

Syllabus for English 1B – Eureka

Semester & Year	Fall 2018	
Course ID and Section #	045013 Section #E5013	
Instructor's Name	Nicole Bryant Lescher	
Day/Time	M & W 10:05-11:30am	
Location	HU 217	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	SCI 216 J
	<i>Office hours</i>	Office hours: Monday & Wednesday 11:45-12:45pm
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Textbook Information	<i>Title & Edition</i>	<i>Arguing about Literature, 2nd Edition</i>
	<i>Author</i>	Schilb and Clifford
	<i>ISBN</i>	978-1319035327

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.

Course Learning Outcomes

1. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
2. Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.

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 DSPTS at 707-476-4280.

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/CROnlineStudentHandbook.pdf>

Course Communication: Students should submit email through Canvas. If Canvas is down, students may email the professor directly at Nicole-bryantlescher@redwoods.edu. If the CR website is down, students can interact directly with Canvas by entering the following URL: <https://redwoods.instructure.com>
Details on email response times explained in further detail within the syllabus content that follows

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/AP5500StudentConductCodeandDisciplinaryProced

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[uresrev1.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 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.

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.

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.

Required Course Content: You need these by the first week of class

- Arguing about Literature, 2nd Edition, by Schilb and Clifford
- Canvas online learning management system

Necessary Internal Ingredients: we will build these all semester. Be ready to start on day 1

- Collegial and respectful manner
- Willingness to try new things and to consider revising things you already do
- Commitment to communication and dedication to this course, class colleagues, and your professor
- Bravery, determination, vulnerability
- The patience to value difficult processes and listen respectfully to differing perspectives
- The willingness to ask for assistance
- The ability to recognize your own successes and champion the successes of others

Major Assignments: 3 Major Units

This course is organized into 3 major units. Each major unit includes

- An initial analytical argument draft
- Feedback analysis following peer review
- A polished draft

Unit 3 is a portfolio unit that also includes a written proposal, audience analysis and goal analysis.

Process Writing: Weekly Assignments to Work Toward Major Units

There will be informal writing assignments, both in class and as homework, to help you work toward the major assignments.

Readings and Reading Discussion Activities (RD Activity):

Each unit will include assigned readings, grouped into modules. Each module will include a reading discussion activity (RD Activity) to assist students with reading comprehension and making connections.

Asking for Clarification: Asking questions, talking out ideas for clarity, and seeking answers to your questions are essential habits for success in college (and life), yet most students say they are uncomfortable asking questions because it makes them appear as if they have not been paying attention, are not trying hard, or are not intelligent. I ask questions everyday to better understand stuff—to my colleagues, to my boss, to the teacher of my weightlifting class (“Like this? Really? Hold my arms like *this*?”). I email colleagues around the state when something is confusing to me. I read books to better understand stuff or refresh me on something I forgot. I ask my stepmother for her advice. I ask anyone I can find with small children what they do to help me learn how to be a good parent to my own kid. I ask for directions. I ask other people how they make recipes I like. I even ask people who know wine how to *ask questions about wine* so that I can learn more by asking the right types of questions. So, in general, I spend a lot of my day, every day, asking other people to help me make sense of the information I encounter. Because of this, I feel confident that I am learning and comfortable asking.

Asking questions is part of how I learn, not an indication that I cannot learn.

If you have a question, consider the avenues available to answer your question (the syllabus, course materials, online materials, classmates, tutors, librarians, and your professor) and be persistent in finding solutions. Persistence starts with asking questions and seeking answers. Plan several routes to answer questions beyond just me, because if you have a question two hours before the due date, I may not get back to you in time.

Expectations of This Course and Your Professor:

Here’s what to expect in terms of email, grading, feedback, and overall course experience

Expect this course to be challenging and a lot of fun: I know this is an English course and I teach English, so there’s a good chance you don’t believe me right now but give me a chance to prove it to you.

Expect me to respond to you in a timely manner, following the guidelines below:

What	Response Time
Canvas Email	I will respond within 24 hours to emails Monday through Friday. I will respond within 48 hours on weekends. Emails sent after 7pm will be answered the next day at the earliest
Major Assignments	Major Assignments will receive feedback within 14 days of the due date. See due date range information on each unit assignment for more details.

Life happens to all of us, including me. If something unexpected delays my feedback to you on email or in grading, I will post an announcement on canvas and make a verbal announcement in class letting you know there is a delay and the new expected feedback date.

Expect Grading to be Fair, Consistent, and Clear

This course includes contract grading criteria. What is contract grading? Instead of assigning each paper and homework assignment points or percentages, your grade is determined by the criteria you meet over the course of the semester.

Standard contract: completion of all the elements below earns you a B grade in the course:

Professionalism: actions that demonstrate a respect for the learning space, your colleagues, and your professor.

- Arrive on time or in advance to start of class. Remain in class during class meeting time.
- Attend class regularly—not missing more than three classes.
- Respect the voices of others and demonstrate active listening while others are speaking.
- Speak respectfully and approach class conversations as a place of learning and new thought for all class members, including yourself.
- Actively detach yourself from materials, devices, and activities that are an impediment to your own ability to focus on the learning or impede the learning and focus of those around you.

Engagement: direct your time, patience, and practice to creating sincere and evolving work (thought work, written work, collaborative work, reflective work)

- Arrive to class with an informed ability to engage in discussions (reading discussion activities completed at least 85% of the time).
- Complete at least 85% of process writing assignments (e.g. journal writing, activity-draft work).
- Give thoughtful peer feedback during class workshops and work faithfully, collaboratively, and respectfully with your group on other group-oriented tasks (e.g., sharing papers, commenting on drafts, peer editing, answering peer questions).
- Meet due date range for all major assignments.
- Earn at least “meet” on all major assignment assessment criteria (you can revise major assignments).
- Earn at least “meet” on 75% of final portfolio assessment criteria.
- Make substantive revisions when the assignment is to revise—extending or changing the thinking or organization—not just editing or touching up.
- Attend conferences with the professor to discuss drafts.

Earning an A Grade: Everything noted in the standard contract PLUS the following:

- Have reading discussion activities completed at least 90% of the time.
- Complete at least 90% of process writing assignments (e.g. journal writing, activity-draft work).
- Complete thorough annotations/notes on weekly reading assignments at least 8 times over the course of the semester.
- Complete an “Exceeds Revision Option” on either Argument 1 or 2 and submit by week 16.
- Earn “exceed” on the majority of final portfolio assessment criteria.

C contract: completion of all the elements below earns you a C grade in the course:

Professionalism: actions that demonstrate a respect for the learning space, your colleagues, and your professor.

- Arrive on time or in advance. Remain in class during class meeting time.
- Attend class regularly—not missing more than four classes.
- Respect the voices of others and demonstrate active listening while others are speaking.
- Speak respectfully and approach class conversations as a place of learning and new thought for all class members, including yourself.
- Actively detach yourself from materials, devices, and activities that are an impediment to your own ability to focus on the learning or impede the learning and focus of those around you.

Engagement: direct your time, patience, and practice to creating sincere and evolving work (thought work, written work, collaborative work, reflective work)

- Arrive to class with an informed ability to engage in discussions (have reading discussion activities completed at least 75% of the time).
- Complete at least 75% of process writing assignments (e.g. journal writing, activity-draft work).
- Give thoughtful peer feedback during class workshops and work faithfully, collaboratively, and respectfully with your group on other group-oriented tasks (e.g., sharing papers, commenting on drafts, peer editing, answering peer questions).
- Meet due date range for all major assignments.
- Earn at least “meet” on all major assignment assessment criteria (you can revise major assignments).
- Earn at least “meet” on 75% of final portfolio assessment criteria.
- Attend conferences with the professor to discuss drafts.

D and F Grades:

Not meeting at least the C contract requirements will result in a D or F grade in the class. The difference between a D or F grade depends upon the amount of C contract criteria the student has met. If a student has met at least 75% of the C contract criteria (6 of the 8 core areas) then the grade will be a D. If a student has met less than 75% of the C contract criteria (5 or less of the core areas) then the grade will be an F.

Plus/Minus Grades:

Students can earn an A-, B+, B-, or C+ if they have completed criteria distinct to the higher grade category alongside meeting all the criteria in a lower grade category. For example, Liu completed 85% of the reading discussion activities, 75% of the process writing, and accumulated 4 absences. This combination would place Liu at a C+ grade. Kat completed 85% of the reading discussion activities, 85% of the process writing, and accumulated 4 absences. This combination would place Kat at a B- grade.

Core Assessment Criteria Areas 1-8	A Grade Contract Details	B Grade Contract Details	C Grade Contract Details
	3 or less absences	3 or less absences	4 or less absences
	RD activities completed 90% of time	RD activities completed 85% of time	RD activities completed 75% of time
	Process writing completed 90% of time	Process writing completed 85% of time	Process writing completed 75% of time
	Met due date range for major assignments	Met due date range for major assignments	Met due date range for major assignments
	Earned at least “meet” on all major assignment assessment criteria	Earned at least “meet” on all major assignment assessment criteria	Earned at least “meet” on all major assignment assessment criteria
	Earned “exceed” on the majority of final portfolio assessment criteria.	Earned at least “meet” on 75% of final portfolio assessment criteria.	Earned at least “meet” on 75% of final portfolio assessment criteria.
	Attended all conferences	Attended all conferences	Attended all conferences
	Consistently contributed to group work/ peer workshopping	Consistently contributed to group work/ peer workshopping	Consistently contributed to group work/ peer workshopping
A Grade Additional Criteria	Completed thorough annotations/notes on weekly reading assignments at least 8 times over the course of the semester.		
	Completed an “Exceeds Revision Option” on either Argument 1 or 2 and submitted by week 16.		

D and F Grades:

Not meeting the C contract requirements will result in a D or F grade in the class. The difference between a D or F grade depends upon the amount of core assessment criteria the student has met. If a student has met at least 75% of the C contract criteria (6 of the 8 core areas) then the grade will be a D. If a student has met less than 75% of the C contract criteria (5 or less of the core areas) then the grade will be an F.

Plus/Minus Grades:

Students can earn an A-, B+, B-, or C+ if they have completed criteria distinct to the higher grade category alongside meeting all the criteria in a lower grade category. For example, Liu completed 85% of the RD activities, 75% of the process writing, and accumulated 4 absences. This combination would place Liu at a C+ grade. Kat completed 85% of the RD activities, 85% of the process writing, and accumulated 4 absences. This combination would place Kat at a B- grade.

Expectations of you as a Student and Member of the Class Community:

Course Respect Policy and Netiquette:

If a student's actions or words do not meet expectations of professionalism or engagement, I will first open a dialogue with the student to bring attention to the concern. If a student's words or actions have demonstrated disrespectful behavior or intolerance to another student or students, I will stop the situation from continuing. This may mean I close discussion on a conversation in class, delete discussion posts, or delete class colleague feedback online. *Most students do not intend to be disrespectful or intolerant the first time they say or do something in a class.* It is simply a breakdown of intent and audience awareness, or perhaps a lack of awareness for the best way to say something. Because of this, first time situations are regarded as well intended but poorly executed, and the student will have another chance to post and/or offer thoughts in response. If a student continues to demonstrate disrespectful or intolerant behavior towards other students or toward the professor, I will immediately involve the Dean of Arts and Humanities, refer to the Code of Conduct, and address the situation in a manner befitting the action and its severity. Classes that teach and study argument always have the potential to be inflammatory, but they also have the potential to be great places to learn to hear and work in collaboration with ideas that differ from one's own. Learning to be respectful and tolerant is a key life skill, and we practice it every day of the semester.

I expect you to submit original work. I expect you to give credit to all sources used by you.

Plagiarism is the use of someone else's words or ideas in your writing without giving credit. When you use someone's words or ideas, you must cite your source. This includes paraphrasing and summarizing from a text. Working with another student and submitting similar work is also plagiarism. Do your own work unless a group project is the stated goal. I follow the academic misconduct code for the College if cheating/plagiarism occurs.

Overall Course Details and Deadlines

Late work and college success:

Consistently submitting assignments late detracts your attention from the new learning occurring in class and creates barriers in my ability to give feedback to all students in a timely manner. And yet, the realities of our complex lives mean that sometimes things aren't completed on time. There needs to be some room, some grace, for the unexpected, but not so much room that students end up hurting themselves with negative patterns or hurting the class's ability to work as a team. There's a number of ways in which I try to strike this balance:

Due Date Range:

All portions of Units 1 and 2 and the draft portions of Unit 3 have due date ranges. This means students can submit on the due date or during a range following the due date. Each submission date option on the range has benefits and challenges to consider, but all offer the opportunity for feedback and grade contact eligibility. Each Unit will include the due date range details in advance so students understand their options. Once the due date range has passed, a major assignment is no longer eligible for submission.

Late Submission/Incomplete Submission for process assignments and reading discussion activities:

Students can submit 2 process assignments or reading discussion activities late over the course of the semester and have the submissions count as "on time". Or, students can submit 2 partially completed process assignments or reading discussion activities on time and have them count toward their fully completed assignment percentage. Late assignments can be submitted through the 15th week of the semester. Partially completed assignments are counted as fully complete at the time of submission.

Census:

Be aware that you must be present and actively working through the modules during the first two weeks of class. If you are not present, completing assignments, and contributing to discussions, your name will be removed from the class roster during Census Week. **Census is September 4, 2018**

Faculty-initiated drop: Absences or Missing Work

I assess overall class participation in week 5 and week 8. If you have missed the majority (55% or more) of the assignments by week 5 or week 8 or accrued more than 5 absences, I will notify you that I intend to drop you from the class. At this point, please contact me so that we can discuss options for you. If I have not received a message from you within 48 hours of my notification, I will drop you from the course.

Student-initiated withdrawal: you may withdraw up until 011/02/2018

The last date to remove yourself from the course and not receive a letter grade is 11/02/2018.

Students may withdraw from a course after census and up to this date and receive a W (withdraw) from the class. If you are considering withdrawing from the class, please contact me. Let's discuss options for you to be successful in your next steps.

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, please do not hesitate to contact me immediately.

Incomplete Grade: The professor makes the decision on whether to grant an incomplete opportunity based on individual student information. Incompletes will be considered only in extenuating circumstances and with the approval of the Dean. Incompletes are not an option to repair a low grade earned throughout the semester. A student must have already demonstrated significant and successful course progression to be considered for an incomplete.

The professor reserves the right to adjust the syllabus and course calendar as necessary. Students will be notified of any changes in an announcement in Canvas.

Weekly Overview with major due dates

Week 1	8/20	Reading Assignments	Learning Objectives	Activities/Assignments* process writing and RD activities assigned weekly in class and on canvas
Module A		Reading group 1.1	Class overview stuff Academic Reading Techniques	<i>process writing and RD activities assigned weekly in class and on canvas</i>
Week 2	8/27	Reading Assignments	Learning Objectives	Activities/Assignments
Module B		Reading group 1.2	Argument analysis (QAI) Claims and appeals Separating analysis and personal response	<i>process writing and RD activities assigned weekly in class and on canvas</i>
Week 3	9/3	Reading Assignments	Learning Objectives	Activities/Assignments
Module C No Class 9/3		Reading group 1.3	“literary” evidence Plot summary Rhetorical analysis	<i>process writing and RD activities assigned weekly in class and on canvas</i>
Week 4	9/10	Reading Assignments	Learning Objectives	Activities/Assignments
Module D		None	Peer review & feedback Research How To	Argument 1 Draft due 9/10 Feedback analysis due 9/12
Week 5	9/17	Reading Assignments	Learning Objectives	Activities/Assignments
Module E		Reading group 1.4	Revision/expansion strategies Works cited refresher	Argument 1 packet due 9/24
Week 6	9/24	Reading Assignments	Learning Objectives	Activities/Assignments
Module F		Reading group 2.1	Creating strong literary analysis	Argument 1 packet due 9/24
Week 7	10/1	Reading Assignments	Learning Objectives	Activities/Assignments
Module G No class 10/3		Reading group 2.2	Applying the “critical” lens	<i>process writing and RD activities assigned weekly in class and on canvas</i>
Week 8	10/8	Reading Assignments	Learning Objectives	Activities/Assignments
Module H		Reading group 2.3	Independent research for literary analysis	Argument 2 Draft due 10/15
Week 9	10/15	Reading Assignments	Learning Objectives	Activities/Assignments
Module I		None	Peer review & feedback Research & conferencing	Argument 2 Draft due 10/15 Feedback analysis due 10/17

Week 10	10/22	Reading Assignments	Learning Objectives	Activities/Assignments
Module J		Reading group 2.4	Editing and organizational revision	Argument 2 packet due 10/29
Week 11	10/29	Reading Assignments	Learning Objectives	Activities/Assignments
Module K		Reading group 3.1	Dialogical and didactic messages	Argument 2 packet due 10/29
Week 12	11/5	Reading Assignments	Learning Objectives	Activities/Assignments
Module L		Reading group 3.2	Practicing dialogical messaging	Argument 3 Draft due 11/14
Week 13	11/12	Reading Assignments	Learning Objectives	Activities/Assignments
Module M No class 11/12		None	Peer review & feedback Research & conferencing	Argument 3 Draft due 11/14 Feedback analysis due 11/26
Week 14	11/19	Reading Assignments	Learning Objectives	Activities/Assignments
		No Class this week! Gobble gobble gobble gobble gobble	No Class this week! Gobble gobble gobble	Feedback analysis due 11/26
Week 15	11/26	Reading Assignments	Learning Objectives	Activities/Assignments
Module N		Reading group 3.3	Using media sources Audience analysis	Feedback analysis due 11/26 Proposal draft due 12/3
Week 16	12/3	Reading Assignments	Learning Objectives	Activities/Assignments
Module O		None	Peer workshop time & conferencing Creating a goal projection Editing like a pro	Portfolio due at final exam
Week 17	12/10	Reading Assignments	Learning Objectives	Activities/Assignments
Final Exam		None	Reflection response	Portfolio due at final exam

Reading Group	Creative Texts	Essays/Editorials
1.1	Galchen (72) Dickinson (737)	Ronson (81) Jacquet (85)
1.2	Dorfman (775) Forche (907)	Stone and Creeley (784) Rampell (782) Kristof (787)
1.3	Hoagland (539) Kelley and Parker (552)	Foster (541) Esfahani (544) DeBoer (CANVAS)
Additional Sources Argument 1	Dickinson (736) XJ Kennedy (98) Shelley (1111) Oliver (1116)	Canvas articles Whitehead (547) Goldberger (3)

Reading Group	Creative Texts	Essays/Editorials
2.1	Orozco (47) Garrison (409) Levine (902) Horrocks (703)	Seigel (37)
2.2	Hemphill (399) Hull (104) Nottage (751) Lorde (401) Blanco (404)	Burkett (1137) Ginelle (1142)
2.3	Chrystos (724) Bambara (878) Hughes (919) Walker (317)	Fortin (CANVAS) Washington (1160) Du Bois (1163)
2.4	Okita (728) Mora (729) Baca (1123) Erdrich (725) Nye (732)	Camarota (1125) Enchautegui (1127) Widmer (1128)
Additional Sources Argument 2	Robinson (172) Cullen (894) Tretheway (895) Kincaid (53) Oliver (170) Komunyakaa (171) Baldwin (339) Hughes (917, 921) Ellison (1148) Kureishi (422) Pratt (402)	Cohen (431) Benali (433) Ogletree (1003) Morris (568) McDougall (40) Myrdal (1168) Rini (23) Sandberg (411) Brooks (416)

Reading Group	Creative Texts	Essays/Editorials
3.1	Okita (728) Fink (963) Alexie (993)	Will (998) Otis (1000)
3.2	Groff (370) Le Guin (760)	Brooks (766)
3.3	Glaspell (70) Jin (884)	Ehrenfeld (768)