

Syllabus for ENGL 1B– Eureka Campus		
Semester & Year	Spring 2019	
Course ID and Section #	ENGL-1B- E5775 Critical Inquiry & Literature	
Instructor’s Name	Susan Nordlof	
Day/Time	TTH 2:50-4:15	
Location	HUM 106	
Number of Credits/Units	3	
Contact Information	<i>Office location</i>	CA 121
	<i>Office hours</i>	TTH 10:30-11:30
	<i>Phone number</i>	(707) 476-4336
	<i>Email address</i>	Susan-Nordlof@redwoods.edu
Textbook Information	<i>Title & Edition</i>	<i>Howards End</i>
	<i>Author</i>	E. M. Forster
	<i>ISBN</i>	0486424545
	<i>Title & Edition</i>	<i>Pygmalion</i>
	<i>Author</i>	George Bernard Shaw
	<i>ISBN</i>	0486282228
Other Assigned Readings	Articles, Essays, Stories, etc. posted on Canvas	
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> <p>*In English 1B (as in many literature and humanities courses), “literature” includes non-fiction texts as well as fiction, drama, and poetry.</p>		
Student Learning Outcomes		
<ol style="list-style-type: none"> 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		
<p>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.</p>		
Academic Support		
<p>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.</p>		

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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 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/aboutcr/Eureka-Map>; choose the evacuation map option). For more information on Public Safety, go to

<http://www.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 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.

COURSE THEME: Critically analyzes literary and non-fiction texts that explore **issues of socio-economic class.**

We will be reading and discussing the ways that class (including money and work) does and does not determine human experience, as well as the problems, the opportunities, and the transformations that occur when people of different classes come together, for better or for worse. Although this theme will serve as a fairly loose focal point for our readings, our sustained reflection will—I hope—invite us to think more deeply, more critically, and more empathetically about class-related issues.

PREREQUISITE: ENGL 1A (or equivalent) with a “C” grade or better OR assessment recommendation for ENGL 1B.

RECOMMENDED CO-ENROLLMENT: ENGL 53B (ENGL Lab for ENGL 1B)

RECOMMENDED FOR EXTRA HELP: ENGL 53B (ENGL Lab for ENGL 1B). Enrolling in this credit/non-credit, open entry-exit lab course for .5 to 1 unit will give you prioritized access to the Writing Center (where I am the instructor on duty on MW 10:40-11:30 and W 8:40-10:30). At other times, the Writing Center is staffed by other English instructors, who can also provide you with help on essays and reading. Keep in mind that you can add the course later in the semester than most other classes. For more information, check out the documents I will post on Canvas.

During Spring 2019, instructors in the Writing Center may help drop-in students who are not enrolled in the English labs but only when not working with enrolled students. To get priority help, you must enroll in ENGL 53B.

PLEASE NOTE: Conferences with me during office hours (CA 121, TTH 10:30-12) or with a Writing Center instructor (ENGL 53B) **are REQUIRED** for students who wish to raise their grades by revising Essays 1 and 2 again after the second draft has been graded. If you can’t make my office hours, enrolling in ENGL 53B will be your best bet for getting essential face-to-face feedback on your drafts. (The one alternative to meeting with me is consulting with English instructors who are tutoring in the ASC; **I will not accept conferences from tutors who are not also CR English instructors**).

In Spring 2019, I will be in the Writing Center during the following times: **Mondays 10:05-11:30; Wednesdays 8:40-11:30**
The Writing Center will be open Spring ‘19: Mon & Thurs. 10:05-2:40; Tues. 10:05-4:15; Wed. 8:40-2:40.

REQUIRED RESOURCES/MATERIALS

► **See books listed on the first page of this document.** *Howard’s End* and *Pygmalion* will not be needed, though, until the second half of the semester (though I recommend you start earlier on the novel, *Howard’s End*).

► **Regular access to a computer and a printer (including the money and/or paper for printing).**

Students in this class must be willing and able to register with and to use/access the following regularly:

► **Canvas: ENGL 1B Course Website. (Open by 2nd week)**

Most of the course materials may be available on the Canvas site only. Students will consult these materials, in many cases printing them and bringing them to class. The Canvas site will also contain many supplemental resources for the course.

Accessing course readings on your mobile phone is not conducive to close reading and annotation; you must print hard copies or access on a tablet or laptop.

I recommend that you budget for this printing now at the beginning of the semester. If you will be printing from home, you may want to invest now in enough ink and paper to get you through the term. If you will be printing at CR, I advise you to set aside at least \$40 for printing at 10 cents a page. **If you enroll in ENGL 53B, keep in mind that printing in the Writing Center is free.**

NEITHER COMPUTER PROBLEMS NOR A LACK OF SPARE MONEY FOR PRINTING WILL BE AN ACCEPTABLE EXCUSE FOR NOT HAVING READ MATERIALS DUE AND BROUGHT COPIES TO CLASS.

► Class-related email (via your CR email account) (ASAP Week 1). I will hold students responsible for any information I send to the class via email. Check your CR EMAIL often-- at least once a day M-Th is a good idea (and I do the same).

► Turnitin.com (an anti-plagiarism data base on the internet) (beginning the 5th week of classes)

► Three letter-size file folders. (I can probably provide you with recycled folders if you ask in advance.)

► A stapler or regular access to one. I do not provide a stapler in class, and essays must be stapled.

► A binder for storing documents printed from Canvas, handouts, drafts, and blank paper. I recommend that this be a 3-hole binder and that you also purchase dividers to keep the materials organized.

► Reference Materials for MLA format and documentation and grammatical correctness. I will provide these on Canvas for students who do not have them in another form (such as a standard college handbook from your ENGL 1A course).

REQUIRED COURSE WORK

READING:

► The heart of this course is the often rigorous reading assignments. It is essential that you keep up with the reading. **To do well in the class, you will have to read carefully, annotate and take reading notes, and review them before coming to class.**

► Quizzes: For each reading assignment you will take a brief in-class quiz. These assessments will give students credit for reading carefully and for staying up-to-date with reading assignments.

MISSED IN-CLASS QUIZZES USUALLY CANNOT BE MADE UP, but the three lowest quiz grades will be dropped at the end of the term.

FORMAL ESSAYS:

► Two analytical essays (minimum 1500 words)—a prospectus and two drafts of each required, correct MLA Format, Turnitin clearance. These essays will require secondary source support.

► One analytical research paper (minimum 2000 words)— a prospectus and two drafts required, correct MLA Format, Turnitin clearance. This essay will require significant secondary source support.

Essays that are **below the minimum length** (not counting the Works Cited Page) **will not** earn passing grades.

Planning and revision are essential to this class. Essays that have not been **THOROUGHLY REVISED** between drafts one and two will forfeit the optional third draft privilege (see below for more information on what this means). **If your prospectus and/or first draft is late and/or you are not prepared to participate in draft workshops on first drafts, your essay grade will be permanently penalized, and you will forfeit the optional third draft opportunity. The grade penalty on your papers for late first drafts/ prospecti is 10% each.**

Draft Workshops: These are required. To make sure you understand how important these are, your essay grade will be docked if you have missed the Draft Workshop or come with no draft at all. **The grade penalty on your papers for missing draft workshops is 10% each.** Absences are not acceptable or excused on Draft Workshop days except for medical emergencies verified by a written note from a doctor.

PARTICIPATION:

This essential responsibility for an interesting class is shared by all of us. Most often, participation will center on whole-class discussions, though it may also include occasional small group activities.

ESSAY EXAM: One essay exam (a take-home final)

MISCELLANEOUS WORK:

Depending on the class needs, I will assign exercises and/or give quizzes on MLA citation/documentation, grammar, and academic paper formatting. If we don't need any of this supplemental work, I will apply the grade percentage (5%) reserved for miscellaneous assignments to the MLA formatting and Works Cited on your final research paper (counting that as an MLA quiz).

GRADING

Reading Assignments, Questions, & Quizzes: 25%
 Analytical Essays (2 @15% each): 30%
 Research Paper : 20%
 Participation: 10%
 Take-Home Final: 10%
 Misc Quizzes/Exercises/Activities: 5%

For greater precision, I use plus and minus grades in this course when evaluating essays and when calculating final grades.

EXTRA CREDIT: The CR English department has a **NO EXTRA CREDIT** policy. Students who wish to insure a passing grade or better should be attentive and diligent in completing the required course work on time, should attend class regularly and participate fully, and should make the best use of opportunities to seek expert feedback and revise their essays thoroughly (instructor office hours; ENGL 53B).

ATTENDANCE POLICY

Since regular attendance is a critical factor in student success, students at the College are expected to attend all sessions of each class in which they are enrolled. In general, absences may be considered excessive when the number of absences exceeds the total number of hours that the class meets during one week. **My Attendance Policy specifies that students may not miss more than two weeks of class. Since ENGL 1B meets twice a week, students should not exceed 4 absences for the semester. If a student exceeds the limit on absences before week 11 of the semester, an instructor may notify the student that he or she has been dropped. In ENGL 1B, excessive absences will generally result in a substandard grade because of reading quizzes and class participation missed.**

Arriving late or leaving early will count as a half an absence. Students are considered late if they are not present when I take attendance at the beginning of class. If you are late, you must talk with me after class to insure that I have marked you tardy rather than absent. I DO take attendance and keep attendance records.

TO BE COUNTED AS AN EXCUSED ABSENCE, YOU MUST PRODUCE MEDICAL OR LEGAL DOCUMENTATION CLEARLY STATING THAT YOU WERE TOO ILL TO ATTEND CLASS, YOU HAD A MEDICAL APPOINTMENT THAT CONFLICTED WITH CLASS, OR YOU WERE SUMMONED TO APPEAR IN COURT AT THE DAY/TIME OF CLASS.

NOTE: Students who are parents may receive excused absences if they show medical documentation for their children's illnesses or appointments.

I understand that many of you cannot afford to see a doctor for a cold or the flu. If you need an excused absence because of ailments like these, please go to the CR Student Health Center.

CR Student Health Center: PE Building 114 707-476-4149.

M,W,F 1-5 & Th 8-12, closed Tuesdays. Only physicals require an appointment; all other services are walk-in basis

DO NOT COME TO CLASS IF YOU ARE SICK! Medical documentation from the Health Center will be adequate to excuse an absence or provide a due date extension.

The last day for a student-initiated drop with a refund is 2/1/19. The last day for a student- initiated drop or for an instructor-initiated drop (without a refund and with a "W" on your transcript) is 4/5/19.

AFTER APRIL 5, INSTRUCTORS CAN NO LONGER DROP STUDENTS FROM THE COURSE. IF YOU STOP ATTENDING CLASS WITHOUT OFFICIALLY DROPPING OR BEING DROPPED, YOU WILL RECEIVE AN "F" IN ENGL 1B.

OTHER POLICIES

► **LATE WORK:** The essays should be turned in on their due dates, **unless you have medical documentation excusing an absence on the day the work was due.** Essays that are turned in late (without a special instructor OK) may be **docked a letter grade for each day late (including weekends—not just class days but all calendar days).**
IN GENERAL, READING QUIZZES WILL NOT BE ACCEPTED LATE, NOR CAN YOU MAKE THEM UP.

If you have an emergency that warrants special attention regarding a deadline, contact me before the deadline. When special circumstances arise, I reserve the right to adjust the late paper policy, based on my judgment of the student's emergency situation and his or her past performance in the class.

ESSAYS MAY BE CONSIDERED LATE IF THEY ARE TURNED IN ON TIME BUT ARE NOT READY TO BE GRADED BECAUSE A STUDENT (1) HAS NOT UPLOADED THE ESSAY TO TURNITIN.COM, (2) HAS NOT INCLUDED A FIRST DRAFT &/OR OTHER REQUIRED DOCUMENTS. In these cases, deadlines WILL NOT be extended.

► **COPIES:** Students are required to print and keep their own hard copies of all drafts (1st and 2nd) before turning them in to me. This is the best way to avoid losing work because of technological glitches.

► **INSTRUCTOR COMMENTS AND GRADES:** I realize that students are anxious to get graded papers back ASAP, but because of my teaching load and my desire to read and respond carefully, **do not expect to receive your paper back in less than TWO WEEKS. In addition, I do NOT use the Canvas online gradebook. If you want to know the grade-to-date that I have for you in my gradebook, send me an email request.**

► **INCOMPLETES:** The final grade of “Incomplete” will only be given in very rare cases where serious circumstances (generally, a documented medical crisis) have prevented a student with a passing grade from completing no more than one major paper. Students who have failed to turn in more than one paper, who have poor attendance records, who do not have serious and compelling reasons for their late work, or who have not discussed the situation with me before the last week of classes are NOT appropriate candidates for the grade of “Incomplete.”

MORE ON ACADEMIC HONESTY: No essay which contains plagiarism--no matter how small an amount or how unintentional--will be graded, and students who are guilty of blatant plagiarism will be referred to campus authorities for disciplinary action. See additional references to plagiarism and to inappropriate internet sources on the essay guidelines.

STUDENTS ARE RESPONSIBLE FOR UPLOADING ALL FINAL DRAFTS TO TURNITIN.COM, A SUBSCRIPTION DATABASE THAT CHECKS PAPERS FOR PLAGIARISM. (This is a CR English Department policy for all courses above the 350 level.)

YOUR ESSAY WILL NOT BE GRADED UNLESS IT HAS BEEN SCANNED BY THIS PROGRAM, AND I HAVE RECEIVED THE RESULTS.

If you are not entirely sure that you understand fully the academic definition of plagiarism, please meet with me for a tutorial on the subject. Please note that “plagiarism” includes anything (sentences, parts of sentences) that you have copied from the internet and have not cited appropriately.

I DO check Turnitin, and I DO enforce this policy.

► **REVISIONS:** A prospectus (a specific kind of outline—you will get the instructions) and **TWO drafts are REQUIRED for each essay, with substantive revision between drafts one and two. IF YOU DO NOT REVISE DRAFT ONE SUBSTANTIALLY, YOU WILL BE UNLIKELY TO RECEIVE A GOOD GRADE ON THE ESSAY, AND YOU WILL FORFEIT THE PRIVILEGE OF REVISING ANOTHER TIME TO RAISE YOUR GRADE. I DO check both drafts, and I DO enforce this policy.**

INSTRUCTOR HELP ON ESSAYS: I am **very happy** to help students with their writing process at any stage: planning, writing or revising draft one. To access my help, however, you will need to meet with me during my office hours, (if you are enrolled in ENGL 53B or if an ENGL lab student does not need my help). I may be able to answer a brief, simple question about your draft via email, but I cannot provide any substantive advice in an email. For students who cannot make my office hours, I may be able to schedule special appointments, but please keep in mind that I am limited by my teaching and meeting schedules.

OPTIONAL THIRD DRAFT PRIVILEGE: In an effort to improve your grade, you may revise the first two essays **one** additional time **after** receiving my comments and submit your revision for a possible grade increase. **These third draft are optional but are highly recommended for students who are not receiving passing grades on second drafts and for those who wish to excel in the course.** Due dates for optional third drafts will appear in the syllabus and on the assignment for each formal essay, **and students should not expect to receive them back until the very end of the semester.**

PLEASE NOTE: CONFERENCES with me during office hours or with another CR English instructor (in the Writing Center or ASC) are REQUIRED for students who wish to raise their grades by revising essays 1 and 2. The purpose of these conferences is to help you interpret my feedback on draft 2 and plan a revision. I RECOMMEND THAT YOU PLAN IN ADVANCE TO INSURE YOUR SCHEDULE WILL ACCOMMODATE THESE CONFERENCES.

► **ELECTRONIC EQUIPMENT IN CLASS. I HAVE A NO-TOLERANCE POLICY ABOUT TEXTING AND USING ELECTRONIC DEVICES IN CLASS INAPPROPRIATELY. If you do so, I will stop whatever we are doing and tell you to leave the classroom. PUT YOUR PHONE AWAY before class starts, and turn off cell phones before entering the class.**

Tablets or laptops should only be used to refer to texts and other class materials at appropriate times. **Please note that using one of these for anything that is not directly related to our course work will result in the device being banned from future class meetings.**

APPROPRIATE CLASSROOM CONDUCT

Generally, ENGL 1B students fully grasp and abide by the standards of appropriate behavior for college students, so classroom conduct does not become a problem. **However, to avoid embarrassment or misunderstanding, students should be aware that the following behaviors are NOT ACCEPTABLE in class:**

- **THE ENGL 1B CLASSROOM IS A NO-MOBILE-PHONE, NO-TEXTING ZONE.** Put your phones away when I start class. If we need someone to look something up on his or her mobile, I will give special permission. **If you text in my class, I will ask you to leave. Ditto for using tablets or laptops for anything not directly related to class work.**
- **Side conversations between students while class is in session.** Even if you are talking about class work, side conversations are discourteous to the instructor and to other students who are participating in class discussions or who are trying to listen. (Of course, paired or group activities are sometime part of the class activities, and lively general discussion is essential!)
- **Sleeping, resting with head on desk and/or with closed eyes, sitting with hat or hoodie covering eyes.** If you are too tired or too bored to stay awake in class, then you should not be there. **Please be warned that if you are sitting with your eyes covered or closed, I will interrupt the class and tell you to wake up or leave the classroom.**
- **Engaging your instructor in a dispute about a course policy and/or grade while class is in session.** The best time to discuss a policy and/or grade is during your instructor's office hours. If your instructor does not have office hours that you can attend, then ask for an appointment, perhaps before or after class or at another time that works for both of you.

Keep in mind that it is not unusual to feel stressed by course work or policies and/or to feel badly about a grade. It is best, however, to **wait until you are calm to discuss in person or by email such matters with your instructor.** Your strong emotions will not excuse inappropriate behavior or tone, including anger, rudeness, or blame (not only in face-to-face communications but also in emails).

• **If they occur too much, comings-and-goings from the classroom become distracting.** By all means, you may leave briefly to go to the bathroom or get a drink of water, but if foot traffic in the class becomes distracting, I'll ask students to limit temporary exits to emergencies.

I will give you the class schedule part of the syllabus on Thursday.

Here is your reading assignment for TH 1/24:

- “America’s Millennials Are Waking Up to a Grim Financial Future,” Silverman (from *Bloomberg.com*)
<https://www.bloomberg.com/news/articles/2018-06-21/america-s-millennials-are-waking-up-to-a-grim-financial-future>

- “The Social Psychology of Class and Classism,” Lott
Lott’s article was published in the Nov. 2012 issue of *American Psychology*. It provides a good overview of current issues regarding class and classism, including a substantial bibliography that you may find useful when looking for sources for some of your own essays. However, we can ignore some of her comments (especially in her conclusion) which are clearly directed at Psychology professionals.

- “America’s Strange Breed” (Epilogue to Isneberg’s 20016 book, *White Trash: a History of Class in America.*)

Be prepared to discuss and write about the readings and the following questions:

Consider the conscious and unconscious definitions of socioeconomic class that underlie your own life and ideas. What are some of the ways you define class? How do you distinguish between different classes? How does class help to define your own identity?

ENGL 1B Class Schedule

- All assignments are due on the day that they appear on the syllabus.
- Readings from Canvas, email attachments, or the internet must be printed out and brought to class UNLESS you have a tablet or laptop that allows you to annotate pdf files, and you can reference the readings in class on that device.
- Plan to have some kind of assessment for each reading—most often a brief in-class quiz at the beginning of class but perhaps sometimes a longer in-class writing. I do not plan to substitute homework questions or discussion board assignments for these quizzes, but such changes may occur in response to what I perceive as the class’s needs. Quizzes do not appear on the schedule. Reading quizzes will always cover the reading that is assigned for that day, even if our discussion has fallen behind schedule.

THE READINGS YOU WILL BE QUIZZED ON ARE INDICATED BELOW IN BOLD.

- Miscellaneous quizzes (grammar, usage, MLA, writing, etc.)—if any-- will either reflect a reading assigned for that day OR will be announced in the previous class and/or via email/Canvas Announcement.
- Additional short readings may be assigned to the schedule, and students will need to download them from Canvas.
- Abbreviations: NF=Non-Fiction, F=Fiction, D=Drama, P=Poetry
- CTR= Critical Thinking & Reading W=Writing Critical Essays about Literature

Please note that non-fiction selections will be articles, essays, or chapters from books— not “stories.” Short fiction pieces, of course, are indeed “stories.” It is important to distinguish between fiction and non-fiction when you discuss readings, whether in class or in your written work.

The following schedule is subject to change in the event of extenuating circumstances. In particular, I may assign grammar chapters or MLA information to the entire class or to individual students as needed.

Week 1

T Jan. 22: Introduction to the course and to each other.

Th. Jan. 24: **Introduction to Course Canvas Site**

Reading: **“The Social Psychology of Class and Classism,” Lott (NF)**
 Lott’s article was published in the April 2012 issue of *American Psychology*. It provides a good overview of current issues regarding class and classism, including a substantial bibliography that you May find useful when looking for sources for some of your own essays. However, we can ignore some of her comments (especially in her conclusion) which are clearly directed at Psychology professionals.

“America’s Strange Breed” (Epilogue to Isneberg’s 20016 book, *White Trash: a History of Class in America.*) (NF)

“America’s Millennials Are Waking Up to a Grim Financial Future,” Silverman (from Bloomberg.com) (NF)

Be prepared to discuss and write about the readings and the following questions:

Consider the conscious and unconscious definitions of socioeconomic class that underlie your own life and ideas. What are some of the ways you define class? How do you distinguish between different classes? How does class help to define your own identity?

Last Day to Drop with a Refund: Saturday, Jan.26

Recommendation for the first few weeks of the semester: Because your workload for the class is lighter earlier in the semester, consider reading “How to Read Fiction” (CTR), “Some Questions to Ask In Analyzing Novels” (CTR), and the “Reading Questions for the First Half of *Howards End*,” and then getting a head start on the novel *Howards End*. If you do this, be sure to annotate while you read, so you can review easily when we discuss (and you are quizzed on) the novel.

Week 2

T Jan. 29:

Reading: [A] Brief Conceptualization of Critical Thinking (CTR)
 “Thinking Critically: The Value of Argument,” Schlib and Clifford (CTR)
 Questions at Issue (CTR)
“The Lottery Ticket,” Chekhov (F)

Th. Jan. 31:

Reading: Critical Thinking in Literary Analysis (CTR)
From *An Inquiry into the Nature & Causes of the Wealth of Nations*, Smith (NF)
“The Rocking Horse Winner,” Lawrence (F)

Week 3

T. Feb. 5

Reading: Close Reading, (CTR)
 Close Reading of a Literary Passage (CTR)
 (from) *A Writer’s Technique* (CTR)
“The Garden Party,” Mansfield (F)

Th. Feb. 7

Reading: How to Read Fiction (CTR)
 Questions to Use in Analyzing Short Stories (CTR)
“Winter Dreams,” Fitzgerald (F)

Week 4

T. Feb. 12

Reading: Basic Template for Your ENGL 1B Essay (W)
“I Stand Here Ironing,” Olsen (F)

Th. Feb. 14

Essay 1 Assignment Overview
 Arguable Context in Literary Analysis (W)
 Developing Your Thesis (W)

Week 5

T. Feb. 19

Reading: **More About Writing Essays—Ask Me Questions!**
 “Skimming the Surface,” Dan Berrett (W)
 Strong Body Paragraphs (W)
 Topic Sentences (W)
 Useful Templates (From They Say, I Say) (W)
 In-Text Citations, Punctuation, and the Signal Phrase (W)

Th. Feb. 21
Reading:

“Henry Fletcher’s Luck,” Alger (F)
“The New Colossus,” Lazarus (P)
“Saving Horatio Alger,” Reeves (NF)

Internet Addresses to Access Short Stories (for your Works Cited Page) (W)

Week 6

T. Feb. 26

ESSAY 1 DRAFT 1& PROSPECTUS DUE **WORKSHOP: Response to Peer Drafts**

Your essay grade will be docked **10%** if you have missed the Draft Workshop or come with no draft or prospectus at all, & **you will forfeit the 3rd draft revision option**. Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.

Th. Feb. 28
Reading:

Revision: Cultivating a Critical Eye (W)

PERSPECTIVES ON CLASS & CHRISTIANITY

From *The New Testament* (F) [Read the entire handout]

“All Things Bright and Beautiful,” Alexander (P)

“To Check the Survival of the Unfit,” Jay (NF)

“A Parable,” Lowell (P)

“Comrade Jesus,” Cleghorn (P)

“Christian Virtues,” Gilman (P)

Excerpts from the writings of Pope Francis (NF)

Week 7

T. March 5
Reading:

Works Cited page (Example)

“The Gospel of Wealth,” Carnegie (NF)

“What Darwin Didn’t Mean,” Ulm (NF)

Th. March 7:

ESSAY 1, DRAFT 2 DUE (If it isn’t very thoroughly revised, you will forfeit the 3rd draft revision option.)

Reading

“The Soul of Man under Socialism,” Wilde (NF)

Week 8

T. March 12:
Reading:

“On Class,” Marx and Engels (NF)

Th. March 14:
Reading:

“A Loaf of Bread,” McPherson (F)

SPRING BREAK

Week 9

T. March 26:
Reading:

“Analysing Language,” Myers (CTR)
(from) *The Road to Wigan Pier* (Chapters 1-2), Orwell (NF)

Th. March 28
Reading:

(from) *The Road to Wigan Pier* (Chapters 10-11), Orwell (NF)

Week 10

T. April 2:

Essay 2 Assignment Overview
MLA & Grammar Refreshers

Th. April 4:
Reading:

Some Questions to Use in Analyzing Novels (CTR)
Howard’s End, Ch 1-10 (F)

ANNOUNCEMENT!
LAST DAY FOR AN INSTRUCTOR-INITIATED & A STUDENT-INITIATED DROP:
FRIDAY, April 5

Week 11

T. April 9:

ESSAY 2 DRAFT 1& PROSPECTUS DUE
WORKSHOP: Response to Peer Drafts

Your essay grade will be docked 10% if you have missed the Draft Workshop or come with no draft or prospectus at all, & you will forfeit the 3rd draft revision option.
Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.

Th. April 11:
Reading:

***Howard’s End*, Ch 11-18 (F)**

Week 12

T. April 16:

ESSAY 2, DRAFT 2 DUE (If it isn’t very thoroughly revised, you will forfeit the 3rd draft revision option.)

Reading:

***Howard’s End*, Ch 19-30 (F)**

Th. April 18:
Reading:

***Howard’s End*, Ch 31-end (F)**

Week 13

T. April 23
Reading:

Research Paper Overview
Pygmalion, Shaw's "Preface to Pygmalion" & Acts I-II (D)

Th. April 25:

More About Writing Essays—Ask Me Questions!
Pygmalion, Acts III-V & Shaw's "Sequel" to Pygmalion, 72-82 (Dover edition) (D)

Week 14

T. April 30

OPTIONAL 3RD DRAFT, ESSAY 1 DUE
MLA Refresher Workshop

Th. May 2: **RESEARCH PAPER DRAFT 1 DUE--WORKSHOP:** Response to Peer Drafts
Your essay grade will be docked 20% if you have missed the Draft Workshop or have come with no draft or prospectus at all. Absences are not acceptable on Draft Workshop days except for medical emergencies verified by a written note from a doctor.

Week 15

T. May 7: **RESEARCH PAPER WORKDAY—NO CLASS MEETING**

Th. May 9: **OPTIONAL 3RD DRAFT, ESSAY 2 DUE**
 Overview of the Take-Home Final
 Conferences on the Research Paper (options)

FINALS WEEK

FACULTY OFFICE HOURS DURING FINALS WEEK TBA

I realize that some of you will want help with research paper revisions this week, so I will work with the class to schedule finals week office hours.

FINAL DAY/TIME: TUESDAY, MAY 14 AT 3:15 PM (not 2:50 as usual)
TAKE-HOME FINAL DUE
 Non Fiction Essay readings for Take-Home Final: specific titles TBA

Since we will not have an exam during the final period, our class meeting will probably not take more than 20 minutes.

Students may also turn in the final draft of the research paper at the Finals Week meeting – OR--those who would like a little more time may turn in the research paper at my office on Thursday (5/16) by 12 noon.

Thursday, May 16 12 NOON **ESSAY 3-RESEARCH PAPER, FINAL DRAFT DUE.**
 You may turn it into me at my office (CA 121) between 11-12:00
ALSO IT MUST BE UPLOADED TO TURNITIN.COM IMMEDIATELY!

I WILL MAKE GRADES AVAILABLE ON BY 5/27 at 6 pm.

**DON'T FORGET TO CHECK WEB ADVISOR (VIA THE CR WEBSITE)
 FOR YOUR OFFICIAL GRADE REPORT!**

Have a Great Summer Break!