

Syllabus for Engl 1B		
Semester & Year	Spring 2018	
Course ID and Section #	ENGL-1B-E6109	
Instructor's Name	Dr. Jennifer Mary Brown	
Number of Credits/Units	3.0	
Day/Time:	TTH 8:30-9:55am	
Location:	SBHS 101	
Contact Information	<i>Office location</i>	HU 119
	<i>Office hours</i>	Tues. 12:15-2:15pm
	<i>Phone number</i>	
	<i>Email address</i>	Jenny-brown@redwoods.edu
Textbook Information	<i>Title & Edition</i>	See Below for textbook info
	<i>Author</i>	
	<i>ISBN</i>	
Course Description		
<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>		
Student Learning Outcomes		
<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. 		
Necessary Computer Skills		
<p>For completion of this course, all students should be able to use Canvas software, as well as email, Microsoft Word (or other word processing program), and read PDF files. Students should also know how to play video and/or audio and record on their own to upload to Canvas. See https://www.redwoods.edu/online/Help-Student for full Canvas requirements. Microsoft Office 365 is available for free to students who are currently attending CR. The service includes Office Online (Word, PowerPoint, Excel, and OneNote), 1TB of OneDrive storage, Yammer, and SharePoint sites. See:</p> <p>https://products.office.com/en-US/student/office-in-education#FAQS https://www.microsoft.com/en-us/education/products/office/default.aspx</p>		
*		
<p>*Any computer skill issues can be solved by contacting me or Technical Support (see below for details). Don't hesitate to ask questions at any point.</p>		
Technology Requirements (computer, other hardware, and software)		
Hardware: Computer or tablet with internet access.		

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Software: PDF reader and word processing programs (Adobe Reader and Microsoft Word not necessary, but preferred)

Technology Support

Before contacting Technical Support please visit the Online Support Page at <http://www.redwoods.edu/online/Help>.

For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact Technical Support at its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

CR technical support can help you with issues regarding your password for Canvas, Web-Advisor and your mycr.redwoods.edu email. They can be reached at its@redwoods.edu or by calling either (707)476-4160 or 800-641-0400, ext. 4160, between 8:00 a.m. and 4:00 p.m., Monday through Friday. You may send emails to them any time and they will respond within one business day.

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.

Regular Effective Contact

This class will consist of regular lessons, discussions, and submitted assignments. I will respond to all submitted items and students are expected to respond to classmates in the discussion. I encourage you all to message me and each other in Canvas and keep an open dialogue in the course.

Academic Support and Resources

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. The following resources are available to support your success as a student:

- CR-Online (Resources for online students): <http://www.redwoods.edu/online>
- Library (including online databases): <http://www.redwoods.edu/library/>
- Canvas help and tutorials: <http://www.redwoods.edu/online/Canvas>
- Student Online Hand Book: <http://www.redwoods.edu/Portals/72/Documents/Students/CR-OnlineStudentHandbook.pdf>

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Course Communication

Students may contact me at any point using email (jenny-brown@redwoods.edu), on campus during my office hours, face-to-face by appointment, or in the weekly Q&A discussion module.

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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>, and scroll to AP 5500. 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; 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services> and scroll to AP 5500.

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 College of the Redwoods:

RAVE – College of the Redwoods has implemented an emergency alert system. In the event of an emergency at the college 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.

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 Learning Objectives:

Upon completion of this course, the student will be able to:

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.

Course Requirements and Expectations of Student:

Students should expect to:

1. Demonstrate use of rhetorical techniques in the production of original pieces of writing.
2. Read professional and student texts actively and critically.
3. Use the writers' workshop and/or peer and instructor feedback to evaluate their own manuscripts as well as the manuscripts of others.
4. Participate in a community of writers.
5. Submit assignments in a timely manner and dedicate time and energy into our community of writers.

Course Expectations of Instructor:

Students should expect that their instructor will:

1. Participate as a community member
2. Be available within 24 hours of written communication
3. Treat students fairly and with respect to all participants
4. Provide prompt and adequate feedback for all assignment submissions
5. Provide help to anyone that needs it.

Course Participation Policy

Students are expected to comply with all expectations and requirements of students (see above). Each of you is an important member of our community and should accept responsibility to be part of the workshop at all times. You will quickly establish your role in the workshop, and we will miss you when you do not participate.

Required Texts

- Austen, Jane. *Pride and Prejudice*. New York: Penguin Classics. 2003.
- Woolf, Virginia. *Mrs. Dalloway*. New York: Mariner Books. 1990.

- Wardle, Elizabeth and Doug Downs. *Writing About Writing: A College Reader* (3rd Edition). New York: Bedford-St. Martin's. 2016.

Course Assignments and Requirements

Please see our Canvas Modules page for all relevant course materials

Writing Assignments:

Course assignments will be posted on Canvas in **Assignments** and **Modules**, located on the left side panel of the course home page. The due date for each assignment will be clearly indicated underneath each assignment, as well as repeated within the assignment explanation under each assignment heading. Course assignments are expected to be completed by the assignment due date.

You will have four assignments throughout the semester. There will be three essays and one research proposal with notes. Each essay will have a word count range. All essays should have a clear thesis in which a claim is made, and then proved with examples for support. Your arguments should be logical, complex, and well supported with facts and analysis. They should all be written in MLA format. The essays are equally weighted at 20 points each, equaling 80.

In-Class and Online Discussion Assignments:

In-Class: Once every two weeks or so, you will have a class period in which you are presented with a claim and must spend the remainder of the class writing an argumentative essay. Some of these will be announced, and others will not. These will afford you the ability to think on your feet.

Online: Online discussion prompts will be posted at least one week in advance, and you will have those 7 days to complete the assignments and respond to 2 peers in the discussion. The original post will be a minimum of 250 words, while the thoughtful responses will be a minimum of 150 words. **You will not receive credit for this assignment unless both parts are complete.**

These assignments be graded for completion only, but the total of which will be incorporated with your participation grade for the remaining 20 points of the 100 for the class (The other 80 points will be the essays). **They cannot be made up or turned in late.**

Participation:

In order to be an active member of the classroom, you must participate. By reading the assignments, coming to class, and being prepared to engage in active discussion, you will become a more critical thinker and thus, a better argumentative writer. Participation will be incorporated into the 20 pts. used for in-class assignments.

Readings:

All the readings are required for this class. You must be prepared to discuss and write about each reading assignment on the day that it is due. Failure to do so will signal failure to participate in class. You wouldn't going skiing and leave your skis at home, so don't come to class without being prepared. **There will be pop reading quizzes. Be prepared.**

Rough Draft Workshops: The week before an assignment is due, we will have a day of in-class workshops. These are mandatory. You will bring in a printed copy of your typed essay and be prepared to actively work on it in class with the help of your peers.

Late Work

Work will be considered *Late* if posted after the due date indicated on the assignment page. Points will be taken off for each day the required assignment is late.

Discussion submissions cannot be turned in late or made up later.

Grade Distribution

80 pts. - Four Assignments: 3 essays totaling 6,000wrds, 1 research proposal (20 pts. each)

10 pts. - In-class writing, online discussions*

*In class-writings and online discussions will graded for completion. Half credit may be given.

10 pts. - Class Participation

= 100 pts. total

Note about Canvas: Since some of your assignments and participation come from face-to-face classroom exercises and lessons, **do not refer to the Canvas auto-grader to find your anticipated grade. It will NOT be accurate.**

Drop/Withdrawal

The Last Day to Drop without a “W” and Receive a Refund is **01/26/2018**. The Last Day for Student Initiated Withdrawal (no refund) is **03/30/2018**. The Last Day for Faculty Initiated Withdrawal is also **03/30/2018**.

Assignments

Assignments will be located under the Assignments tab on the Canvas homepage for our class. Students will be expected to check back daily for updates, discussions, and assignments.

Please visit <https://www.redwoods.edu/online/Canvas> for Canvas help.

Revisions:

If you receive a “C-” or below on assignments 1, 2, or 3, you may revise them for a higher grade. I will average the newer grade with the older grade for this newer grade. Please see me after grades are distributed and we will work out a schedule for completion of the new draft.

Supplies:

Please bring a pen and notebook to class every day. You will be required to write during every class period (this is a writing class, after all), and I will not have extras.

Please bring assigned reading for the day to class with you.

Final Exam:

Your final exam will be your fourth assignment. It will be due on the day of your official final (see class schedule below), but you will hand it in via canvas.

Food in Class:

In addition, please do not bring meals into the classroom. Drinks and granola bars are fine, but food requiring utensils or preparation is very distracting (not to mention, smelly). Eat before you get to class.

Attendance / Lateness Policy:

Writing is a skill that improves with practice and feedback, so all students are expected to attend and be on time and prepared for every class. This means bring all your books to class! All absences are considered unexcused unless otherwise negotiated with the instructor.

In addition, don't be late! By arriving late you interrupt and distract the class. Lateness will not be tolerated.

Weekly Schedule (including important course dates)*

*subject to change

Date	Assignment Due Today	Lesson
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Week 1 - Introduction

1/16/18 - T	First Class! Buy your books!	Introductions, Syllabus Review, Q&A
1/18/18 - Th	Read Roxane Gay's "The Bad Feminist Manifesto" (link on Canvas)	1. Discussion and activity on your personal writing process, interpretation of text, and problem solving in your writing. 2. Discussion and Analysis of Roxane Gay's "The Bad Feminist Manifesto" 3. Assignment #1* Intro

Week 2 - Jane Austen

1/23/18- T	Start reading <i>Pride & Prejudice</i> vol. 1, ch. 1-23 (due 1/25)	1. Introduction to Jane Austen 2. In-class writing exercise.
1/25/18- Th	1. Read <i>Pride & Prejudice</i> vol 1, ch. 1-23	<i>Pride & Prejudice</i> discussion

	(expect a quiz!) (this is about 100 pages of reading. Please begin early) 2. Discussion post due by 11:59pm on Canvas	
1/28/18 - Sunday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 3 – Jane Austen and Critical Commentary

1/30/18 - T	Work on Rough Draft!	Pride & Prejudice discussion continued, MLA
2/1/18- Th	Rough Draft Due – Assignment #1 – Bring in a printed copy of your essay	Rough Draft Workshop day - Bring in a printed copy of your rough draft of Assignment 1*

Week 4 – Critical Reading

2/6/18- T	From <i>Writing about Writing</i> , read “Shitty First Drafts”	Discussion and exercise: perfecting the terrible first draft, and why it’s important.
2/8/18 -Th	Work on Assignment #1	Last Minute Editing: MLA formatting
2/9/18 - Friday	Assignment #1 –Final Draft of essay due on Canvas by 11:59pm	Final Draft of Assignment #1 due by 11:55pm

Week 5 – Mr. Darcy

2/13/18 - T	Read <i>Pride & Prejudice</i> vol 2, ch 1-9 (or ch. 24-32)	Introduction to Mr. Darcy and the problems of character. // Intro. to Assignment #2
2/15/18 - Th	Read <i>Pride & Prejudice</i> vol 2, ch 10 - 24 --end of vol 2 (or ch. 33-42) Discussion post due by 11:59pm on Canvas	Reading Discussion: Character Miscommunication / The Regency Novel

2/16/18 - F	No Classes – Lincoln’s Bday	
2/18/17 - Sunday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 6 - Falling Action

2/19/18	No Classes- President’s Day	
2/20/18 - T	Read <i>Pride & Prejudice</i> vol 3, ch 1-6 (ch. 43-48)	1. Falling Action Reading Discussion
2/22/18 - Th	Read <i>Pride & Prejudice</i> vol 3, ch 8-13 (ch. 49-54)	Discussion and in-class exercise on academic discourse, secondary sources

Week 7 – Discovery and Critiquing

2/27/18	Finish <i>Pride & Prejudice</i>	Discussion on forming a critical draft vs a discovery draft
3/1/18	Rough Draft Due – Assignment #2 – Bring in a printed copy of your essay	Rough Draft Workshop Day

Week 8: Critical Reasoning

3/6/18 - T	In <i>Writing About Writing</i> , read James E. Porter's "Intertextuality and the Discourse Community", p. 542-558.	How to create a flawless, logical argument and why it is necessary.
3/8/18 - Th	In <i>Writing about Writing</i> , read Margaret Kantz's "Helping Students Use Textual	Mechanical editing and revising, polishing introductions and conclusions for clarity, MLA review

	Sources Persuasively", pp. 579-599.	
3/9/18 – Friday	Assignment #2 Due on Canvas by 11:55pm	Assignment #2 Due on Canvas by 11:55pm

Week X: Spring Break

3/12/18 – 3/16/18	No Classes – Spring Break	
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Week 9 - The Research Proposal

3/20/18 – T	In <i>Writing About Writing</i> , read Christina Haas and Linda Flower's "Rhetorical Reading Strategies and the Construction of Meaning", pp. 559-578	<p>1. Intro to Assignments #3* & #4**</p> <p>2. Critical Inquiry: How to ask the right questions</p>
3/22/18 – Th	Read <i>Mrs. Dalloway</i> pp.3-40	Intro to <i>Mrs. Dalloway</i> : A Personal Drama & Modernism

Week 10 – Mrs. Dalloway

3/27/18 - T	Read <i>Mrs. Dalloway</i> pp.41-80	Character analysis and being the “odd one out”
3/29/18 - Th	Read <i>Mrs. Dalloway</i> pp.81-100 Initial Discussion post due by 11:59pm on Canvas	Establishing the role of politics and history in a novel.
4/1/18 – Sunday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 11: Mrs. Dalloway Cont'd

4/3/18 – T	Read <i>Mrs. Dalloway</i> pp.101-130	Politics, history, and the personal. In-class writing
4/5/18 – Th	Read <i>Mrs. Dalloway</i> pp.131-160	How to understand a conclusion: What is the writer trying to say? Is that always the conclusion we should stick with?

Week 12 – Research Proposals

4/10/18 – T	Read <i>Mrs. Dalloway</i> TBD	Concluding <i>Mrs. Dalloway</i>
4/12/18 – Th	Assignment #3 Due – Research Proposals Begin Final Draft of proposal due on Canvas by 11:59pm	Research Proposals & Critical Friends. Be prepared to discuss.

Week 13 – Research Proposals, cont'd

4/17/18 – T		Research Proposals & Critical Friends. Be prepared to discuss.
4/19/18 - Th		Research Proposals & Critical Friends. Be prepared to discuss.

Week 14 – Doing the Work of Thinking Critically

4/24/18 -T	Read Virginia Woolf's short story, "The New Dress"	Evaluating Woolf: Discussion of "The New Dress" and <i>Mrs. Dalloway</i> .
4/26/18 - Th	Read James Joyce's short story, "The Dead", from <i>Dubliners</i> . Initial Discussion post due by 11:59pm on Canvas	Comparing Virginia Woolf & James Joyce: Discussion of Joyce's "The Dead" and <i>Mrs. Dalloway</i> .
4/29/18 – Sunday	2 peer comments to discussion thread on Canvas due by 11:59pm	

Week 15 - Editing

5/1/18 -T	Assignment #4 Rough Draft Due	Rough Draft Workshop Day
5/3/18 -Th	Work on Draft	Tackling the nemesis of the academic paper: The Skeptic. How to embrace the opposition.

Final

5/8/18 – T 8:30-10:30am	final class, question and answer period	Final Due on Canvas by 11:59pm
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