

Syllabus for: English 1B – Critical Inquiry and Literature	
Semester & Year:	Fall 2015
Course ID and Section Number:	039013 #E9013
Number of Credits/Units:	3
Day/Time:	M-W 11:40 – 1:05 p.m.
Location:	HU106
Instructor's Name:	Jacqui Cain
Contact Information:	Jacqui-cain@redwoods.edu and jacquicain@gmail.com Office hours by appointment
<p>Course Description: A course using literature as a basis for critical thinking and composition. Students analyze issues, problems, and situations represented in literature and develop effective short and long written arguments (6000 minimum word total) in support of an analysis. This course is designed for those students who seek to satisfy both the full year composition and the critical thinking transfer requirements.</p> <p>Prerequisite: English 1A with a C grade or better.</p>	
<p>Student Learning Outcomes: In this course, you will learn to think like a critical reader and writer. By the end of the semester, you should be able to:</p> <ol style="list-style-type: none"> 1. Analyze and employ rhetorical uses of language such as appeals to logic, emotion, and ethos. 2. Identify and evaluate the issue, claim, and assumptions in texts. 3. Identify and evaluate author's use of literature and literary devices as persuasive tools. 4. Through inferential reasoning, develop judgments in the form of thesis statements (which involves the ability to distinguish belief from knowledge and fact from judgment) in response to questions of personal, cultural, philosophic, religious, and social issues represented in literature. 5. Write well-organized and logical argumentative critical essays in response to issues raised by literary works. 6. Use examples, details, and evidence from primary and secondary sources to support or validate thesis and other generalizations. 7. Evaluate essays for effective argumentation. 8. Evaluate electronic and print sources and other research materials for authority, credibility, relevance, and bias. 	
<p>Required Texts and Materials:</p> <ul style="list-style-type: none"> • Henry V Folger Edition ISBN: 1420926322 by William Shakespeare • The Things They Carry ISBN: 0767902890 by Tim O'Brien • The Yellow Birds ISBN: 0316219347 by Kevin Powers • Course Packet Available in Bookstore 	

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.

Evaluations & Assignments

Participation/Homework/Discussion (5 pts/day x 28 class sessions)	140
Essay #1 (short fiction)	100
Essay #2 (poetry)	100
Essay #3 (novel)	150
Essay #4 (critical approaches to literature/research project)	250
Peer Reviews (3 x 15 points + 1 x 25 points)	70
Annotated Bibliography (700 word)	70
In-Class Writings (4 x 30 points)	120
TOTAL:	1000 pts

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

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

Attendance: It is the policy of the English Department at College of the Redwoods that any student who misses more than 4 unexcused class sessions during weeks 1-10 will be dropped (see note below on “excused” absences). In other words, any student with five absences by March 30th will be dropped by the instructor.

Census Week: Be aware that if you've missed two classes and/or have not turned in more than half of the assigned work, your name will be cleared from the class roster on the Friday of the third week: February 5th.

Unexcused Absences: If you do miss a class I will assume that you have a very good reason and that is fine -- we all know it happens. However, you are expected to come prepared for the next class session, and to have contacted another student to borrow lecture notes. I will upload copies of any worksheets or handouts to Canvas – so do check that before coming to the next class.

If you have to come late or leave early, please do so in a way that is not disruptive to the other students and make arrangements to get copies of lecture notes, etc. Points are awarded each day for participation, so you can expect to lose some of those points if you are not in attendance for the full class session.

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

Excused Absences: Medical or legal emergencies will be considered “excused” absences with documentation. Examples include a court date or a visit to the ER for the student or their dependent. Excused absences are given only in rare circumstances; students are strongly encouraged to miss class only when they absolutely must. You don’t want to find yourself skipping a few classes at the beginning of the quarter, and then later getting a cold and missing the bus putting you over the four-absence limit!

Student Responsibilities: The general rule for college classes is that for every hour spent in class (3/wk), students should expect a minimum of 2-3 hours working outside of class: expect to spend at least 6-9 additional hours each week reading, writing, or doing other related activities. Please keep in mind this is an average – use the course calendar to track reading and writing assignments and deadlines.

ASK QUESTIONS!!! The only questions that you should not ask are things such as “when is the due date” and “what are we doing today,” as you should already have that information at your fingertips. Everything else is welcomed and encouraged!

Late Work and Make-Ups: Due dates are for the beginning of class on the day an assignment is due. If an essay is due February 4th that means it must be submitted by 11: 40 a.m. on February 4th or it will be considered late. I understand that sometimes “life happens,” and so students are allowed one, no-penalty 48-hour extension on any of the essay assignments or the annotated bibliography. These requests must be made prior to the deadline via email (I need to have a record of the request). Also, this one time extension will not extend the cut-off deadline (see note on the next page).

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

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

deadline you would receive a “zero.”

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

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

Revisions: You have the option of rewriting any or all of the first three papers for a higher grade provided that the paper received a grade of B or lower, AND it was turned in on time, AND it went through the in-class peer review process. Students must meet with me in conference to discuss strategies for improving the essay prior to submission (this need only be a few minutes to review how the essay was graded and to come up with a strategy to best improve the essay). You can raise your grade all the way up to 100%. Revised essays are due one week after the grade/assessment of the original essay was returned. In other words, if I return your paper on a Thursday at 11:40 a.m. you have until the following Thursday at 11:40 a.m. to submit the revised paper.

Essay #4, the research project worth 25% of your grade serves as the “final” for the class and therefore cannot be revised for a higher grade. Students must come to class during our regularly scheduled final exam to turn in their rough draft and peer reviews: May 9th at 10:45 a.m.

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

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.

Emergency Procedures for the Eureka campus:

Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: (http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf). 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 Incident Commander or campus authorities. (CR’s lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

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.” Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions.

Misc. Classroom Policies:

Food – Food is not permitted in the classroom. Beverages are allowed so long as they are in a container that will not spill (has a lid).

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

Electronics – students may use electronic devices to take notes during class. All other types of technology must be put away at the start of class. Please remember to set your phone to silent; if you have a specific situation, such as you are expecting a call from the babysitter, please tell me in advance, and if you have to answer the phone please go outside.

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; 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

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.

Contesting a Grade -- Students have one-week from the time an assignment has been returned to contest the grade with the instructor: after that time the grade will stand. If for any reason you are not sure why you earned the grade you received, or if you unclear on the grading policies or think that something in your work was overlooked or misunderstood, please do not hesitate to contact me immediately. This is especially true if you are thinking about revising your work and resubmitting it for a higher grade. If I make a mistake in the gradebook, for example, the rubric states you earned 83 points but I typed in 38, I will of course be happy to correct that at any time during the semester.

Incompletes – A student may request an Incomplete if they are passing and have turned in all of the major assignments except the final research essay. Incompletes are not automatically granted, and are only offered due to extenuating circumstances. For example, in the past, I have allowed an incomplete when a student was hospitalized during the last week of the course. They are not to be used to allow for vacations or an extension on the final assignment.

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 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.

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

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

Plagiarism, continued.

The sanctions for plagiarism in this course are as follows: any student found plagiarizing will receive a "0" for the paper in question; however, if the student is otherwise eligible, they may resubmit their essay (see the section in the syllabus on "revisions"). If there is a second instance of plagiarism the student will not be able to revise, will earn a grade of "0" for the assignment, and will be referred to the Student Conduct Officer. In other words, I will give you the benefit of the doubt once, but if it happens again then I must consider it deliberate.

Technology: All essays must be submitted as .doc, .docx, .odt, or .rtf files. I cannot open .txt or .wps files, and I cannot comment on PDFs. Please double-check, because if I can't open it I will have to count it as "late."

If you have any technology problems, check out the "Ask CR" website, which you can find a link to at the top of CR's homepage.

The instructor reserves the right to make adjustments to the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas, as well as a verbal announcement in class. If the changes are substantial a replacement syllabus/calendar will be distributed.

College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.

Course Calendar: English 1B

WEEK ONE

Wednesday, January 20th

Introduction to the course: syllabus, Canvas, theme – why war?

WEEK TWO

Monday, January 25th

Lecture: What is Literature?

Discuss The Things They Carried (TTTC), pg. 1-36

Wednesday, January 27th

Read TTTC, 37-116

Lecture on Character (static/dynamic)

Video: “Writing About Anguish Beyond Words”

WEEK THREE

Monday, February 1st

Lecture on Symbolism

Video “Tim O’Brien Tells a True War Story”

Wednesday, February 3rd

Finish TTTC

Continue Discussion on last week’s reading assignments

Video: “The Things They Carried,” 20 years later

In-Class Writing #1

WEEK FOUR

Monday, February 8th

Hand Out Essay #1 Assignment

Due on the 22nd

Wrap up discussion

Lecture: Introduction to Poetry

Wednesday, February 10th

Read the poems of Wilfred Owen (pg. 3-6 in packet)

Discussion of poems

WEEK FIVE

Monday, February 15th

No Class

Wednesday February 17th

Read packet pg. 12-19

Peer Review Essay 1
Discussion of Poems

WEEK SIX

Monday, February 22nd

Read all of Walt Whitman

Essay 1 Due
Continue Discussion of Poems
In-Class Writing #2

Wednesday, February 24th

Continue Discussion of Poems
Writing About Poetry – Distribute Essay #2
Group Activity – approaches to the essay

WEEK SEVEN

Monday, February 29th

Leap day!

Read The Yellow Birds (TYB) to p. 48

The novel – introduction to the *war on terror*

Wednesday, March 2nd

Read TYB to p. 127

Discussion

WEEK EIGHT

Monday, March 7th

Read TYB to p. 174

Discussion-activities on TYB

Wednesday, March 9th

Peer Review Essay #2
Continue discussion of TYB

WEEK NINE

Monday, March 21st

Finish TYB

Essay #2 due
Discussion TYB
In-Class Writing #3

Wednesday, March 23rd

Distribute Essay #3
Introduction to Drama/Introduction to Shakespeare

WEEK TEN

Monday, March 28th

Read *Henry V*, Act 1

Discussion/Video

Wednesday, March 30th

Read *Henry V*, Act 2 & 3

Discussion/Video

WEEK ELEVEN

Monday, April 4th

Peer Review Essay #3

Discussion cont.

Wednesday, April 6th

Finish the play

Discussion of play and of critical theory (if there is time)

WEEK TWELVE

Monday, April 11th

Essay #3 due

In-Class Writing #4

Wednesday, April 13th

Lecture/discussion on literary approaches

Distribute Essay #4 -- group activities

WEEK THIRTEEN

Monday, April 18th

The Annotated Bibliography explained

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

Wednesday, April 20th

Lecture/Discussion of adaptations of literary works on film

WEEK FOURTEEN

Monday, April 25th

Watch first hour of adaptation - discussion

Wednesday, April 27th

Finish watching adaptation - discussion

WEEK FIFTEEN

Monday, May 2nd

Annotated Bibliography due
Student-teacher conferences

Wednesday, May 4th

Peer Review Essay #4
Wrap up discussion

Final: Monday, May 9th, 10:45-12:45 p.m.