

Syllabus for Critical Inquiry and Literature– – Eureka Campus		
<b>Semester &amp; Year</b>	Fall 2016	
<b>Course ID and Section #</b>	Engl 1B–E0599	
<b>Instructor’s Name</b>	Deborah Gerth	
<b>Day/Time</b>	M/W 8:30 – 9:55	
<b>Location</b>	HU 217	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>“Office” location</i>	LRC Corridor
	<i>Conference hours</i>	M/W 12:30–1:00 PM
	<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>Analyze and employ appeals (e.g. logical, emotional, faulty, etc.) in written texts.</li> <li>Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.</li> <li>Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments.</li> <li>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 may be dropped from the class without notice, so it's important to stay in communication with me about your attendance.

### 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

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to rise to the challenge of a hard assignment. Critical reading and writing are not easy for 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.

### 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](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](mailto:security@redwoods.edu) if you have any questions.

*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.*

## Schedule for English 1B

Fall 2016

The syllabus and schedule are subject to change.

Weeks	Key Concepts and Learning	Readings
<b>Weeks 1–3</b> 8/29–9/12  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 Sept. 14; final draft due Sept. 21		
<b>Weeks 3–6</b> 9/14– 10/7  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>· “When I Heard the Learn’d Astronomer” (BL619)</li> <li>· “London” (BL422)</li> <li>· “Composed upon Westminster Bridge” (BL622)</li> <li>· “Pied Beauty” (BL437)</li> <li>· “A &amp; P” (BL18)</li> <li>· “A Rose for Emily” (BL32)</li> <li>· “Barn Burning” (BL155)</li> </ul> and other readings
<b>Essay 2</b> draft due Oct. 12; final draft due Oct. 19		
<b>Weeks 7–10</b> 10/10–11/4  <i>Passing</i>	<ul style="list-style-type: none"> <li>· use these course concepts to discuss a longer work</li> </ul>	<ul style="list-style-type: none"> <li>· <i>Passing</i> (Nella Larsen)</li> </ul> and other readings
<b>Essay 3</b> draft due Nov. 9; final draft due Nov. 16		
<b>Weeks 11–15</b> 11/7–12/9  Research	<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>· <i>Twilight: Los Angeles, 1992</i> (BL988)</li> <li>· “Cathedral” (BL85)</li> <li>· “Saboteur” (BL287)</li> <li>· “This Is What It Means to Say Phoenix, Arizona” (BL246)</li> </ul> and other readings
<b>Essay 4</b> research proposal due Nov. 21; final draft due Dec. 7		
<b>Week 16:</b> final class meeting _____		

## Writing Assignments for English 1B

Fall 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. You may want to prepare your posts in your 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 essays will be uploaded to Canvas/Turnitin 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. English 1B assumes you are prepared to competently use MLA, so we'll spend very little class time to learn it. If this is a weakness for you, please enroll in English 53B to get tutoring.
- Most essays require that you use secondary sources (researched sources that help you understand your primary source, which is the literature you're writing about). Secondary sources must be *academic* sources to meet the assignment guidelines. We will workshop with a librarian to learn what an academic source is and how to find one in our library.
- Late final papers are accepted, but with a grading penalty of two points (7%) per day including non-school days. A short extension may be granted IF YOU REQUEST IT BEFORE THE PAPER IS DUE.

### Essay 1 (500–700 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.) Make sure you select only ONE of the literary concepts for your essay. Use specific support from the work and at least one

secondary source to support your argument. SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50).

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. SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50).
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. SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50).

**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 TWO relevant secondary sources to support your argument. SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50). You may use secondary sources included in the textbook.
2. How important is race to your understanding of the novel? Is race a key element or one of many elements that intersect in the novel? Use the novel and the idea of passing to explore racial identity in America in a researched essay. *It is essential that you investigate racial identity in an academic way, using academic sources, not just your personal opinions or popular ideas.* Use specific support from the work and at least THREE relevant secondary sources to support your argument. SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50). (You may use secondary sources included in the textbook, but at least ONE must be an outside source.)
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 TWO relevant secondary sources to support your argument. SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50). (You may use secondary sources included in the textbook, but at least ONE must be an outside source.)

**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. **SECONDARY SOURCES MUST BE ACADEMIC, SCHOLARLY SOURCES (SEE BL 1149–50).**

For this essay you will also write a **research proposal/plan**. It will include your narrowly focused research question, 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. You'll receive a handout with more details for this assignment.