

<b>Syllabus for ENGL-1B– Del Norte Education Center</b>		
<b>Semester &amp; Year</b>	Fall 2018	
<b>Course ID and Section #</b>	ENGL 1B D6554	
<b>Instructor’s Name</b>	Professor Ruth Rhodes	
<b>Day/Time</b>	Class: M/W 12:30-1:55	
<b>Location</b>	DM 34	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	E7 in the “Faculty Club House”
	<i>Office hours</i>	Mondays and Tuesdays 11:30-12:30 and by appointment
	<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>	<p>Required:</p> <ol style="list-style-type: none"> <li><i>The Absolutely True Diary of a Part-Time Indian</i> by Sherman Alexie. Little Brown, 2009.</li> <li><i>Contemporary American Fiction</i>, selected by Joyce Carol Oates and Christopher Beha. Ecco, 2008.</li> </ol> <p>Recommended:</p> <ol style="list-style-type: none"> <li><i>Easy Writer, 6<sup>th</sup> Edition</i> by Andrea A. Lunsford, Bedford St. Martin’s ISBN 978-1-319-05076-4</li> </ol> <p>Or other current handbook (like <i>St. Martin’s</i>)</p>
<p><i>“Education is not the learning of facts but the training of the mind to think.”</i> -Albert Einstein</p> <p><b>Course Description</b> 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><b>Student Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.</li> <li>Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.</li> </ol>		
<p><b>Special Accommodations</b> 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-</p>		

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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 707-465-2352.

### 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>. 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: <http://www.redwoods.edu/board/Board-Policies/Chapter-5-Student-Services>. 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/delnorte/Maps-and-Directions; scroll down to the Safety Map>). For more information on Public Safety, go to <http://redwoods.edu/publicsafety> 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

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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](mailto:redwoods.edu).” Please contact Public Safety, 707-476-4112, [security@redwoods.edu](mailto:security@redwoods.edu), if you have any questions.

*Note from Professor Rhodes: Our evacuation point for DM 34 in case of a fire or natural disaster is in the back parking lot by the student lounge. In the very unlikely event of an active shooter incident, rapidly disperse away from the campus rather than cluster at the evacuation point.*

*Anxiety? Our buildings at College of the Redwoods are structurally, geographically and statistically SAFER than nearly any other place in Del Norte County. It is important to know what to do in case of an emergency, but please understand that you are very safe here.*

*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.*

### Attendance

Please attend all sessions of each class. English Department policy is that your instructor can drop you from the roster if you miss more than two weeks (total) of class before Week 11. *If you're worried about attendance, talk to me.*

### Habits of Mind

The quality of your learning experience in college depends on developing certain habits of mind. Often, these habits represent a shift from what students are used to from high school. These include:

1. **Arrive on time.** Class usually begins with a graded activity. You can't make it up if you are late or absent. If the door is locked, wait outside the classroom until the activity is completed and I reopen the door. I'm not trying to be mean. I'm making sure those who arrived on time are not distracted.
2. **Attend regularly.** If you miss class for any reason, send me a curtesy e-mail me to let me know you're still engaged and want to keep up. I can send you the PowerPoint from that day, which contains the prep work on the last slide. It is your job to catch yourself up.
3. **Be prepared.** Have your homework completed on time. Bring your books and materials with you each day. Save all graded work in a folder, including your essays. If you are not prepared for class, “fess up” when asked, and step back during group activities. This way, you won't slow the group down or frustrate other group members for not interacting in a meaningful way.
4. **Engage.** Show respect and appreciation for the learning process and for everyone present by listening, responding, and asking questions. Turn off your cell phone and put it out of sight. Avoid side-conversations. Do not use a laptop

or tablet without permission. If you need to leave class, you don't need to ask permission. Just do so quietly.

Pay attention to the dynamics in the room and practice *Step up/step back* during discussions. *Step up* if you find that you rarely make a contribution in class and need to do your part. *Step back* if you find that you often do most of the talking. Make room for others to participate.

If for some reason a student is clearly disengaged or repeatedly disruptive, I may ask that person to leave class in order to protect the learning environment. If this happens to you, please visit me in my office before you return to the next class.

## Grades

Grades will be updated weekly. Check your progress on our class's *Canvas* site. Please let me know immediately if you see an error on my part. Errors you discover after finals week cannot be fixed.

A (100-90%) / B (89-80%) / C (79-70%) / D (69-60%) / F (59-0%)

Prep work & short papers (cannot be made up if absent)	25%
Essay 1: 1500+ words	20%
Essay 2: 2000+ words	25%
Essay 3: 2500+ words	30%

There is no extra credit in this class, per English Department policy.

### Prep Work & Short Papers (25% of course grade)

Practicing critical thinking and analysis requires careful reading. I may quiz you on the day's reading assignment, or ask you to write a short paper in class or out of class connected with the assignment. I will also ask you to write reflections after your first two essays are graded and returned. These activities will help you be thoughtful about the feedback you receive.

### Essays (75%)

You will write three formal essays in this class, each demonstrating your developing reading, thinking and writing skills. Clear directions and expectations about assignments will be given to you in advance in a handout.

Essays **can** be turned in late if you arrange with me in advance of the deadline with no penalty. However, *unexcused* late essays will lose 5 points per day, every day, including weekends and holidays, and will not be graded after a week. So, ask in advance if you need to turn essays in late.

If your first two essays are turned in on time but one or more of them didn't earn passing grades, you can revise them within one week of getting them back. Your grade

will never go down with a revision (although it may not go up), and it can only go up as far as 30/40 or 75%.

All essays must be uploaded to the Canvas website by the deadline. If you prefer to have your paper hand-graded rather than graded online with electronic comments, upload it to Canvas anyway *with a message to me*, asking me to grade your paper version. At the same time, drop the paper version in my box in the office or bring it to me in person before the deadline. I regret that I cannot print your papers for you.

### **Turnitin.com**

Plagiarism happens when someone uses the words or phrases or unique ideas of another without giving them proper credit. It can be done on purpose, but most often, it is accidental. Because it is considered both *stealing and cheating*, many college professors react in anger when they see plagiarism.

The good news is that when you post your papers to Canvas, they go through an application called *Turnitin* which can help. It compares your language with that of others online and in print to help you improve your ability to summarize, paraphrase, and quote accurately. Papers can be uploaded in advance and revised by the deadline to avoid inadvertent plagiarism.

**Please note that the syllabus and schedule are subject to change.**

<b>Week</b>	<b>Schedule for English 1B, Fall 2018</b> <b>Readings should be completed by the date listed</b>
August 20 22	Introduction: Questions at Issue in Literature <i>The Absolutely True Diary of a Part-Time Indian</i> , 1-73
August 27 29	<i>The Absolutely True Diary of a Part-Time Indian</i> , 74-149 <i>The Absolutely True Diary of a Part-Time Indian</i> , 150-230
September 3 5	No Class. Labor Day Writing academic papers for Literature Classes / Census Day* *Students who do not attend class will be dropped unless they contact the instructor
September 11 <b>13</b>	Essay 1 Workshop (bring hard copy) <b>Essay 1 Due / Short Stories</b>
September 18 20	"The Toughest Indian in the World" by Sherman Alexie "Lobster Night" by Russel Banks
September 25 27	"Lavande" by Ann Beattie "Off" by Aimee Bender
October 2 4	"The Love of my Life" by T. C. Boyle "The Identity Club" by Richard Burgin
October 9 11	"Night Women" by Edwidge Danticat "Television" by Lydia Davis
October 16 18	Essay 2 Workshop <b>Essay 2 Due</b>
October 23 25	"A House on the Plains" by E. L. Doctorow "The Girl Who Left Her Sock on the Floor" by Deborah Eisenberg
October 30 November 1	"Disaster Stamps of Pluto" by Louise Erdrich "Reunion" by Richard Ford
November 6 8	"The Girl on the Plane" by Mary Gaitskill "To Those of You Who Missed Your Connecting Flights out of O'Hare" by Amy Hempel
November 13 15	"Double Exposure" by Greg Johnson "Once in a Lifetime" by Jhumpa Lahiri
Nov 20-22	<b>THANKSGIVING BREAK</b>
November 27 29	Essay 3 Workshop <b>Essay 3 Due / <i>Twelve Angry Men</i> Teleplay</b>
December 4 6	<i>Twelve Angry Men</i> Teleplay Questions at Issue in <i>Twelve Angry Men</i>
December 10	<b>Final In-class Essay</b>