, and so that you will be able to choose one essay to rewrite at the close of the semester.

Release from the Final: If you have a straight A at the end of week 15, I will release you from the final.

Grading/Points:

- 370 pts. formal essays
- 100 pts. final (timed essay)
- 90 pts. tests (short answer and written questions)
- 100 pts. reading quizzes
- 100 pts. journals
- 2.5 % of grade will consist of class participation

780 total points

Dave does not grade on a curve; he uses straight point tallies with 90 percent and above as a A, 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F.

**Eng. 1B
Holper**

FREE LATE PAPER COUPON

Note: Don't turn this coupon in instead of a late paper; rather, turn it in as the cover sheet to your late paper. Also, please make sure it's filled out!

Name: _____

Paper: _____

Original Due Date: _____

Extended Due Date (only one week): _____

Calendar

Note: this calendar is subject to change. Please check weekly postings for updates.

WEEKLY COURSE SCHEDULE: Week 1

Note: Though English 52 is not required, it is **strongly recommended**, especially for those students who are not entirely confident in their writing skills. To enroll in English 52, you'll need to get an add card and have Dave sign it, fill out the English 52 tear-off scheduling sheet and bring it yourself to the Writing Center (which opens in the second week of school), and go add 52 at Admissions and Records.

Class 1 M Holiday: MLK Day

- W
- 1) Introductions/roll
 - 2) Course theme
 - 3) Introduce syllabus
 - 4) Find your triad partners
 - 5) Fill out student information sheets.
 - 6) Group review of syllabus
 - 7) Fill out Writing Center tear offs and turn in to Dave. As in the note above, he'll return these to you as soon as he gets them back from Leslie Leach, the Writing Center Manager.
- 6) Introduce the "This I Believe" essay assignment

- Homework**
- 1) Buy your materials in the bookstore: you'll need to have the booklet for the next class.
 - 2) Buy a copy of *Outliers* by Malcolm Gladwell. You can buy a hardcover in the bookstore, buy it locally (at one of the bookstores that sells used books), or order it through [Amazon](#). The Amazon list price is considerably less expensive than the bookstore. Remember, however, it's important that you use two day shipping (not standard shipping) because you will start your reading in Week 2.
 - 2) Read section 4A in your *Bedford Handbook* on active reading and annotation. It's important from the very start of the course that you annotate your reading, so you're able to think critically about what you've read.

- 3) Follow the ["This I Believe"](#) link on our website and browse topics (as I showed you in class). Then go and find and read three "This I Believe" essays on whatever topics seem relevant to your life, beliefs, world view. Cut and paste the information about the three essays (title, author, synopsis) onto a separate page, so you'll have evidence of what you read. After you've gotten the idea for how to write a "This I Believe" essay--then go and write your own "This I Believe" essay as a means to introduce yourself to the class. The essay should be two pages double-spaced. On the back of your "This I Believe" essay, staple the page with the information about the three essays you read.
- 4) Read over syllabus carefully for the group quiz on the syllabus

- Class 2** **W**
- 1) Group quiz on syllabus
 - 2) Share your "This I Believe" essays and turn in
 - 3) Discussion: what is success?
 - 4) Watch the Gordon Gecko ["Greed is Good"](#) speech on youtube (from the film *Wall Street*). Discuss
 - 5) Watch the ["Think and Grow Rich"](#) video on youtube. If you're interested, there are 17 more in youtube. Or you if you're interested, *Think and Grow Rich* by Napoleon Hill is still a very popular book and is easily obtained at any bookstore.
 - 6) We'll look briefly at Paper 1 assignment in your class booklet, pp. 31-32.
 - 7) We'll also talk briefly about journal assignments.

- Homework**
- 1) Read ["Brainology"](#) by Carol Dweck
 - 2) Read ["Relativism"](#) (you need not read the various notes, unless you want to. This article is particularly important, as you don't want to make the philosophical mistake of arguing that success can only be defined by an individual.
 - 2) Read Section 1 in your Bedford Handbook on "The Writing Process"
 - 3) After looking over the link on [journals](#) (just Journal Format), write Journal 1: After discussing success, watching the video and doing the first readings, how would you define success?

WEEKLY COURSE SCHEDULE: Week 2

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- Class 2** **M** 1) Group quiz on syllabus

- 2) Share your "This I Believe" essays and turn in
- 3) Discussion: what is success?
- 4) Watch the Gordon Gecko "[Greed is Good](#)" speech on youtube (from the film *Wall Street*). Discuss
- 5) Watch the "[Think and Grow Rich](#)" video on youtube. If you're interested, there are 17 more in youtube. Or you if you're interested, *Think and Grow Rich* by Napoleon Hill is still a very popular book and is easily obtained at any bookstore.
- 6) We'll look briefly at Paper 1 assignment in your class booklet.
- 7) We'll also talk briefly about journal assignments.

- Homework**
- 1) Print and read "[Brainology](#)" by Carol Dweck
 - 2) Print and read "[Relativism](#)" (you need not read the various notes, unless you want to. This article is particularly important, as you don't want to make the philosophical mistake of arguing that success can only be defined by an individual.
 - 2) Read Section 1 in your Bedford Handbook on "The Writing Process"
 - 3) After looking over the link on [journals](#) (just Journal Format), write Journal 1: After discussing success, watching the video and doing the first readings, how would you define success?

- Class 3** **W**
- 1) Copy editing marks introduced (with grammar)
 - 2) Hand back work; if you want to review any mechanical errors, follow the [Bedford Handbook](#) link. The numbers in the margins of the essays are section numbers for the book.
 - 3) Share Journal 1, discuss, and turn in
 - 4) Discuss relativism in argumentation
 - 5) Introduce fallacies: class booklet

- HW:**
- 1) Flashcard the fallacies: name on one side; definition and example on the other
 - 2) Begin to memorize the fallacies
 - 3) Read "[Fail Forward, Move Forward](#)" and "[How Failure Breeds Success](#)"

WEEKLY COURSE SCHEDULE: Week 3

- Class 4** **M** 1) Discuss readings

- 2) Go over common errors to avoid in [Journals](#).
- 3) Dave will read a few strong journals as models
- 4) Continue with Logical Fallacies Practice in class booklet
- 5) Intros and conclusions, if time permits in class booklet

- HW:**
- 1) Read *Outliers*, p. 1-68 (to the end of the 10,000 hour rule chapter). Don't forget to take chapter head notes, so you remember what you've read for both writing and quiz purposes. Bring your book to Class 5 for discussion.
 - 2) **Journal 2:** What is the most interesting story, fact, idea that you have come across so far, in terms of thinking about success? And why do you find that so interesting? Make sure to incorporate a minimum of three quotes; look at the [journal link](#) for how to do both full quotes and embedded quotes-- and make sure to use both methods in your journal. In terms of format, don't forget to put your name and Journal 2 up top, in the upper left hand corner. Skip down a line or two, bold the questions. Then start with your topic sentence and underline it. Remember, one paragraph, one page, although you can go longer, if needed.
 - 3) In the *Bedford Handbook*, review 45c, the rules for capitalization of titles; 42a, the rules for italicization; 37d, the rules for quotation marks.
 - 4) Read and review MLA format and guidelines for papers (Section 54a) in your *Bedford Handbook* and look at the sample student research paper on p. 583 to refresh your memory what MLA format looks like.

- Class 5** **W**
- 1) Share journals and collect
 - 2) Hand back work
 - 3) Quickwrite on corollary rules for success: In addition to your definition of success, what other rules (from your own experience, from your reading so far) seem to be necessary in order to succeed?
 - 4) Discuss *Outliers* (pp. 1-68)
 - 5) Finish Fallacies Exercise and Fallacies Review

- Homework**
- 1) Read "[What Does It Take to Be Happy?](#)" (the article on the dollar figure for happiness).
 - 2) Continue to read *Outliers* this week, pp. 70-176 (to the end of chapter 6). Don't forget to take chapter head notes, so you remember what you've read for both writing and quiz purposes. In week 4, we'll finish the book, and in week 5, we'll take the reading quiz on the book (for 20 pts.). It's an open book reading quiz.

chapter head notes, so you remember what you've read for both writing and quiz purposes. On the Thursday of Week 5, we'll take the reading quiz on the book (for 20 pts.). It's an open book reading quiz.

2) Reinforce your understanding of comma usage by reading section 14a in the *Bedford Handbook*, which describes subordination and coordination. Also, it maybe be helpful to look at this [chart on subordinate that breaks down the subordinate conjunctions by function](#).

3) Read over [Inductive vs. Deductive Reasoning](#).

4) **Create a prewrite for paper 1.** This could be a formal outline (see Bedford Handbook, section 1D), but do use complete sentences; a cluster; etc. It cannot be just a quickwrite or a mere list. It should have an arguable thesis, a clear hierarchy of ideas; it should have rules that correlate to your main idea; it should have examples and evidence drawn from the readings, videos, personal experience, other reading you've done, or another class you've taken. **Also, you'll need to type up an introductory paragraph in MLA format** (with your thesis underlined, if it's deductive). Make sure under your title to indicate if the paragraph is inductive or deductive in parenthesis. If it's inductive, then after the introductory paragraph, which should pose the question at issue, you'll need to skip down a few lines and type out your thesis, which you will arrive at late in your paper (probably in the last body paragraph or the conclusion). **Both the prewrite and intro paragraph are due at Class 8 (worth 20 pts. total).**

5) **Begin writing your first draft of Essay 1 for a Draft Workshop at Class 10.** It's a good idea to draft this and revise (maybe more than once). Remember, you must be present with a complete, typed draft. There are no late coupons for first drafts. Keep in mind that this draft must incorporate MLA documentation, with both in-text citations, as well as a bibliography. See [MLA link](#) on our website for more specific MLA directions.

6) Note that Monday 2/17 is a holiday: Presidents' Day

WEEKLY COURSE SCHEDULE: Week 5

Class 8 M Holiday: Presidents' Day

Class 9 W 1) Check off prewrites and intro paragraphs for Paper 1 (worth 10 pts. each)
2) Share intro paragraphs
3) Review inductive vs. deductive logic, as well as thesis and topic sentences (no questions, etc.).
3) Dave will read from Anne Lamott's book *Bird by Bird* on drafting essays
4) Cover transitions--if we didn't get to them at Class 7.
5) Journal errors to avoid: [how to do embedded vs. full quotes](#).

- Homework**
- 1) Continue reading *Outliers*
 - 2) Class 9 will introduce MLA documentation, so bring your Bedford Handbook.
 - 3) Finish your first draft of Paper 1 for Class 10.
 - 4) **Comma Usage:** Look over Section 32d-j and 33 on commas in the *Bedford Handbook*. Pay attention primarily to those rules you don't yet understand or have never heard of. Then go to the [Bedford website](#). Click on "Free and Open Website." Then use the 6th edition link in the bottom right hand corner. Look for grammar exercises, then punctuation, and then major uses of the comma. The website has practice quizzes (that it scores for you) under Grammar Exercises and then Punctuation. Go through the exercises that involve commas. If there's something you didn't understand, make sure to ask when we go through them in class.

WEEKLY COURSE SCHEDULE: Week 6

- Class 10** M
- 1) Go over syllabus calendar for the week.
 - 2) Work handed back
 - 3) [Comma review](#) 32d-j
 - 4) [MLA link](#) on website
 - 5) Setting up hanging indents for a bibliography
 - 6) MLA review in preparation for Paper 1 (booklet)

- Homework**
- 1) Complete your first draft of Paper 1 for Class 10. Don't forget that for this draft, you need to underline your thesis and topic sentences (nothing in the conclusion), indicate in parenthesis under the title if the paper is inductive or deductive, and cite your sources in MLA format both in text and in a bibliography. Failure to have a first draft at Class 10 will result in the loss of 25% of the grade on your final draft.
 - 2) Make sure to use the range of the sources we've covered, not just *Outliers*. That list includes

- a) *Outliers*
- b) "Relativism"
- c) "Brainology"
- d) "Think & Grow Rich" video clip
- e) "Greed Is Good" video clip
- f) "Fail Forward, Move Forward" blog
- g) "How Failure Breeds Success" article

- h) "What Does It Take to Be Happy?" article
- i) "Red Paperclip" video clip
- j) "Life & Music" video clip
- k) "Amanda Hocking Cinderella Story"
- l) "Steve Job's Stanford Commencement Speech, 2005"

You can do research, too, but remember that all research must be documented in MLA format with in-text citations and a bibliography.

3) If you haven't already done so, complete your reading of *Outliers* for Class 10 and bring the book to class for an open book reading quiz.

- Class 11** W 1) Open book reading quiz on *Outliers*
 2) **Draft Workshop**

Homework 1) **Complete your final draft of Paper 1 for Class 12.** At this point, if you're feeling shaky about your work, you should see a tutor, have a classmate or classmates read and comment on your revision, and revise, revise, revise! Also, as you finish it, make sure that it's in the proper order, using the checklist on p. 33 of your class booklet.

2) **Two other failures to consider:** [Amanda Hocking's literary Cinderella story](#) and [Steve Job's commencement speech at Stanford in 2005](#).

3) **Semi Colons:** Read Section 34 (all of it) on those pesky semi colons in the *Bedford Handbook*. Then go do the practice problems on the [website](#). If there's something you didn't understand, please bring the specific problem/question to class.

4) Print and read "[The Necklace](#)" by Guy De Maupassant and "[Everyday Use](#)." Be prepared for a reading quiz at Class 11. Also, print and read "[Personal Names and Heritage](#)" to help you understand the Alice Walker story more clearly. Bring the printed texts to class for discussion, analysis, and notes.

5) Bring your Bedford Handbook to Class 11, so we can continue to work on MLA documentation.

WEEKLY COURSE SCHEDULE: Week 7

- Class 12** M 1) Go over syllabus calendar for the week

- 2) Grade *Outliers* reading quiz from last week
- 3) Finish MLA handout; look at [MLA link](#) on website
- 4) Quiz on two stories and discuss

1) Finish your final draft for class 12. There's a checklist on p. 33 to help remind you of a number of issues to check. The turn in order is as follows (from top to bottom):

- Homework**
- A) Scoring rubric (p. 36) with your name written neatly in the upper right hand corner.
 - B) Blank piece of binder paper for comments
 - C) Final draft (with bibliography as last page)
 - D) Feedback sheet
 - E) First draft
 - F) Introductory paragraph
 - G) Planning worksheet

Note: if you have other drafts, make sure to include them in the order of how they were written (following the logic of the reverse order).

- 2) Turn your paper in to turnitin.com. The class ID and password are located above.
- 3) If you're using your late coupon, you'll turn in your paper at Class 14 with the late coupon on top. Do not turn in the coupon by itself at Class 12.

Class 13 W

- 1) Go over semi colon usage from [Bedford reading](#)
- 2) Turnitin.com mailbox
- 3) Readaround of Paper 1
- 4) Introduction to the hero's journey, including looking at a [graphic representation of the hero's journey](#) and a [Breakdown of the hero's journey](#) using the film *The Matrix* as an example

- Homework**
- 1) Print and read the handouts on "[The Hero's Journey](#)"
 - 2) Print and read "[A Worn Path](#)" by Eudora Welty. See if you

can identify the various stages of the hero's journey in the story.

3) **Parallelism:** Read Section 9 (all of it) on parallelism in the *Bedford Handbook*. Check out the *Bedford* website at <http://dianahacker.com/bedhandbook6e/> If there's something you didn't understand, please bring the specific problem/question to class.

WEEKLY COURSE SCHEDULE: Week 8

- Class 14** M 1) Go over syllabus calendar
2) Work handed back
3) Review on parallelism: [Bedford link](#)
4) Reading quiz 2: "A Worn Path"
5) Discussion of the story, especially touching on the stages of the hero's journey

Speed dating questions:

- A) Where does she cross the threshold?
- B) Is the white hunter an ally or a false ally? Why?
- C) When she sees the little boy who offers her a slice of marble cake, how do you interpret that moment?
- D) How is she like the mythical phoenix, which lives 500 years, lays an egg, and then burns up, only to be reborn?
- E) What is at the center of the cornfield that she so fears (at least at first)?
- F) Where is her belly of the whale moment? And who is the enemy she must fight?
- G) Why is saving her grandson so important, both to herself and to him, and to the world as a whole?

6) Finish work on transitions from the class packet

- Homework**
- 1) Read "[Cathedral](#)" and "[A & P](#)" and think about what limitations both of these protagonists face, as well as whether they change or not in coming to terms with those limitations.
 - 2) Read "[Can People Change?](#)" and consider whether either of these characters has really changed or not.
 - 3) Late paper coupon folks: make sure you have finished your Paper 1 for Class 14 and have it in the proper order, as well as have turned it in to

turnitin.com.

- Class 15** W
- 1) Reading quiz on two stories
 - 2) Discussion of the protagonists, their limitations, and their ability to change
 - 3) The gift that keeps on giving
 - 4) Paper 1 modelled
 - 5) Paper returned, late papers with coupons collected, and revision process explained

- Homework**
- 1) Have a safe and fun Spring Break next week
 - 2) Print and read "A Family Supper" and be prepared for a quiz and discussion when we return from Spring Break.

WEEKLY COURSE SCHEDULE: Week 9

- Class 16** M
- 1) Go over syllabus calendar
 - 2) The gift that keeps on giving
 - 3) Quiz on "A Family Supper"
 - 4) Discussion of the story
 - 5) Review [outline format](#) for homework

- Homework**
- 1) Read ["Two Kinds"](#) and ["The Yellow Wallpaper"](#) and be prepared for a reading quiz and discussion at Class 18.
 - 2) Read ["Critical Readings on 'The Yellow Wallpaper'"](#)

- Class 17** W
- 1) Quiz and discuss two stories
 - 2) We'll look at Paper 2 assignment

- Homework**
- 1) Select the story/source you will use for Paper 2 and the approach that you will use, either analyzing the story using the Joseph Campbell's hero journey (examining some--not all--of the stages of the protagonist's journey, as well as whether or not the protagonist changed) or examining one of the stories through the lens of the secondary source(s) that were provided.

"The Necklace"
 "Everyday Use" with "Personal Names & Heritage"
 "A Worn Path"
 "Cathedral"
 "A & P"
 "Two Kinds"
 "The Yellow Wallpaper" with "Critical Readings"
 "A Family Supper"

WEEKLY COURSE SCHEDULE: Week 10

- Class 18** M 1) Syllabus calendar for week
 2) Work handed back and grade strips distributed
 3) Go over passive vs. active voice
 4) Work collected: Bibliography for Paper 2 and formal outline of Paper 2. Also, I'll check off your intro paragraph.
 5) Share intro paragraphs aloud
 6) Review of paraphrase, summary, quotation: using evidence in text.

- Homework**
- 1) Write your first draft of Paper 2 for Class 21. This will include your bibliography page, too. Remember that the citation for the film can be found on the [MLA](#) link on our website. Also, I've added a new resource on the website: a listing of over [100 Joseph Campbell quotes](#).
 2) Continue reading *Mountain Beyond Mountains*. Read chapters 10-21 this week, which will take you to p. 210. This is about 15 pages a day. Also, don't forget that there will be an open book reading quiz at the end, just as with *Outliers*, so it's a good idea to take chapter head notes.
 3) Bring your *Bedford Handbook* to the next class. We'll be working on confusing pairs.

- Class 19** W 1) Look over Techniques for How to Win or Improve your Argument, p. 29 in the booklet
 2) Confusing pairs, pp. 19-23
 3) Contextualizing your quotes (handout)
 4) Paragraphing examples, if time permits, o. 24

- Homework** 1) Finish your first draft of Paper 2 for Class 21. Make sure that it's a

complete draft with a bibliography. Remember, if you miss a draft workshop or come without a draft, you lose 25% of your final draft grade.

2) Keep up with your reading in *Mountain Beyond Mountains*. See above.

WEEKLY COURSE SCHEDULE: Week 11

Class 20 M 1) Go over syllabus calendar and work handed back.
2) Draft workshop

1) Finish your final draft of Paper 2 for class 24. There's a checklist on p. 72 to help remind you of a number of issues to check. The turn in order is as follows (from top to bottom):

- Homework**
- A) Scoring rubric (from class booklet) with your name written neatly in the upper right hand corner.
 - B) Blank piece of binder paper for comments
 - C) Final draft (with bibliography as last page)
 - D) Feedback sheet
 - E) First draft
 - F) Introductory paragraph
 - G) Planning worksheet

Note: if you have other drafts, make sure to include them in the order of how they were written (following the logic of the reverse order).

2) Turn your paper in to turnitin.com

3) Continue reading *Mountain Beyond Mountains*. Read chapters 10-21 this week, which will take you to p. 210. This is about 15 pages a day. Also, don't forget that there will be an open book reading quiz at the end, just as with *Outliers*, so it's a good idea to take chapter head notes.

4) Bring your *Bedford Handbook* to the next class

1) Speed dating questions:

A) Do you feel socially obligated in any way? Has anything been offered to you as a US citizen that you feel obligates you to give back to your society, or at least to give back when you're capable in the future of giving back?

Class 21 W B) When you think of social obligation, what forms besides Paul Farmer's life do you think of for the average person. Brainstorm as many as you can think of.

C) Can you think of some reasons why social obligation might be a negative thing, or at least why it shouldn't be forced on citizens?

D) If there were a certain way in which people were socially obligated that could really improve our society, what do you think that would be?

- 2) Large group discussion and notes on board
- 3) Quickwrite on social obligation: Do you feel socially obligated or not? If so, what has been given to you that you feel obligated? How will you pay that obligation back? If not, why do you not feel socially obligated? And why do you think social obligation is a mistake?
- 4) Confusing pairs with Bedford

Homework See above

WEEKLY COURSE SCHEDULE: Week 12

Class 22 M Class Cancelled

- HW:
- 1) Finish your final draft of Paper 2 for Class 24 (see Week 11 for details on turn-in order and turnitin.com).
 - 2) Finish *Mountains Beyond Mountains* this week and prepare for an open book reading quiz at Class 25.

Class 23 W

- 1) Go over syllabus calendar
- 2) Work handed back
- 3) Listen to the influence of [Ayn Rand](#) piece from NPR.
- 4) Ted Talk: [Video on money and happiness](#)
- 5) Look at Paper 3 assignment in class, quickwrite on what social obligation may mean (or not) and discuss.

Quickwrite: Do you have a social obligation?

If not, on what basis do you argue that individuals should not be obligated to give back to society? In what ways should the individual act to resist such calls for social obligation? What would society look like as a result?

If so, on what basis do you argue that individuals should be obligated to give back to society? Also, in what ways should people give that? What would society look like as a result?

5) Also look at the [links](#) for Paper 3.

Homework 1) If you're using your late coupon for Paper 2, the paper is due at Class 26

2) Finish *Mountains Beyond Mountains* this weekend for a reading quiz at Class 25.

3) Read Plato's ["The Allegory of the Cave"](#)

4) Read ["John Galt's Speech"](#)

WEEKLY COURSE SCHEDULE: Week 13

Class 24 M 1) Go over syllabus calendar
2) Reading quiz on *Mountains Beyond Mountains*. Scored in class.
3) [Video on human rights](#) from the United Nations. [United Nations Declaration of Human Rights](#) (Check out Article 29.1)
4) Watch the [red pill/blue pill scene](#) from the film *The Matrix*. Speed dating questions for Plato's "Allegory of the Cave"

A) What do the prisoners in the cave believe is real?

B) What does the allegory suggest about our understanding of the world through our eyes or other senses?

C) Once the freed prisoner is outside, why does Plato state he or she must be made to go back down into the cave?

D) How does Plato suggest that the others will treat him or her?

E) What does Plato's essay suggest about social obligation, particularly as it applies to illusion and reality?

1) Give some thought to the following speed dating questions for the "John Galt Speech" for Class 26.

A) At one point in the speech, John Galt states that he considers it "right to pursue one's own happiness as one's principal goal in life. I don't consider the pleasure of others my goal in life, nor do I consider my pleasure the goal of anyone else's life. What do you think about these ideas?"

Homework B) John Galt also says that this country "began apologizing for its greatness and began giving away its wealth, feeling guilty for having produced more than its neighbors." Do you think he's right that not only does the US compel its citizens to be socially obligated but also that we as a nation act in that way too with other nations?

C) In the end of his speech, Galt swears an oath that "I swear by my Life and my love of it that I will never live for the sake of another man, nor ask another man to live for the sake of mine." Does that seem like a reasonable premise or not, particularly as you think of those in society who have little

or nothing, or those who lack critical skills to succeed on their own?

2) Read over "[Maslow's Hierarchy of Needs](#)" and consider the following speed dating questions for Class 26:

A) Does it seem logical or not that as a person moves from deficit needs to higher order needs, that he or she would be more likely to offer something back to society?

B) Does Maslow's homeostasis principle, particularly in times of crisis (such as the recent economic crisis of 2008) suggest that social obligation will naturally vary?

C) In looking at the people and the qualities of those who he considered to have reached self-actualization, what aspects seem to fit with the premise that at the highest level of the hierarchy, individuals will play a significantly socially-obligated role? What qualities seem to weaken that argument?

3) Begin drafting Paper 3. There will not be a draft workshop on the Thursday of Week 14 (as announced earlier). The final draft is due on the Thursday of Week 15.

- Class 25** **W**
- 1) [Pete Singer Video on Effective Altruism](#)
 - 2) Quick tour of World Scriptures' [link](#)
 - 3) Speed dating questions for "John Galt's Speech" and "Maslow's Hierarchy of Needs"
 - 4) Look at the college's research databases and Noodle tools. Also consider how to evaluate sources that are not from the college's databases. Discussion of use of famous quotes as sources.
 - 5) For Class 27, bring two-three pages of Paper 3 draft, so your peers and Dave can give you some feedback on the beginnings of your paper.

WEEKLY COURSE SCHEDULE: Week 14

- Class 26** **M**
- 1) Go over syllabus calendar
 - 2) Dave will hand back all graded work.
 - 3) Read and respond to the 2-3 pages that everyone has written so far.
 - 4) Look at the college's research databases and Noodle tools. Also consider how to evaluate sources that are not from the college's databases. Discussion of use of famous quotes as sources.
 - 5) Speed date "Maslow's Hierarchy of Needs" reading:

A) Does it seem logical or not that as a person moves from deficit needs to higher order needs, that he or she would be more likely to offer something back to society?

B) Does Maslow's homeostasis principle, particularly in times of crisis (such as the recent economic crisis of 2008) suggest that social obligation will naturally vary?

C) In looking at the people and the qualities of those who he considered to have reached self-actualization, what aspects seem to fit with the premise that at the highest level of the hierarchy, individuals will play a significantly socially-obligated role? What qualities seem to weaken that argument?

Homework 1) Finish your Final Draft of Paper 3 (with the attached bibliography) for Class 30.

Class 27 W Conferences

1) Complete your final draft of your research paper for Class 30. Do note that you can't be late with this paper (there is no late coupon available for this), as Dave will collect them, score them, and return them at the final.

The turn in order is as follows:

Homework

Scoring rubric

Blank piece of paper

Final draft with bibliography as last page

Two-three pages that you shared in class

2) Remember that for those people with a straight A in Week 15, you are exempt from the final. However, if you are concerned about the quality of the research paper and you want to take the final, you are welcome to do so.

WEEKLY COURSE SCHEDULE: Week 14

Class 26 M 1) Go over syllabus calendar
2) Dave will hand back all graded work.

- 3) Read and respond to the 2-3 pages that everyone has written so far.
- 4) Look at the college's research databases and Noodle tools. Also consider how to evaluate sources that are not from the college's databases. Discussion of use of famous quotes as sources.
- 5) Speed date "Maslow's Hierarchy of Needs" reading:

A) Does it seem logical or not that as a person moves from deficit needs to higher order needs, that he or she would be more likely to offer something back to society?

B) Does Maslow's homeostasis principle, particularly in times of crisis (such as the recent economic crisis of 2008) suggest that social obligation will naturally vary?

C) In looking at the people and the qualities of those who he considered to have reached self-actualization, what aspects seem to fit with the premise that at the highest level of the hierarchy, individuals will play a significantly socially-obligated role? What qualities seem to weaken that argument?

Homework 1) Finish your Final Draft of Paper 3 (with the attached bibliography) for Class 30.

Class 27 W Conferences

1) Complete your final draft of your research paper for Class 30. Do note that you can't be late with this paper (there is no late coupon available for this), as Dave will collect them, score them, and return them at the final.

The turn in order is as follows:

Homework

- Scoring rubric
- Blank piece of paper
- Final draft with bibliography as last page
- Two-three pages that you shared in class

2) Remember that for those people with a straight A in Week 15, you are exempt from the final. However, if you are concerned about the quality of the research paper and you want to take the final, you are welcome to do so.

WEEKLY COURSE SCHEDULE: Week 15

Class 28

M

- 1) Syllabus calendar
- 2) Work handed back
- 3) Grade strips distributed
- 4) Details on turning in Paper 3
 - A) Make sure to label the paper inductive or deductive
 - B) Make sure to underline the thesis and topic sentences
 - C) Make sure to spell check the paper
 - D) Make sure to include the bibliography as the last page of the paper, so you have the automatic page numbering
 - E) Make sure that it has six original sources and is a minimum of six pages long.
 - F) Don't forget the scoring rubric and the blank piece of paper for comments (see turn-in order below)
 - G) Don't forget to turn the paper into turnitin.com
- 5) Introduce [self-evaluation form](#). This self-evaluation is due at the next class and is worth 20 pts.
- 6) Ethos, pathos logos ([graphic](#))
- 7) Which is the more successful speech (in terms of ethos, pathos, logos)? The [first](#) or the [second](#)?
- 8) [Contemporary science of persuasion](#)

1) Finish your Final Draft of Paper 3 (with the attached bibliography) for Class 30. Don't forget to underline both your thesis and topic sentences. Make sure it's in the proper order (see the checklist in your class booklet). Turn the paper in to turnitin.com. Bring the completed paper to Class 30. Remember, if you're late with this paper, you'll lose a letter grade a day. Also, not having it ready for class, i.e., asking to turn it in to Dave's mailbox later that day, will be considered a late paper. The paper needs to be ready for class 30. Late coupons are not acceptable with the third paper.

Homework

The turn in order is as follows:

- Scoring rubric
- Blank piece of paper for comments
- Final draft with bibliography as last page
- Initial 2-3 pages.

- 2) Turn your paper into turnitin.com

- 3) Print the [Self-Evaluation Participation Form](#), fill out, and turn in at Class 30, along with your completed research paper.
- 4) Don't forget that all graded work is due by Class 30. Failure to turn in the research papers on time will result in the loss of a letter grade per day. And failure to turn the paper in at Class 30 will be considered the loss of one day, so turning it into Dave's box later that day will be considered late.

- Class 29** W
- 1) Readaround of final drafts
 - 2) Class feedback
 - 3) Self-evaluation form collected
 - 4) The story for the final is [posted here](#). The question you have to answer is this: What do you think happened under the ice between Pieter and Kat? And do you think she is justified in her actions toward him as she emerges from the water? Remember to consider the entire context of their relationship, not just the events that happen under the ice, in answering this question.

- Homework**
- 1) If you're taking the final, read the assigned story and come prepared to write. This means you'll need binder paper, two blue or black pens, white out or some other means of correcting, a dictionary or electronic spell checker, and the text itself.

If you're not taking the final, you can either pick up your research paper at the final or come by Dave's office and pick it up.

- 2) Last of all, if you are not satisfied with the final grade of your research paper, the time to talk with Dave **is not at the final!** You can contact him the next day and schedule a conference for a later date when you've had time to read over the comments, take a careful look at the paper itself, and consider why the paper was scored as it was.

WEEKLY COURSE SCHEDULE: Week 16

Remember, no late work accepted during finals week!

Final

Note: If you miss the final with an unexcused absence, you automatically lose 25% of your grade for the test. It is your responsibility to contact the

instructor and set up a time/day to make up the final.