

Syllabus for Critical Inquiry and Literature– – Eureka Campus		
<b>Semester &amp; Year</b>	Spring 2016	
<b>Course ID and Section #</b>	Engl 1B–E9012	
<b>Instructor’s Name</b>	Deborah Gerth	
<b>Day/Time</b>	T/TH 6:05 – 7:30 PM	
<b>Location</b>	HU 106	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	None
	<i>Office hours</i>	Conferences by arrangement
	<i>Phone number</i>	None
	<i>Email address</i>	deborah–gerth@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Backpack Literature</i>
	<i>Author</i>	Kennedy and Gioia
	<i>ISBN</i>	0321968123
	<i>Title &amp; Edition</i>	<i>Passing, Norton Critical Ed.</i>
	<i>Author</i>	Larsen
	<i>ISBN</i>	9780393979169
<b>(Recommended)</b>	<i>Title &amp; Edition</i>	<i>Easy Writer, 5<sup>th</sup> Ed.</i>
	<i>Author</i>	Lunsford
	<i>ISBN</i>	1457640465
<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>Grading</b>		
<p>Your grade will be posted on Canvas. Please check it often to avoid surprises and errors, and talk with me right away if you have a concern about your grade or believe I’ve made a mistake.</p>		
<p><b>A (90–100%)    B (80–89%)    C (70–79%)    D (60–69%)    F (0–59%)</b></p> <p>There are no pluses or minuses. There is no extra credit.</p>		

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### Grading (cont.)

#### Preparation and Reflection—30%

Almost every week, you will prepare for class discussions and essays by participating in an online discussion on Canvas. Your posts and responses to others' posts will be graded. These discussions will help you read critically, they'll help the whole class be prepared for an engaged and lively discussion, and they'll serve as part of your essay preparation and prewriting. It is not realistically possible to pass the class without participating in these discussions, so be sure to find a solution to any internet access problems you might have; you'll need internet access at least twice a week.

If the class turns out to need quizzes because of tardiness or lack of preparation, they will be included in this grade category. I'm expecting you all to do your part so quizzes are unnecessary.

#### Formal Essays—70%

You will prepare four formal essays in MLA format. Drafts are required for all but the last essay, and the "workshopped" draft is part of your essay grade. Late drafts cannot be made up, but late final essays will be accepted with a grade penalty.

You'll find detailed information about the essays in the Writing Assignment section of the syllabus.

### Attendance

You are expected to attend all sessions of each class on time. According to English Department policy, you may not miss more than four class sessions. Only absences for official college activities are considered excused. See me right away if you expect to be absent. If you exceed the limit on absences before Week 11, you must drop the class to avoid receiving an F.

### Learning Environment

Every student is entitled to a learning environment that is positive, safe, and engaging. Every student is also responsible to help create that positive environment. You will do that by arriving on time, being prepared with books and homework assignments, staying on-task (including putting away electronic devices), ALWAYS treating other students with respect, and *faking* a positive attitude on the days you don't really have one. Students who disrupt teaching and learning will leave the classroom.

### What you need to succeed

Two attitudes are essential to our work in this course. One is **intellectual curiosity**—curiosity is what drives inquiry and investigation. So be curious and engaged. The other is a **growth mindset**—the awareness that it takes *effort* to learn things that are difficult and to rise to the challenge of a hard assignment. Critical reading and writing are not easy for

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anyone, and sometimes our brains will hurt! If we persist, though, the payoff is the very valuable ability to think more critically.

### Need extra help?

Consider registering for Engl. 53B to get extra time and tutoring for your work in this course. This is a .5 or 1.0 credit course in the Writing Center.

### 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 at 707-476-4280.

### 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/or exam 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

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intimidation; and 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 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.

## Schedule for English 1B

Spring 2016

The syllabus and schedule are subject to change.

Weeks	Key Concepts and Learning	Readings
<b>Weeks 1–2</b> 1/18–1/29  Introduction	<ul style="list-style-type: none"> <li>· close reading</li> <li>· observation and inference</li> <li>· critical thinking model</li> <li>· questions at issue</li> <li>· primary sources</li> <li>· approaches to literature</li> </ul>	<ul style="list-style-type: none"> <li>· “Witness” (handout)</li> <li>· “The Death of the Ball Turret Gunner” (BL595)</li> <li>· “The Ones Who Walk Away from Omelas” (BL229)</li> <li>· “Dead Men’s Path” (BL187)</li> <li>· “The Powwow at the End of the World” (BL562)</li> </ul>
<b>Essay 1</b> draft due Feb. 2; final draft due Feb. 9		
<b>Weeks 3–6</b> 2/1 – 2/26  Thinking and Talking about Literature	<ul style="list-style-type: none"> <li>· historical and social context</li> <li>· genre</li> <li>· canon</li> <li>· character</li> <li>· plot</li> <li>· point of view</li> <li>· metaphor, image, symbolism</li> <li>· tone</li> <li>· theme</li> <li>· secondary sources</li> </ul>	<ul style="list-style-type: none"> <li>· “To a Locomotive in Winter” (BL382)</li> <li>· “I like to see it lap the Miles” (BL383)</li> <li>· “Naming of Parts” (BL611)</li> <li>· “When I Heard the Learn’d Astronomer” (BL619)</li> <li>· “London” (BL422)</li> <li>· “The World is too much with us” (BL541)</li> <li>· “Pied Beauty” (BL437)</li> <li>· “A &amp; P” ((BL18)</li> <li>· “A Rose for Emily” (BL32)</li> <li>· “Barn Burning” (BL155)</li> <li>· “Miss Brill” (BL303)</li> </ul> <p>and other readings</p>
<b>Essay 2</b> draft due March 1; final draft due March 8		
<b>Weeks 7–10</b> 2/29 – 4/1	<ul style="list-style-type: none"> <li>· use these course concepts to discuss a longer work</li> </ul>	<p><i>Passing</i> (Nella Larsen)</p> <p>and other readings</p>
<b>Essay 3</b> draft due April 5; final draft due April 12		
<b>Weeks 11–15</b> 4/4 – 5/6	<ul style="list-style-type: none"> <li>· apply the course concepts and select additional readings for a longer research essay</li> </ul>	<ul style="list-style-type: none"> <li>· “Sweat” (BL276)</li> <li>· <i>Twilight: Los Angeles, 1992</i> (BL988)</li> <li>· “Everyday Use” (BL77)</li> <li>· “Cinderella” (BL553)</li> <li>· “Happy Endings” (BL256)</li> </ul> <p>and other readings</p>
<b>Essay 4</b> research proposal due 4/21; final draft due May 5		

## Writing Assignments for English 1B

Spring 2016

### Preparation and Prewriting (2000 words)

Each week a discussion question will be posted on Canvas. Your response and replies to other posts will be graded online. These assignments have hard deadlines and late work cannot be accepted (because the discussion only works if everyone's post is there on time).

This writing is less formal, more conversational, than your formal essays, but it is still academic writing, not facebook. I strongly recommend that you prepare your posts in Word or GoogleDocs or another word processing program, and then paste them into the Canvas discussion. This gives you access to all the tools you need to find and correct your errors, and it also provides an archive of your posts when you need them for an essay assignment.

### Formal Essays (4000 words)

For all four formal essays:

- Your essay will be submitted to Turnitin.com by the due date, and also printed for grading.
- Your papers will follow MLA format in layout and documentation. Be sure to use your writing handbook and guidelines in the *Backpack Literature* text to correctly cite your sources and prepare the list of works cited.
- Late final papers are accepted, but with a grading penalty of two points (7%) per day including non-school days. An extension may be granted IF YOU REQUEST IT BEFORE THE PAPER IS DUE.

### Essay 1 (500 words) (10% of course grade)

Choose one of the works we've read and identify a key question at issue in the work. Write an argument essay that explains the question at issue and demonstrates *how* the work presents this issue. Use specific support from the work to support your argument.

### Essay 2 (1000 words) (15% of course grade)

1. Choose one of the works from this module. How does this work use character, plot, point of view, metaphor, image, symbol or tone to present its argument? (If you need to, review these literary terms in your textbook.) Use specific support from the work and at least one secondary source to support your argument.
2. Choose two of the works we've read (at least one must be from this module) that you think share a similar question at issue. Write an argument essay that demonstrates how both works present this issue. Use compare/contrast to demonstrate differences as well as similarities so your argument is not oversimplified. Use specific support from the works and at least one secondary source to support your argument.

3. Choose one of the works from this module. How does the social or historical context of the work help you understand the question at issue? Use specific support from the work and at least one secondary source to support your argument.

**Essay 3** (1000 words) (20% of course grade)

1. Review the questions at issue presented in the introduction to *Passing* (xxvi). Choose an issue that interests you and write a researched argument essay about it. Use specific support from the work and at least four relevant secondary sources to support your argument. (You may use secondary sources included in the textbook, but at least one must be an outside source.)
2. What is race? Where does the concept of race come from? How might the meaning of race shift in different times in America? Use the novel and the idea of passing to explore racial identity in America in a researched essay. Use specific support from the work and at least four relevant secondary sources to support your argument. (You may use secondary sources included in the textbook, but at least two must be outside sources.)
3. Choose one or two poems or stories included in the *Passing* text (171–332) and develop a researched argument essay. You may want to compare or contrast two works, or make connections to *Passing*, or explore the social and historical context of the works. Use specific support from the work(s) and at least four relevant secondary sources to support your argument. (You may use secondary sources included in the textbook, but at least two must be outside sources.)

**Essay 4** (1500 words) (25% of course grade)

1. Follow your curiosity to develop a research question based on the literature and issues we've discussed. You may want to
  - Read additional works by an author we studied
  - Do further research on an issue you've already written about and want to know more about
  - Do further research on criticism of a work we studied earlier
  - Do further research on the social or historical context of a work we studied earlier
  - Discuss one or more of the readings from Module 4.

This research essay should include five relevant secondary sources.

For this essay you will also write a **research proposal/plan**. It should include your research question stated concisely, a longer explanation of what you want to learn or explore with your research, a list of your primary source(s) (the literature you're writing about), and annotated copies of at least two relevant secondary sources you've located so far. (Your proposal should be word-processed and double-spaced, but it may be formatted in any way that seems clear and logical to you.)