

## Syllabus for English 1B – Eureka

<b>Semester &amp; Year</b>	Spring 2019	
<b>Course ID and Section #</b>	045776 Section #E5776	
<b>Instructor's Name</b>	Nicole Bryant Lescher	
<b>Day/Time</b>	M & W 11:40am-1:05pm	
<b>Location</b>	HU 106	
<b>Number of Credits/Units</b>	3	
<b>Contact Information</b>	<i>Office location</i>	SCI 216 J
	<i>Office hours</i>	Office hours: Monday & Wednesday 10:30-11:30am
	<i>Phone number</i>	707-476-4233
	<i>Email address</i>	Nicole-bryantlescher@redwoods.edu
<b>Textbook Information</b>	<i>Title &amp; Edition</i>	<i>Arguing about Literature, 2<sup>nd</sup> Edition</i>
	<i>Author</i>	Schilb and Clifford
	<i>ISBN</i>	978-1319035327
<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>Course Learning Outcomes</b></p> <ol style="list-style-type: none"> <li>1. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.</li> <li>2. 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-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 <a href="#">Disabled Students Programs and Services</a>. Students may make requests for alternative media by contacting DSPS at 707-476-4280.</p>		
<p><b>Academic Support and Resources:</b> 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 &amp; Services, for eligible students, with advising, assistance, tutoring, and more. The following resources are available to support your success as a student:</p> <ul style="list-style-type: none"> <li>• CR-Online (Resources for online students): <a href="http://www.redwoods.edu/online">http://www.redwoods.edu/online</a></li> <li>• Library (including online databases): <a href="http://www.redwoods.edu/library/">http://www.redwoods.edu/library/</a></li> <li>• Canvas help and tutorials: <a href="http://www.redwoods.edu/online/Canvas">http://www.redwoods.edu/online/Canvas</a></li> <li>• Student Online Hand Book: <a href="http://www.redwoods.edu/Portals/72/Documents/Students/CROnlineStudentHandbook.pdf">http://www.redwoods.edu/Portals/72/Documents/Students/CROnlineStudentHandbook.pdf</a></li> </ul>		
<p><b>Course Communication:</b> 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: <a href="https://redwoods.instructure.com">https://redwoods.instructure.com</a> Details on email response times explained in further detail within the syllabus content that follows</p>		
<p><b>Academic Honesty:</b> 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: <a href="http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProced">www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProced</a></p>		

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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](http://www.redwoods.edu/district/board/new/chapter5/documents/AP5500StudentConductCodeandDisciplinaryProceduresrev1.pdf)

Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the college catalog and on the College of the Redwoods website.

**Emergency Procedures for the Eureka campus:** Please review the campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). The Eureka **campus emergency map** is available at: ([http://www.redwoods.edu/Eureka/campus-maps/EurekaMap\\_emergency.pdf](http://www.redwoods.edu/Eureka/campus-maps/EurekaMap_emergency.pdf)). For more information on Public Safety, go to <http://redwoods.edu/safety/> In an emergency that requires an evacuation of the building:

- Be aware of all marked exits from your area and building.
- Once outside, move to the nearest evacuation point outside your building:
- Keep streets and walkways clear for emergency vehicles and personnel.
- Do not leave campus, unless it has been deemed safe by the Incident Commander or campus authorities. (CR's lower parking lot and Tompkins Hill Rd are within the Tsunami Zone.)

**RAVE** – College of the Redwoods has implemented an emergency alert system. In the event of an emergency on campus you can receive an alert through your personal email and/or phones at your home, office, and cell. Registration is necessary in order to receive emergency alerts. Please go to <https://www.GetRave.com/login/Redwoods> and use the “Register” button on the top right portion of the registration page to create an account. During the registration process you can elect to add additional information, such as office phone, home phone, cell phone, and personal email. Please use your CR email address as your primary Registration Email. Your CR email address ends with “redwoods.edu.” Please contact Public Safety at 707-476-4112 or [security@redwoods.edu](mailto:security@redwoods.edu) if you have any questions.

*College of the Redwoods is committed to equal opportunity in employment, admission to the college, and in the conduct of all of its programs and activities.*

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

- Arguing about Literature, 2<sup>nd</sup> 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
- 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

**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.

**Email process and response time:**

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.

**Grading:** Assignments and participation in this class are graded by percentage. The overall course grading breakdown is as follows:

Participation, Professionalism, and Engagement (PPE)	20% of total grade
Minor Assignments (Process Writing and Reading Discussion Quiz Activities)	20% of total grade
Essays 1 and 2 and Portfolio	60% of total grade

**Participation:** To earn full participation for the day, students need to arrive on time or in advance to the start of class; remain in class during the full class meeting time; and meet the professionalism and engagement areas detailed below:

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

- 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).

- Complete reading and work on time so that you can arrive to class ready to engage in course learning.
- Give thoughtful peer feedback during class workshops.
- 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).

**Tardiness and Leaving Class Early:**

Arriving to class late or leaving class early can be disruptive to the overall class and directly impacts your learning. If you arrive to class late/leave early once or twice over the course of the semester, it will not impact your participation grade (sometimes, things happen that need your immediate attention). If tardiness or early exits become a more frequent occurrence, I will reduce your participation percentage for that day.

**Minor Assignments: The goal of minor assignments is to help you learn, step by step.**

Reading discussion quiz activities (RDs) and process writing assignments will be scored complete (100%), incomplete (50%), or not submitted (0%). If you demonstrate thorough and analytical thinking to the assignment and your responses are clear and focused, you'll earn a score of complete. An assignment does not need to be "right" or "perfect" to earn a complete. It just needs to show that you worked hard to engage with the reading and the analysis. Assignments that are fully completed but lack clarity of ideas or connections to the texts (perhaps you read but did not understand the reading) will receive an incomplete score and I will check in to see if I can help with reading processes or the text to increase clarity. Partially completed assignments will receive an incomplete score.

**Essays:** Essay 1 and 2 will be scored at meets (85%), can revise (70%) or must revise (35%). Students receiving the "can revise" and "must revise score" will have the opportunity to revise the essay by a specified due date in an attempt to earn a "meets" score. All students will receive suggestions to "upgrade" their essay to an A (100%). These revision suggestions are included as part of the rubric feedback. Students may submit upgrade revisions by a specified due date. All due dates for revisions are noted in the syllabus schedule.

**Portfolio:** The portfolio will be scored by letter grade percentage: A (95), B (85), C (75), D (65), or E (50).

**Annotation/Notetaking Credit Swap:** 3 weeks of reading notes can be substituted for 1 minor assignment or 1 day of participation score. Students may take notes on any of the weekly reading assignments (1.1-3.2). These notes must be comprehensive and completed during the week the readings are due.

**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 are several ways in which I try to strike this balance:

**Essay Due Date Range:** Essays 1 and 2 have due date ranges. This means students can submit the essay on the due date or up to 48 hours following the due date with no impact on their ability to earn a "meets" score. Once the 48 hour due date range has passed, a major assignment is no longer eligible for submission.

**Late Submission for minor assignments:**

RD quiz activities, feedback analysis assignments, and process writing activities have a late-submission date range. These assignments can be submitted 48 hours late on Canvas for incomplete (50%) credit.

### **Course Respect Policy and Netiquette:**

If a student's actions or words do not meet expectations of professionalism or engagement, I will 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 and to give credit to all sources used by you.**

Sometimes, students are unaware of what the term plagiarism means, other than to know it is a really bad thing to do. To clarify, plagiarism is using of someone else's words or ideas in your writing without giving credit. This "someone else" could be a published author or poet OR another classmate or student or writer on the internet. When you use someone's words or ideas, you must cite (give credit) to your source. This includes paraphrasing and summarizing ideas from a text. Working with another student and submitting similar work is also plagiarism. **Two suggestions to help you avoid plagiarism:**

- 1. If you're unsure if it is ok to use a sentence or an idea from a source in your writing, send me an email first to ask, not an apology after you've submitted.** *Asking shows me you are trying to do the right thing but need some help. That's exactly what this class is for. Asking can also be a place where you tell me something in the assignment is confusing or really tough, and then I can partner with you to clarify and help you reach your next steps.*
- 2. Do your own work unless a group project is the stated goal.** *I promise that I will make it incredibly clear when you can work with and share ideas with your class colleagues. Usually, this is reserved for class discussions. Writing essays is not a time to use another person's words or ideas in place of your own. You may find that having a discussion with your classmates helps clarify or illuminate an idea for you. That's totally fine. But using that person's words, developing an argument with the exact same texts, thesis, evidence, and supporting points is oversharing. Think together; write on your own.*

My hope is that you will contact me if you have additional questions on plagiarism. Asking is how we learn. I do follow the academic misconduct code for the College if cheating/plagiarism occurs, so it is always better to ask first.

**Census:** Please 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 **February 4, 2019**

### **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 04/05/2019**

The last date to remove yourself from the course and not receive a letter grade is 04/05/2019.

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

<b>Week 1</b>	<b>1/23</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments*</b> process writing and RD activities assigned weekly in class and on canvas
Module A		Reading group 1.1	Class overview stuff Academic Reading Techniques	Come to class. Purchase the book. Sample reading quiz due on Canvas 1/25 Remember, quiz 1.2 due by 11am on 1/28 Syllabus quiz due in class 1/28
<b>Week 2</b>	<b>1/28</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module B		Reading group 1.2	QAIs Literary Analysis (scientist)	RD 1.2 quiz due 1/28 on CANVAS by 11am PW1 due 1/31 on Canvas
<b>Week 3</b>	<b>2/4</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module C <b>No Class on 2/4</b>		Reading group 1.3 Rhetorical Analysis Lecture Video (Canvas)	Rhetorical analysis Analysis for argumentation (lawyer)	RD 1.3 quiz due 2/4 on CANVAS PW2 due 2/6 Bring Argument 1 Draft for Peer Review on 2/11
<b>Week 4</b>	<b>2/11</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module D		None	Peer review & feedback Works cited refresher	Argument 1 Draft for Peer Review due 2/11 Feedback analysis due 2/13 Argument 1 due next week on CANVAS 2/20
<b>Week 5</b>	<b>2/18</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module E <b>No class Monday or Wednesday</b>		Reading group 2.1	Developing a QAI	RD 2.1 quiz due 2/20 on CANVAS Argument 1 due on CANVAS 2/20 QAI assignment due on CANVAS 2/22 (Friday)
<b>Week 6</b>	<b>2/25</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module F		Reading group 2.2	QAI: strength and unity	RD 2.2 quiz due 2/25 on CANVAS PW3 due 2/27
<b>Week 7</b>	<b>3/4</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module G		Reading group 2.3	Synthesizing multiple sources as evidence	RD 2.3 quiz due 3/4 on CANVAS PW4 due 3/6
<b>Week 8</b>	<b>3/11</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module H		Reading group 2.4	Practicing belief and doubt	RD 2.4 quiz due 3/11 on CANVAS Bring Argument 2 Draft for Peer Review following spring break on 3/25
<b>Week 9</b>	<b>3/18</b>	<b>NO CLASS SPRING BREAK</b>		

<b>Week 10</b>	<b>3/25</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module I		None	Peer review & feedback <b>Revision Workshop Day</b>	Argument 2 Draft for Peer Review due 3/25 Feedback analysis due 3/27 Argument 2 packet due next week on 4/3
<b>Week 11</b>	<b>4/1</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module J		Reading group 2.5	Synthesizing research and literary analysis	RD 2.5 quiz due 4/1 on CANVAS Argument 2 packet due 4/3 Argument 1 revisions due next week on 4/10
<b>Week 12</b>	<b>4/8</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module K		Reading group 3.1	Identifying an audience and texts for portfolio Didacticism	RD 3.1 quiz due 4/8 on CANVAS Argument 1 revisions due 4/10
<b>Week 13</b>	<b>4/15</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module L		Reading group 3.2	Reading and analyzing a longer text	RD 3.2 quiz due 4/15 on CANVAS PW5 due 4/17
<b>Week 14</b>	<b>4/22</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module M		None	Workshop/Drafting	PW6 due 4/24 Bring Argument 3 Draft for Peer Review on 4/29
<b>Week 15</b>	<b>4/29</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module N		Class Chosen Readings	Peer review & feedback Editing like a pro	Argument 3 Draft for Peer Review due 4/29 Feedback analysis due 5/1 Argument 2 revisions due next week on 5/8
<b>Week 16</b>	<b>5/6</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Module O		None	Techniques for engaging readers and creating dialogue	“Golden Lines” activity due 5/6 Argument 2 revisions due 5/8
<b>Week 17</b>	<b>5/13</b>	<b>Reading Assignments</b>	<b>Learning Objectives</b>	<b>Activities/Assignments</b>
Final Exam		None	Submit portfolio Reflection response	Portfolio due at final exam Have a wonderful summer

<b>Reading Group</b>	<b>Creative Texts</b>	<b>Essays/Editorials</b>
<b>1.1</b>	Dickinson (737)	Ronson (81)
<b>1.2</b>	Forche (907) Galchen (72) Dorfman (775)	Jacquet (85)
<b>1.3</b>		Stone and Creeley (784) Rampell (782) Kristof (787) Espinosa, Crandall, and Howard (CANVAS)

<b>Reading Group</b>	<b>Creative Texts</b>	<b>Essays/Editorials</b>
<b>2.1</b>	Orozco (47) Hull (104)	DeBoer (CANVAS)
<b>2.2</b>	Garrison (409) Horrocks (703) Oliver (170)	Seigel (37)
<b>2.3</b>	Hemphill (399) Lorde (401) Hughes (919)	Tatum (CANVAS)
<b>2.4</b>	Walker (317) Chrystos (724)	Burkett (1137) Ginelle (1142)
<b>2.5</b>	Okita (728) Mora (729) Baca (1123) Erdrich (725) Nye (732)	Camarota (1125) Enchautegui (1127) Widmer (1128)

<b>Reading Group</b>	<b>Creative Texts</b>	<b>Essays/Editorials</b>
<b>3.1</b>	Le Guin (760)	Brooks (766) Ehrenfeld (768)
<b>3.2</b>	Fink (963)	Will (998) Otis (1000)