

Syllabus for:	
1B: Critical Inquiry and Literature	
Semester & Year:	Fall 2014
Course ID and Section Number:	English 1B-E6166
Number of Credits/Units:	3.0
Day/Time:	MW 10:05 – 11:30
Location:	SS109
Instructor's Name:	Carla Baku
Contact Information:	Office hours Mon/Wed by appt. (location TBD) Email: carla-baku@redwoods.edu
<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>Student Learning Outcomes:</p> <ol style="list-style-type: none"> 1. Analyze and employ appeals (e.g. logical, emotional, faulty, etc.) in written texts. 2. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works. 3. Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments; 4. Identify and evaluate rhetorical and literary devices as representational and persuasive tools. 	
<p>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.</p>	
<p>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.</p> <p>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</p>	
<p>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.</p>	

ENGL 1B

Critical Inquiry and Literature

Stories, like people and butterflies and songbirds' eggs and human hearts and dreams, are also fragile things, made up of nothing stronger or more lasting than twenty-six letters and a handful of punctuation marks...But some stories, small, simple ones about setting out on adventures or people doing wonders, tales of miracles and monsters, have outlasted all the people who told them, and some of them have outlasted the lands in which they were created.

— Neil Gaiman, *Fragile Things: Short Fictions and Wonders*

Vital Information:

- **Course meets:** Room SS109, MW 10:05 – 11:30 a.m.
- **Instructor:** Carla Baku
- **Email:** carla-baku@redwoods.edu. This is my preferred means of contact, and is your most efficient means of communicating with me. I check email daily.
- **Office hours:** Mon/Wed by appointment, location TBD.
- **Turnitin.com submission info:** Class ID: 8381156 Password: ss109

Welcome to English 1B!

This syllabus provides both a bird's eye view of the overall course, as well as some specific guidelines for class policies, procedures, and assignments. It is meant to be a working document that you can refer to throughout the semester, as needed.

The most effective way to become familiar with the class will be to read the syllabus straight through, then return to the more detailed sections and re-read for closer understanding.

Syllabus Contents:

Goals and Expectations	3
Theme	3
Required Text and Materials	3
Instructor Quirks.....	3-4
Technology Musts.....	3
Finals Schedule	4
Semester Portfolio.....	4
Points and Grade Breakdown.....	4
The Essays.....	4-5
Essay Draft Workshop.....	5
Automatic D.....	5
Essay Revision	5-6
Late Essay / Essay Submission.....	6
Turnitin.com	6-7
Essay formatting	7
Plagiarism	7
Quizzes and Assignments	7-8
Reading Responses / RR Guidelines	8-9
Reading Discussion	9-10
Final Exam / Extra Credit / Participation	10
Attendance	10-11
Homework / Late Work / Student Athletes	11
Getting Help	12
Finding Success	12-13
Classmate Contact Info	13
Your Instructor	12-13
General Class Schedule	13-14

Primary Focus:

The primary goal of this course is to both enrich your skills of critical thinking and to hone your ability to advance a well-reasoned and robustly-supported argument. This semester will be an intensive engagement with compelling literature; together we will examine four novels and a memoir, employing the tool of close reading for a deeper and more nuanced inquiry.

The content of our reading assignments and class discussions will involve a variety of significant personal and social issues that are inherently mature in their subject matter and that resonate deeply with individuals in our class. Please be aware that this course examines adult human experiences through the lens of academic discourse.

Effectual, egalitarian communication lies at the heart of this class and is the hallmark of a comprehensive education. Bearing this in mind, it is imperative that we treat each other with the utmost dignity and respect, allowing for widely divergent opinions and beliefs.

Prerequisite: Successful completion of English 1A.

Required Texts and Materials

Books:

- **Need now:** *Arguing About Literature: A Brief Guide*, Schilb and Clifford; *Angela's Ashes*, Frank McCourt; *The Beans of Egypt Maine*, Carolyn Chute.
- **Need before week six:** *Into the Forest*, Jean Hegland; *The Road*, Cormac McCarthy.
- **Need before week twelve:** *Extremely Loud & Incredibly Close*, Jonathan Safran Foer.
- **Recommended:** Any quality MLA handbook, such as *The Bedford Handbook*. (All essays will be written using MLA formatting and citation.)
- A pocket folder for your capstone essay—clean and in good repair, with your name written on the front cover.
- Three-ring binder—for class handouts, class packet, and to keep your life organized (see “Semester Portfolio,” pg. 3).

Instructor Quirks

- Please have a ready supply of black or dark blue pens—red or brightly colored ink is hard to read.
- Stapler. Buy a small one to keep on hand. There won't always be one in the classroom, and loose papers will not be accepted. Please don't use up valuable class time tracking down a stapler.
- Please acquire some actual binder paper—NOT the pages torn out of a spiral notebook. Even the so-called “clean tear” perforations don't work well; the frilly bits end up all over the floor, and become an irritant when I'm grading stacks of papers.

Technology Musts

- Regular access to a computer, the Internet, email you check **daily**, and a reliable printer/printer ink. Computers and printers are available for use in the LRC at the CR campus, and—for those enrolled in English 52—at the Writing Center.
- Access to a word processing program that is MS Word compatible. Because I frequently provide assignment feedback via email in Word, you **MUST** be able to receive .docx documents. Generally speaking, both Open Office and Google Docs will work fine, although each of them has their particular quirks when attaching/sending/saving. **Absolutely NO .wps or .pages documents accepted.** These do not reliably open in Word and have, in previous semesters, been highly problematic when sharing drafts for feedback with classmates.

- **You must know how to use MyCR.** MyCR is information central for our class. I regularly use MyCR to provide necessary class resources, to send personal messages, make general announcements, attach documents, provide grade information, and share links to Internet sites. MyCR is also where you will post many of your assignments. If you are new to MyCR, go there and familiarize yourself as soon as possible, as we will be using that resource immediately; check the site regularly for messages and class announcements.
- Flash drive or similar method of data transfer. This is important. The computers on campus do NOT allow you to save your work, not even long enough to email it to yourself (or to me). Having your flash drive handy can save you a great deal of stress. There are a few flash drives available for temporary checkout in the CR library, but they aren't available near closing time.
- **Please note that using your cell phone or other electronic devices during class will result in your being temporarily suspended from class and referred to campus disciplinary authorities. Please turn off cell phones before entering the room.**
- Do not run out of gasoline, paper, or printer ink. These things are indispensable and need to be part of your educational budget. Remember Murphy's Law: *Anything that CAN go wrong, WILL go wrong.* Plan ahead for your own success.

Finals Schedule:

Wed. 12/10, 10:45 a.m. – 12:45 p.m.

Semester Portfolio:

In your three-ring binder, **please save all your work this semester.** This portfolio keeps your work and class handouts in order. It also provides a record of your improvement as an academic writer and proof of your work should a grade not get recorded or be recorded incorrectly. For students who intend to transfer to a four-year university, copies of your syllabi are sometimes required when transferring credits; it's a good idea to save a copy of all syllabi for possible future reference.

Assignments Breakdown:

Four 400-word single-text mini-essays	50 pts ea
Two 800-word compare/contrast essays	75 pts ea
One 1600-word capstone essay	100 pts
Bi-weekly reading logs	150 pts
Bi-weekly reading quizzes	100 pts
Logical fallacies presentation	50 pts
Misc. class assignments	20 pts
Participation in discussions and activities	100 pts
One mid-semester conference	30 pts
Midterm examination	50 pts
Final examination	50 pts

Grades Breakdown:

A	= 930 – 1000 (93-100%)
A-	= 900 – 929 (90-92%)
B+	= 870 – 899 (87-89%)
B	= 830 – 869 (83-86%)
B-	= 800 – 829 (80-82%)
C+	= 770 – 799 (77-79%)
C	= 700 – 769 (70-76%)
D	= 600 – 699 (60-69%)
F	≤ 599 (59%-)

The Essays:

The official expectation for semester writing output in English 1B is a minimum of 6,000 words. Rather than writing two or three long essays, you will be asked in this class to write a series of shorter essays that will be tied to the reading we do for class. In total, these essays will comprise at least 2/3 of that 6,000 word requirement; the remaining 1/3 will come from your twice-weekly reading logs. Essays comprise 45% of your final grade in the course. ALL essays (regardless of length) will be written using MLA formatting and citation style; the grading rubric used for the essays will be provided.

- **Four single-text mini-essays.** A mini-essay will be due shortly after the completion of each of the first four books. In other words, one essay for *Angela's Ashes*, **due Monday Sept 22**; one for *The Beans of Egypt, Maine*, **due Monday Oct 6**; one for *Into the Forest*, **due Monday Oct 27**; and one for *The Road*, **due Monday Nov 10**.

Each mini-essay is a minimum of 400 words (approx. 1.5 double-spaced pages). These short essays will allow you to further develop ideas and questions that arise during the reading of that book, in the reading logs you produce for that book, and from concepts explored in class during lecture and discussion.

- **Two compare/contrast essays.** Whereas the mini-essays refer only to a single text, the two compare/contrast (C/C) essays examine paired texts and create an argument that demonstrates how the texts are similar or dissimilar.

At 800 words minimum, a C/C essay is approximately twice as long as a mini-essay (approx. 2.5 - 3 double-spaced pages). Just as with the mini-essays, the compare/contrast essays are a building block that will develop your skills of literary argument, and move you toward the capstone essay. C/C essay #1 (on *Angela's Ashes* and *The Beans of Egypt, Maine*) is **due Thursday Oct 16**, and C/C essay #2 (on *Into the Forest* and *The Road*) is **due Monday Nov 17**.

- **Capstone essay.** The capstone essay is your culminating written work. As the basis for this essay, you may use any of the texts read in class during the semester; you may also include one or two secondary outside sources to develop and support your argument. The focus of the capstone essay may delve more extensively into a topic that was of interest to you in one of your mini-essays or C/C essays, or you may have an entirely new idea that you would like to use as the foundation of the paper.

The capstone essay is a minimum of 1,600 words (5+ pages) and has **four deadlines**: (1) Topic proposal due to Carla **on or before Wednesday Nov 19**. (2) Submit first draft to Carla and to workshop group members by **midnight, Wednesday Nov 26**. (3) Draft workshop class (see below) **Monday Dec 1**. (4) Essay due in class on **Wednesday Dec 3**.

- **Capstone Essay Draft Workshop**

Two crucial components of writing involve your early creative work, as well as the draft workshop revisions that help shape your finished draft. **Evidence of all this work will be turned in, along with the essay, on the due date.**

In the draft workshop, you'll be part of an assigned group. Group members will provide each other feedback on the first draft of their capstone essays. Workshop class functions as follows:

- Group members send each other, and the instructor, a **complete** first draft on the assigned due date, via the "Messages" function of MyCR.
- You will print a hard copy of each essay draft sent to you.
- Using provided guidelines, you'll offer each of your group members a **thorough** and **specific** read of his or her essay, completing the peer feedback worksheet, **and** making notes directly onto the essay draft. Group members will do the same for you.
- **The workshop is an essential part of the capstone essay-writing process.** Absences are not acceptable on draft workshop days unless you have a verifiable emergency (doctor's note, police report, etc.). If you do not send your essay draft to your group by the assigned deadline, or if you arrive to class unprepared to *give and receive* feedback, you won't be allowed to participate in class that day. The penalty is a 25 point deduction from the final essay grade. Thus, a "C" is the highest possible grade on the final draft of an essay if you miss the draft workshop.

Automatic D

If you don't meet the minimum word count on an essay, you will receive an automatic D. I don't read or respond to incomplete work.

Essay Revision

The four mini-essays and the two compare/contrast essays may be revised for a higher grade **if your grade is a B- or lower** (including those incurred because of an automatic D or a turnitin.com late penalty). **The maximum grade possible for a revised essay is 85% (B).**

This revision must be *substantial*. A substantial revision does more than simply correct grammatical and mechanical errors. You must make significant changes: deepen your argument, extend your analysis, improve the textual evidence used. You have **one week from the return of your original graded essay** to complete this revision.

When deciding whether or not to revise an essay, it's essential that you carefully weigh the time required to revise against the time you need to complete ongoing class assignments. Because of end-of-semester constraints, the capstone essay may not be revised.

Late Essay

You will be allowed one late essay for this course, on mini-essays or C/C essays only. You must attach as a cover sheet the "Late Essay Coupon," letting me know that you are exercising this privilege. **DON'T** hand in the coupon alone and don't tell me why the essay is late—the reason is irrelevant. **You have one week from the original due date to turn in your late essay.**

Essay Submission

1. Submit every essay to turnitin.com **before** submitting for grading (see "Turnitin.com," pg. 6). I highly advise printing out the receipt page after making the submission and adding it to your semester portfolio, in case your submission records and mine should conflict.
2. Mini-essays and C/C essays will be submitted to instructor electronically, **via MyCR**. Submission deadlines are strictly observed—late submissions not accepted without previous approval by instructor.
3. The capstone essay will be printed and submitted in hard copy, in class. For the capstone, assemble your essay folder, with stapled essay in the right pocket. Complete the essay portfolio checklist; place it on top of all writing-process materials, clip everything together with a large paperclip, and place in left pocket. Make sure your name is on the front of the folder. Hand in essay, at the start of class, on indicated due date. Do not come to class late and/or ask if you can turn in the essay later in the day.
4. Graded essays will be returned within two weeks of submission.



Of course the writer cannot always burn with a hard gemlike flame or a white heat, but it should be possible to be a chubby hot-water bottle, rendering maximum attentiveness to the most enterprising sentences. --Paul West

Turnitin.com

Turnitin.com is an immense database that analyzes work submitted and generates an “originality report” to ensure that all work submitted is original to you and that your sources have been properly attributed (see “Plagiarism,” p. 7).¹ When you submit your essay, you should check the originality report; if the report reveals that some work has not been properly cited, you may revise the essay and then resubmit it to turnitin.

If your work is properly attributed but still generates a high percentage number, this indicates that the balance between your own writing and your sources is skewed too heavily toward sources; remember that *your* writing is foundational and should make up the greater percentage of your essay. My rule is that your originality report number should be **20% MAX** (less is better); 20% means that 80% of your writing shows as original.

By generating an originality report, turnitin can help you improve your citation skills. Important note: resubmission of your essay to turnitin.com is only possible **BEFORE** the posted due date/time. Once the due date/time has passed, turnitin.com won’t allow you to upload a new version, and student panic typically ensues. 😊

To get set up on Turnitin for the first time, go to www.turnitin.com. At the top of the page, click on “Create Account” and follow the steps required. The **class ID# and password** you need are provided under the “Vital Information” heading on page two of this syllabus.

Turnitin.com Fail

1. If the essay is not submitted to turnitin.com **PRIOR** to submitting it to me for grading, you will receive **zero points**. You’ll be sent a “Turnitin Fail” cover sheet.
2. You can rectify this problem by submitting your essay to turnitin.com and then re-submitting to me your essay, along with the “Turnitin Fail” cover sheet, filled out and electronically signed by you. **You only have until the next class meeting to complete these steps. Otherwise your zero grade will be permanent.**
3. Papers that must be re-graded under the above circumstances lose a half grade (5%) as consequence (e.g., a B+ paper becomes a B; a C paper becomes a C-, and so on).

Essay Formatting and Citation

All essays, including the first draft of your capstone essay, will be written according to MLA formatting guidelines: 12 pt. font, Times New Roman, double-spaced, 1-inch margins all around, header with last name/p. # in upper right-hand corner on all pages. Double-check for formatting accuracy, as it does count toward your grade. Citation is also done according to MLA style, with parenthetical in-text citations linked to a fully-formatted works cited page.

Plagiarism

Any time you include material in your work that is not your own—whether you have used an exact quote or have summarized the ideas of another—you absolutely **MUST** attribute that material to its source. If you do not, you are plagiarizing. Changing or rearranging words from the original source does not make it your work!

In previous classes I have had to not only fail a plagiarized essay, it has even been my sad task to fail a student out of my class entirely. Your instructors can—and do—detect plagiarized work, even when it is not caught by turnitin.com. Don’t ruin your academic standing and jeopardize personal integrity by cheating.

¹ Don’t worry about extraneous materials that get marked on the originality report, such as random/miscellaneous sentence tidbits or your name—this does happen. I pay careful attention to what is being marked by the program and I calculate out any non-pertinent matches in your work. When an originality report percentage number is very high, it is **RARELY** caused by such minor issues.

While I encourage students to share resources they find useful in their research, it is NOT acceptable to essentially mimic or recreate the work of another and submit that work as your own. If I discover you have done this, you will fail the assignment and risk failing out of the class.

Turning in work you did not produce will do nothing to help you grow intellectually, nor will it satisfy the requirements of English 1B. A student who knowingly submits work that is not his or her own OR submits work that has not been written *expressly and exclusively for this class* will fail the assignment and risk failing out of the class. Depending on the severity of the offense, the student could ultimately face more serious disciplinary action from the college, including expulsion.

Reading Quizzes:

There will be a very brief quiz at the start of each class (most often in the first few minutes) on the assigned reading. The quizzes are not intended to test your knowledge of content, but—because it is crucial that everyone get the reading done before class—they are a simple tool for keeping us honest: they shouldn't be at all difficult if you actually did the reading!

Reading Logs:

Close, analytical reading is the absolute backbone of this class. **Reading will be rigorous** (and, hopefully, enjoyable) and will take a genuine commitment of time. The reading log is a tool you'll use to interrogate the text and open up questions for further discussion and exploration.

Each class session you'll bring in a finished log entry, completed on the computer and printed out (no handwritten logs, please). During class discussion you may want to refer back to what you wrote; you'll then turn in the log entry at the end of class.

Your reading log can serve as a springboard when choosing a focus for your mini-essays and C/C essays. By the latter part of the semester, previous reading logs will be there as a record and reminder of ideas and questions that came up while reading. They can be fertile sources of inspiration when choosing a topic for the capstone essay.

Reading Discussion:

Almost every class session will include a discussion of the reading and the discoveries or dilemmas you encountered on the page. These discussions have always proved especially interesting, and provide a multi-faceted exploration of the literature.

Everyone is expected to contribute to the discussion; I realize that students have varying degrees of comfort when it comes to speaking in a group setting, and that some find it especially difficult. Bear in mind that every voice adds something unique to the conversation—no two people perceive the world in exactly the same terms, and your particular ideas help round out the exchange. The best preparation for discussion is to come equipped by having done the reading, by having your reading log at hand, and to embrace your own ideas while simultaneously being open to the ideas of your classmates.

Logical Fallacy Presentations:

Whether we are advancing an argument in writing or expressing ideas face-to-face, the principles of critical thinking determine our ability to express ourselves credibly and help us to assess the ideas of others in a balanced and logical fashion. One way to exercise critical thinking is to become familiar with logical fallacies.

There are many hundreds of fallacies that have been named and identified, and a single semester of English 1B is only long enough to study a representative sampling. Students will be put into groups of two or three and each group will be assigned a particular logical fallacy to investigate. Once a week, a pair (or trio) of students will make a short presentation to the class that illuminates the fallacy in question (only about five minutes).

Creativity is the key here! We will be far more likely to remember the fallacy (and so recognize it in the future) if your presentation is entertaining. **You must provide a brief handout** (for studying later) and the presentation must be short; other than that, you have a creative leeway: do a skit, make a film and upload it to YouTube, create a comic strip, write music, use a PowerPoint demo with few words and eye-catching graphics.

Presentations must be appropriate for a classroom setting, and may NOT refer to religious ideas of any kind, nor to extremely personal and controversial subjects such as abortion or gun control. The idea is to fully express the particular logical fallacy in a way that is fun, memorable, and inclusive, and that teaches us how the fallacy works, without being disrespectful to anyone.

Midterm Exam/Final Exam

There will be brief exams at both the midterm and the end of the semester that will cover logical fallacies and a few literary concepts covered in class for the preceding weeks (in other words, the final is *not* cumulative.) Both exams will be taken on MyCR (outside of class), and will be made available within one week of the deadline. Students who have a class grade of B+ or better at the end of the semester will be given the opportunity to skip the final, with no negative impact on their semester grade.

Midterm exam is due by midnight, Friday Oct 10.

Final exam is due by 9 a.m., Wednesday Dec 10.

Participation:

It's college. Every student is expected to come to class on time, fully prepared and ready to participate. That means you've completed the assigned reading and any other homework given, you have all necessary materials on hand, and you have something to contribute to our ongoing conversation.

Earning participation points is not a mystery. Each class session, you can earn a maximum of 4 participation points. The following are some of the ways you may lose participation points: arriving late, leaving early, allowing your classmates to pull the weight of discussion by not speaking in class or by showing up unprepared, sleeping or nodding off, holding side conversations when someone is speaking. Using cell phones/electronics in class wipes out ALL participation points for that day and will get you ousted from class. If you are not in class, you receive zero participation points for that day, regardless of the reason you are absent.

Your participation does ultimately impact your final grade. You can build an overall "points cushion" by consistently participating in this class. Although extra credit is not allowed in English 1B (see "Extra Credit," pg. 10), I occasionally offer opportunities for extra participation points. I also recognize those who go above and beyond in their class participation by spontaneously awarding extra participation points.

It is hoped this goes without saying: Civility and courtesy are compulsory. Rude or inappropriate behavior will absolutely not be tolerated, and will result in temporary suspension from the class and college disciplinary proceedings.

Attendance:

The official attendance policy of the CR English Department is as follows:

Students at the College are expected to attend all sessions of each class in which they are enrolled. 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 that notification, students are still responsible to go into Web Advisor and withdraw themselves from the class, in order not to receive an F. After week 10, excessive absences will likely result in failure.

Specific attendance policies for our class:

I recognize that life occasionally interferes with our finest intentions; however, the reality is that those who do not come to class quickly fall behind. The loss of participation and assignment points creates a points deficit that will make it difficult for you to ever repair the damage to your grade in the class.

All work is due on the date specified on the syllabus or assignment sheet. If you are absent from class on the due date, late papers will be accepted without penalty **only** if the absence is excused. Likewise, missed quizzes, tests, and in-class assignments may be made up only if the absence is excused or due to an emergency. ***Excused absences require written medical, legal, or athletic documentation.***

In the event that you do miss class, you are responsible for checking with your classmates (not your instructor) to determine what concepts, issues and material I discussed during your absence. Please note that a significant proportion of the course content will only be available in class lectures, presentation and discussions, and that your knowledge of this material will be assessed throughout the semester.

Tardiness:

Tardiness is disruptive to the entire class and has a direct impact on your participation grade. **Being late to class twice (regardless of the number of minutes you are late) is counted as a full absence.** This means that it is possible to be dropped from the class for excessive tardiness and/or tardiness combined with absences. Leaving class early is treated as a tardy, too. In other words, if you leave 10 minutes early, it is the same as if you arrived 10 minutes late.

Participation points are deducted for tardiness as follows:

Minutes Late:	Number of participation points lost:
6-10	1
11-15	2
16-20	3
21-30	half absence (0 participation points)
31+	full absence (0 participation points)

Extra Credit:

The official College of the Redwoods English Department policy does not allow for extra credit in English classes.

Other Expectations:

Homework: The general guideline for college classes is that for every hour spent in class, students should expect to spend a *minimum* of 2 hours working outside of class. For this three-hour per week class, expect to spend **at least 6-9 additional hours studying** for English 1B.

Late Work: Late work is not accepted unless an extension has been requested and granted ***IN ADVANCE*** or unless you have official medical, legal, or college athletic documentation to excuse an absence.

Assignment extensions may be granted on rare occasions and on an individual basis in extenuating circumstances ***at the discretion of the instructor.*** I am willing to work with you through difficult circumstances, if and when you communicate with me **in a timely manner.**

Student athletes whose extracurricular calendars impinge on class time are governed by the following guidelines from the CR faculty handbook:

“The student must...talk to all his/her instructors as early as possible about these expected absences” (emphasis added).

“It is the student’s responsibility to assume the initiative for the make-up of school work, either before or after the absence. The burden of making arrangements for missed work will rest upon the student.”

In other words, let me know well in advance when you are going to be gone so that we can plan a work-around for makeup assignments. Telling me you will be absent immediately beforehand (or worse, waiting until you return to class) creates unfair time and planning constraints, and may end up negatively affecting your grade. Let’s work together on this, please.

Instructors’ Dropbox: A locked drop box is located in the Humanities building, on the wall outside the associate faculty workroom. *I do NOT check the drop box; do not leave work there unless I have given you special permission to do so, **in advance.***

Contacting Instructor: My faculty email is the very best means of getting in touch with me: **carla-baku@redwoods.edu**. If you use MyCR to message me, don’t forget to check the small box that reads “Send a copy of this message to recipients’ email address(es).” I am scrupulous about checking email and do so daily. If you are struggling, have a question or concern, don’t hesitate to communicate with me in person or by email—and sooner is *always* better than later.

A frazzled person once said, however, that “poor planning on your part does not constitute an emergency on my part.” I will be as responsive to your emails as I can be, but I cannot guarantee that an email sent in extremity will be seen or responded to as quickly as you might hope.

Getting Help:

- **Enroll in English 52.** I cannot recommend this strategy highly enough! This is a class taken in the Writing Center for credit/no credit; you can choose between .5 unit, 1 unit, or 1.5 unit sections. Taking English 52 gives you access to English faculty and peer tutors in the Writing Center, a resource you may NOT use without enrolling (there is NO drop-in tutoring in the Writing Center). Getting extra eyes on your written work is always a plus—don’t miss out on this excellent resource!
- **My office hours.** Our EHS class location means that I have no office for meeting with students, but I am happy to meet with you and will do my best to find a time and location that is mutually convenient. Whether you want help with a specific assignment, are struggling with a concept, need to make me aware of challenges you’re facing, or just want to chat, DO meet with me—I’m here to help or even just to listen.
- **The Academic Support Center (ASC)** used to offer English tutoring services free to students. Short staffing has made this resource unavailable for the past couple of semesters; if English tutoring is re-established, I will let you know ASAP.
- **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 within the first two weeks of class so that necessary arrangements can be made. No last-minute arrangements or post-quiz adjustments will be made. If you have a disability or believe you might benefit from disability-related services and may need accommodations, please contact Disabled Students Programs and Services. Students may make requests for alternative media by contacting DSPS.

Finding Success:

Keeping Up:

English 1B is a rigorous and rewarding course that hones academic skills that translate to other classes, and critical thinking skills that you’ll use throughout your life.

In order to achieve all that we intend this semester, you must make the decision to bring your best effort to your studies. Attempting to skim the reading and slap together your writing at the last minute

will equal disaster when grades come out. A pallid effort will produce a pallid result; a half-hearted effort will produce a half-hearted result. This is true in life as well as in academics.

In order to increase your success in English 1B:

- **Come to class.** When you are not here, you cheat yourself and the rest of us. Your contribution to the conversation is vital to our classroom community. Those who set the precedent of repeated tardies and absences rapidly fall too far behind to ever adequately catch up (see “Attendance,” pg. 9).
- **Come prepared.** Skimping on the reading affects your grade, and it puts you in the position of riding the coattails of your fellow students. Don’t be that person.
- **Practice time management.** By planning ahead, you will be better able to fit in your academic obligations with all the many responsibilities and distractions of life. Your education is such a valuable asset—commit to giving your best effort and, sooner than you might think, you’ll be looking back with well-deserved pride in your accomplishments.
- **Challenge yourself.** Genuine learning requires us to make room for a certain amount of discomfort with new and unfamiliar ideas and processes. I urge you to expect more of yourself, to stay with the discomfort of the new and unknown. We will explore challenging issues that don’t have simple answers. How much you learn and how much your writing and critical thinking faculties improve will depend on your effort and dedication to the process.
- **Communicate:** You may want to make a habit of checking your email right before leaving for class; if I am forced to cancel due to illness or emergency, I’ll try to send an email so that you don’t have to drive to campus for no reason. If life throws *you* a curve ball that affects your participation—particularly in the case of a genuine emergency—let me know ASAP so that we can determine a plan of action. And finally...
- **Take responsibility.** Successful people don’t waste time blaming others or making excuses. The good news is that your success in life and as a student is ultimately in your hands. Should you absolutely have to miss a class, do NOT email your instructor and ask, “Did I miss anything important?” The answer is YES. Do not request or expect a mini-tutorial on what was covered in your absence. **DO** contact a fellow student to find out what was missed.

Take the time to write down (or put into your phone) contact info for at least two classmates so that you can use each other as a resource during the semester.

Fellow student contacts:

Name: _____ **Contact info:** _____

Name: _____ **Contact info:** _____

Your Instructor:

We’ll be learning a lot about one another this semester, and I look forward to getting to know each of you. Here’s a bit about me:

As a teen and young adult, I spent time in communes—Loleta, San Francisco, and San Diego. I was a hotel maid, a bakery counter girl, a nurse’s aide at a convalescent hospital. I’ve supervised a domestic violence safe house, practiced holistic massage therapy, worked in law offices and dental offices. I’ve been the executive director of an adult literacy program and stood behind the cash register at K-Mart.

When I was nearly 40 years old, I decided it was time for college. In 2007, I graduated from College of the Redwoods, received a Jack Kent Cooke scholarship, and was accepted to Stanford University. I graduated with distinction and went on to earn my MFA in creative writing from Warren Wilson College.

In addition to teaching, I'm an assistant editor at *Narrative Magazine* and a freelance writer. My poetry, fiction, and creative nonfiction have been published in a wide variety of venues. I'm currently at work on two novels.

My primary teaching philosophy is that we should work extremely hard and try to have some fun doing so. I am someone who has been down the academic path a little ahead of you and my role is to encourage you as you make your way toward your own academic goals. No one can do this for you, but I believe with all my heart that if you **persist with great courage and effort**, you will surpass what you ever imagined you could do.

*We lift ourselves by our thought, we climb upon our vision of ourselves.
If you want to enlarge your life, you must first enlarge your thought of it and of yourself.
Hold the ideal of yourself as you long to be, always, everywhere –
your ideal of what you long to attain - the ideal of health, efficiency, success.
--Orison Swett Marden (1850 - 1924)*

Class Schedule Outline:

Below is a general semester schedule with reading assignments. Specific assignments will be given in class and typically posted to MyCR as well.

Week 1	(Angela's Ashes)
Mon 8/25:	Intro and first assignments
Wed 8/27:	First assignments due
Week 2	
(Mon) 9/1:	Holiday—No class
Wed 9/3:	Reading Log (RL)1 / Reading discussion
Week 3	
Mon 9/8:	RL 2 / Reading discussion
Wed 9/10:	RL 3 / Reading discussion Logical Fallacy presentation 1
Week 4	
Mon 9/15:	RL 4 / Reading discussion
Wed 9/17:	RL 5 / Reading discussion Logical Fallacy presentation 2
Week 5	(The Beans of Egypt, Maine)
Mon 9/22:	Mini-essay 1 due by midnight
Wed 9/24:	RL 6 (double) / Reading discussion Logical Fallacy presentation 3
Week 6	
Mon 9/29:	RL 7 / Reading discussion
Wed 10/1:	RL 8 / Reading discussion Logical Fallacy presentation 4
Week 7	(Into the Forest)
Mon 10/6:	Mini-essay 2 due
Wed 10/8:	RL 9 (double) / Reading discussion Logical Fallacy presentation 5
Fri 10/10:	Midterm Exam due by midnight

Week 8 **Midterm Grade Conferences**
Thurs 10/16: **Compare/Contrast (C/C) essay 1 due by midnight**

Week 9
 Mon 10/20: RL 10 / Reading discussion
 Wed 10/22: RL 11 / Reading discussion
 Logical Fallacy presentation 6

Week 10 **(The Road)**
 Mon 10/27: **Mini-essay 3 due by midnight**
 Wed 10/29: RL 12 (double) / Reading discussion
 Logical Fallacy presentation 7

Week 11
 Mon 11/3: RL 13 / Reading discussion
 Wed 11/5: RL 14 / Reading discussion
 Logical Fallacy presentation 8

Week 12
 Mon 11/10: Holiday—no class
 Mini-essay 3 due by midnight
 Wed 11/12: RL 15 (No reading discussion)
 Special presentation

Week 13 **(Extremely Loud & Incredibly Close)**
 Mon 11/17: **C/C essay 2 due by midnight**
 Wed 11/19: RL 16 (double) / Reading discussion
 Logical Fallacy presentation 9
 Capstone Essay proposal due in class

Week 14
 Mon 11/24: **TBD**
 Wed 11/26: **Exchange capstone drafts w/workshop group
 and instructor via MyCR by midnight.**

Week 15
 Mon 12/1: **Draft workshop class.**
 Wed 12/5: **Capstone Essay due in class.**

Finals Week
 Wed 12/10: **MyCR final examination due by 9 a.m.**
 Class Final time: 10:45 – 12:45

This syllabus and the class schedule outline are subject to change and may be modified as needed throughout the semester, with notification in class, via MyCR, and/or by email.