

Syllabus for ENGL-1B– Del Norte Education Center		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	D9857	
<b>Instructor’s Name</b>	Professor Ruth Rhodes	
<b>Day/Time</b>	TH 5:15-8:25	
<b>Location</b>	T & TH 11:30-12:30 or by appointment	
<b>Number of Credits/Units</b>	3.5	
<b>Contact Information</b>	<i>Office location</i>	E7 in the “Faculty Club House”
	<i>Office hours</i>	Tuesdays and Thursdays 11:30-12:30
	<i>Phone number</i>	707-465-2336
	<i>Email address</i>	Ruth-Rhodes@redwoods.edu
<b>Textbook Information</b>	<i>Title, Edition, Author, and ISBN #</i>	<ol style="list-style-type: none"> <li>1. <i>100 Best-loved Poems</i> (Dover Thrift Edition) Ed. Philip Smith, ISBN#: 0486285537</li> <li>2. <i>Antigone</i> (Methuen Drama, Methuen Student Edition) by Jean Anouilh. A &amp; C Black Publishers, Ltd. ISBN#: 0413695409</li> <li>3. <i>100 Years of the Best American Short Stories</i>, Ed. Lorrie Moore. Houghton Mifflin Harcourt (October 6, 2015). ISBN#: 0547485859</li> <li>4. <i>Looking for Alaska</i> by John Green. Speak, Reprint edition. ISBN#: 0142402516</li> </ol>
<p><i>The universe is made up of stories, not of atoms.</i>  <i>--Muriel Rukeyser</i></p>		
<b>Course Description</b>		
<p>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>		
<b>Student Learning Outcomes</b>		
<ol style="list-style-type: none"> <li>1. Analyze and employ appeals (e.g. logical, emotional, faulty, etc.) in written texts.</li> <li>2. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.</li> <li>3. Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments.</li> <li>4. Identify and evaluate rhetorical and literary devices as representational and persuasive tools</li> </ol>		
<b>Special Accommodations</b>		
<p>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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by</p>		

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contacting DSPS at 707-465-2352.

### Academic Support

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

### Academic Honesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at: [www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf) Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

### Disruptive Classroom Behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include, but is not limited to: unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; physically or verbally abusive behavior. In such cases, where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed from class. In addition, he or she may be reported the Chief Student Services Officer or designee. The Student Code of Conduct (AP 5500) is available on the College of the Redwoods website at:

[www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

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

### Emergency Procedures for the Del Norte campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Crescent City campus emergency map is available at (<http://www.redwoods.edu/District/Maps/dnmap.asp> ). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the campus authorities.

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus, you can receive an alert through your personal email, and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “[redwoods.edu](http://redwoods.edu).” Please contact Public Safety, [707-476-4112](tel:707-476-4112), [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

## Attendance

You are expected to attend all sessions of each class. According to English Department policy, you may not miss more than two weeks (total). If you exceed the limit on absences before Week 11, you must drop the class to avoid receiving an F.

## Expectations

The quality of your learning experience depends on everyone meeting certain expectations of behavior. They are:

1. **Attend regularly.** If you need to miss class, send me a curtesy e-mail me to let me know. Ask a friend or check Canvas for the homework.
2. **Arrive on time.** Class usually begins with a graded activity. You may not make it up if you are late or absent. If the door is shut, wait outside the classroom until the activity is completed and the door is reopened. This ensures that latecomers do not distract those who arrived on time.
3. **Engage and Focus.** Turn off your cell phone; put it away. Avoid side-conversations. Do not use a laptop without permission. If you must leave, do so quietly. Show respect and appreciation for everyone present by listening, responding, and asking questions.
4. **Be prepared.** Have homework completed. Bring relevant books, handouts, and materials with you each day. Save graded work. If you are not prepared, “fess up” and observe group activities rather than participating so that you do not slow the group down.

## Grades

Grades will be updated regularly so you can check your progress on our class’s *Canvas* site. Please check your grades often—and let me know if you see an error on my part. Grades are as follows: A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%). There are no pluses or minuses. There is no extra credit.

### Prep Work & Reflection (20%)

Practicing careful, critical reading is essential for engaging class discussions—and your success in college. You will be asked to participate in **online discussions** that relate to the readings and serve as prewriting assignments for the essays. Each class will also begin with a **quiz**.

### Formal Essays (80%)

You will write three researched, formal essays totaling 6000 words (including prewriting, drafts, and reflections). For each essay, you will be asked to respond to a **question at issue**. Essays will be worth an ever-increasing percentage of your grade as the course goes on:

- **Essay 1** (20% of course grade)
- **Essay 2** (25% of course grade)
- **Essay 3** (35% of course grade)

All formal essays must be submitted to [www.turnitin.com](http://www.turnitin.com) as well as in hard copy. Late papers lose 3 points (7.5%) for each day they are late, including the day they are due.

Week	Schedule, English 1B
January 21	“I Have Been One Acquainted With the Night” by Robert Frost “As I Walked Out One Evening” by W. H Auden “Not So Far As the Forest” by Edna St. Vincent Millay
January 28	<i>Looking for Alaska, 1-133</i>
February 4	<i>Looking for Alaska, 134-end</i>
February 11	Professor Rhodes’ Personal Day - No Class
February 18	“The Gay Old Dog” by Edna Ferber “When You are Old” by W. B. Yeats ( <i>Best-Loved Poems</i> ) <b>Essay 1 Draft Due for Peer Workshop; Final due Monday, February 22</b>
February 25	“My Old Man” by Ernest Hemingway “Hemingway’s Camera Eye: The Problem of Language and an Interwar Politics of Form” by Zoe Trodd (Handout)
March 3	“Anthem for a Doomed Youth” by Wilfred Owen ( <i>Best-Loved Poems</i> ) “That Will Be Fine” by William Faulkner “Hemingway and Faulkner: Vision and Repudiation” by James Justus (Handout)
March 10	“I Stand Here Ironing” by Tillie Olsen “Sonny’s Blues” by James Baldwin “Motherhood as Experience and Metaphor” by Joanne Frye (Handout)
March 17	Spring Break
March 24	“Everything That Rises Must Converge” by Flannery O’Connor “The Emperor of Ice-Cream” by Wallace Stevens ( <i>Best-Loved Poems</i> ) <b>Essay 2 Draft Due; Final due Monday, March 28</b>
March 31	“The Lover Showeth...” by Sir Thomas Wyatt ( <i>Best-Loved Poems</i> ) “Will You Be Quiet, Please?” by Raymond Carver “By the River” by Joyce Carol Oates
April 7	“The Children’s Hour” by Henry Wadsworth Longfellow “Friends” by Grace Paley “Friend of my Youth” by Alice Munro
April 14	“If You Sing like That for Me” by Akhil Sharma “What You Pawn I Will Redeem” by Sherman Alexie
April 21	<i>Antigone</i> by Jean Anouilh “In Both Hands, Courage” by Lauren Camp (Handout)
April 28	<i>Antigone</i> by Jean Anouilh “Metatragedy in Anouilh’s <i>Antigone</i> ” by Redmond O’Hanlon (Handout)
May 5	“Landscape with the Fall of Icarus” attributed to Pieter Brueghel “Musée de Beaux Arts” by W. H. Auden <b>Essay 3 Draft Due; Final due Monday, May 9</b>
May 12 (Finals week)	Essay 3 Returned; Class Evaluation

Please note that this syllabus and schedule are subject to change.