

## Course Information

Semester & Year: Fall 2019 / August 30 <sup>th</sup> – December 20 <sup>th</sup>
Course ID & Section #: D8976
Instructor's name: Ashley Knowlton
Day/Time: Friday / 5:00 – 8:10PM
Location: A-Yard
Number of units: 3

## Instructor Contact Information

Office location: CR Del Norte Main Building / A-Yard Classroom
Office hours: <i>TBD</i> (Probably during a GUID 205 Course for Additional Support)
Office phone number: (707) 476 – 2327
Email address: <a href="mailto:ashley-knowlton@redwoods.edu">ashley-knowlton@redwoods.edu</a>

## Required Materials

Textbook Title: <i>Monsters: A Bedford Spotlight Reader</i> (2016)
Edition: N/A
Author: Andrew J. Hoffman
ISBN: 9781457690303
Textbook Title: <i>Digging into Literature: Strategies for Reading, Analysis, and Writing</i>
Edition: 2 <sup>nd</sup>
Author: Joanna Wolfe and Laura Wilder
ISBN: 9781457631306
Textbook Title: <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i>
Edition: Creative Commons Attribution Noncommercial U.S. License (Free to Public)
Author: Robert Louis Stevenson
ISBN: N/A (Provided as a PDF Print-out through Creative Commons Licensing)
Media: Fleischer, Ruben. <i>Venom</i> . Marvel Entertainment. 2018 (as a modern perspective on Jekyll and Hyde); Kafka's <i>Metamorphosis</i> Audio File (as a means to offer multiple text types). Playlist / Music for Writing Workshops and Drafting.
Other Requirements: Composition Book, Loose-Leaf Paper, Large Poster Paper & Markers (in class collaborative activities), White Erasers (class set and individual – 6000 word requirement for formal writing), Pencils (sharpened and unsharpened – 6000 word requirement for formal writing).

## Catalog Description

English 1B is 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 Student Learning Outcomes (from course outline of record)

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.

### Evaluation & Grading Policy

#### Letter Grade Weight Breakdown

- A (100 – 94%) / A- (93 – 90%) – Defined as “Excellent”: Fulfills all requirements and exceeds expectations.  
B+ (89 – 87%) / B (86 – 84%) / B- (83 – 80%) – Defined as “Good”: Fulfills all requirements and meets expectations.  
C+ (79 – 77%) / C (76 – 70%) – Defined as “satisfactory”: Fulfills most requirements and meets some expectations.  
D (69 – 60%) – “Not Yet.” Defined as “Poor”: Fulfills some requirements; does not meet expectations.  
F (59 – 0%) – “Not yet.” Defined as “Failing”: Does not fulfill requirements and expectations.

Note that ALL assignments will come with a prompt ahead of time, which will outline all requirements and expectations. I also provide rubrics ahead of time – I use rubrics to assess all MAJOR assignments. I prefer to be transparent about my expectations. Graded assignments will be given a letter grade, determined by a percentage value (shown above).

I will provide you with a midterm progress report (in October) and a final progress report (in December). Please note that the final progress report might NOT include your final assignment and, therefore, might not reflect your complete grade. You will be aware of your OVERALL grade in the class approximately 1 – 2 weeks after the course is complete. Outside of these formal progress reports, you can ask me about your grade at any point during the semester.

#### Graded Assignments this Semester

##### Reading Responses (15%) – Addresses SLO 2

Consider these homework assignments; you will be given a formal prompt for these during the first week of class. They will call for you to: closely synthesize, analyze, and respond to various articles or chapters; identify potential flaws in reasoning; develop questions at issue; use inferential reasoning to develop judgments; formulate an argument in response to complex issues raised in texts; etc. Responses are approximately 300 words in length, unless otherwise stated. These will be written in your composition book. I will STAMP these on the day they are due to note that they were complete and done on time. I will COLLECT your book/responses for thorough evaluation and feedback TWO TIMES this semester (*dates TBD*).

##### Reading Quizzes (10%) - Addresses SLO 2

There will be 3 reading quizzes. All quizzes are OPEN BOOK and OPEN NOTE – you can use your book and notes to respond to each question. Each quiz usually has 3 – 5 short answer or paragraph-style responses [typically, 300 words in length after *all* responses are completed]. I use these to not only assess your understanding of the reading material, but to give you a space to practice writing habits and abilities – synthesize, analyze, react to, etc. (similar to the reading responses). Note that I want to assess formal understanding, but I also want to avoid “standardizing” reading comprehension and applications, which is why these are paragraph responses.

##### Formal Essay 1: Thesis-Driven Interpretive Response Essay [1000 Words] (10%) – Addresses SLO 1 & 2

We will write an argumentative essay that aims to offer an initial interpretation of a text. Using our *Monsters Bedford Reader* and *Digging into Literature* for reference, what can we suggest about a provided text? You will need to support your thesis with multiple paragraphs to sufficiently develop your argument. REQUIREMENTS: The essay will need more than 3 body paragraphs, at least one counter argument & rebuttal, and a Works Cited page.

Formal Essay 2: Thesis-Driven Rhetorical Analysis Essay [1,000 Words] (10%)– Addresses SLO 1 & 2

Now that we are more familiar with literary analysis and context awareness, we will examine a text/author’s ethos, pathos, logos, kairos and (potentially) fallacious reasoning in order to evaluate the persuasiveness of their argument or message to their audience. Though fiction, literature still aims to convince the reader of an idea, cause a reaction, and/or facilitate a movement. In this essay, we will not just analyze what the text is suggesting, but how they’re suggesting it. REQUIREMENTS: The essay will need more than 3 body paragraphs, at least one counter argument & rebuttal, and a Works Cited page.

Formal Essay 3: Thesis-Driven and Research-Based Literary Critique / [2000 Words] (20%)– Addresses SLO 1 & 2

By now, you should be familiar with multiple ways of analyzing a work of fiction or non-fiction. However, we will use this assignment to dig deeper into theory, which can also offer a whole new way to interpret and analyze any given work. You will choose ONE of FIVE provided literary theories to develop a literary critique of a reading (TBD). Note that a critique is not a “roast” of a reading; a literary critique provides a reader with a new or insightful lens to re-see or re-think a text. You will need to gather sources to support your theoretical lens and interpretation. REQUIREMENTS: The essay will need more than 3 body paragraphs, at least one counter argument & rebuttal, at least 5 sources from the CR Library, and a Works Cited page.

Formal Essay 4: Thesis-Driven “Build-a-Theory” Literary Critique [1500 Words] (15%) – Addresses SLO 1 & 2

I wanted to give you more freedom to write about what you want to write about; as a result, this assignment is more creative and give you more agency in assignment development. You will develop *your own* literary theory or lens to offer a literary critique of any reading from class. You will need to gather sources to support your theoretical lens and interpretation. REQUIREMENTS: The essay will need more than 3 body paragraphs, at least one counter argument & rebuttal, at least 3 sources from the CR Library, and a Works Cited page.

Take-Home Midterm / [800 Words] (10%) – Addresses SLO 1

You will write a Visual Analysis of a provided graphic novel excerpt; this is similar to a rhetorical analysis, but you must also take into consideration the images and artistic choices of the text. You will be given the excerpt and prompt ahead of time to brainstorm. The final draft will be due the following class session.

Final Presentation on “Build-a-Theory” Literary Critique (10%)– Addresses SLO 1

For finals-week, you will teach your theoretical lens AND demonstrate how your theory was applied to your chosen text. Presentations will be approximately 10 minutes in length. Note that you are not simply reading your essay out loud – you are offering a lesson and demonstration of your work. You may use a poster, the board, and/or other materials to facilitate your presentation to the class.

**Late Work Policy**

I DO accept late OUT OF CLASS assignments; however, 10% (roughly, a full letter grade) will be deducted from the assignment for every FULL WEEK it is late. HOWEVER, if you ask for a n extension ahead of time (because everyone has a different writing process and/or things happen), I will NOT deduct anything from the overall grade. Please be mindful of due dates (this class goes fast) and ASK if you need further support or time. I DO NOT accept late IN CLASS assignments. Please be as present as possible.

***Note that institutional (CDCR) issues will NOT impact your grade – recalls, “modified programs,” etc. I will move assignments and agendas around accordingly.***

## Prerequisites/co-requisites/ recommended preparation

You must have taken and passed English 1A (or it's equivalent) with a C or better letter grade.

## Special accommodations statement

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 accommodations, please see me or contact Disability Services and Programs for Students.

## Student feedback policy

For **MAJOR** writing assignments, I give verbal or written feedback on a rough draft (you will also have a peer review to ensure opportunities for success). For the final drafts, I provide feedback to your using a rubric (a chart that demonstrates various levels of expectations) – this rubric will determine your grade, along with my holistic input. Please note that it takes me approximately 2 weeks to grade your work; I have approximately 75-100 students each semester – please be patient.

For **MINOR** writing assignments (In-Class work or Homework), I will provide very brief feedback (sometimes without a rubric) as the nature of these assignments is typically “credit or no-credit” – you either *did* it, did *not* do it, or *kind of* did it.

## Student Accessibility Statement and Academic Support Information

These standards are required by federal regulation. Students will have access to this course that complies with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Course materials will include a text equivalent for all non-text elements; videos will include closed captioning, images will include alt-tags, hyperlinks will use descriptive/meaningful phrases instead of URLs and audio files will include transcripts. All text will be formatted for use with screen readers and all course materials will be understandable without the use of color. Students who discover access issues with this class should contact the instructor.

## Institutional Policies

### Admissions Deadlines & Enrollment Policies Fall 2019 Dates

- *Last day to add a class: 8/23/19*
- *Last day to drop without a W and receive a refund: 9/6/19*
- *Census date: 9/9/19*
- *Last day to petition to graduate or apply for certificate: 10/31/19*
- *Last day for student-initiated W (no refund): 11/1/19*
- *Last day for faculty-initiated W (no refund): 11/1/19*
- *Veteran's Day (all campuses closed): 11/11/19*
- *Fall break (no classes): 11/25/19 – 11/30/19*
- *Thanksgiving (all campuses closed): 11/28/19 – 11/29/19*
- *Final examinations: 12/14/19 – 12/20/19*
- *Semester ends: 12/20/19*
- *Grades available for transcript release: approximately 1/6/20*

Note: Students who have experienced extenuating circumstances (transfer, parole, etc.) can complete & submit the Excused Withdrawal Petition to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W)

or non-passing (D, F & NP) grades. The EW Petition Forms are available – just ask your instructor or program coordinator. Supporting documentation is required.

## **Academic Dishonesty Policy**

Academic Dishonesty 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. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures are in the College Catalog and on the College of the Redwoods website. Here is a section that applies to us:

Do not plagiarize. Plagiarism includes, but is not limited to:

- a) Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgement.
- b) The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.
- c) Copying another individual's computer printout and/or computer files and using it as one's own.
- d) Using an agency or Internet website engaged in the selling of term papers or other academic materials.

## **Disruptive 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, the student may be reported to the Chief Student Services Officer or designee, per The Student Code of Conduct (AP 5500). If there is an immediate and unquestionable threat to the safety of a student and/or staff member, CDCR officials are required to intervene, per CDCR.

## **Additional Resources**

Counseling and Advising offers academic support and include academic advising and educational planning

Special programs are also available for eligible students: Extended Opportunity Programs & Services (EOPS) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.

## **Policies for this Class**

### **Statement of Teaching Philosophy & Philosophy of Learning**

Welcome to English 1B! I feel that that education is fundamental to a healthy and full life. Anyone who wants to learn should have access to a high-quality education. Additionally, I think that even in the face of the most difficult learning challenges, learning should be interesting and engaging. Actively responding to feedback is essential to developing the skills needed to succeed in college. I designed this course to give us the chance to practice critical thinking and inquiry in an environment that is welcoming as well as rigorous.

All students have something to bring to the table in course discussions. While it is commonly understood that students draw from their teachers' knowledge, I believe that students benefit as much or more from reading, writing, and thinking with each other as well. As result, we will spend a great deal of time in class working in small groups, and I

expect for the classroom to be a safe place to explore new ideas and develop creative and new strategies for reading and responding to texts.

My goal is that you will be engaged and that the course contains material that is relevant to you as a college student, as well as thought-provoking or, in some instances, even challenging. I hope that you will complete the course with increased confidence in your ability to express your ideas through writing and increased competence that will help you to be successful in future courses. Moreover, I know that learning happens by making mistakes, and I wish to help create a supportive learning environment that encourages creative risk taking – developing grit and perseverance in essential for this and future courses.

Lastly, I want to create a space for you to strengthen and project your Voice. A quote that helps ground me in student-centered educational practices is, “don’t be a voice for the voiceless, just pass the mic” (Su'ad Abdul Khabeer). You all have so much Voice, and it’s absolutely and delightfully influential.

### **Class participation and Attendance policy: Habits of Mind**

The quality of your learning experience in college depends on developing certain habits of mind. Often, these habits represent a shift from the habits students develop during or after prior educational experiences. These college habits of mind include:

1. Arrive on time. Class might begin with a graded activity – you can’t make it up if you are late or absent. I want to make sure those who arrived on time, as well as myself, are not distracted.
2. Attend regularly. I realize that given the environment, there may be days where you just cannot come to class – given that there might be recalls, modified programs, delays etc. However, if you know that you will NOT be able to make it to class on a specific day, please try to let me know ahead of time – you can speak to me directly, ask a peer from class to notify me, or you can ask another friend to notify me. In the event that you cannot come to class, for whatever reason, you will still be expected to catch up and turn in the out-of-class assignments (refer to the course schedule at the end of the syllabus).
3. Be prepared. Have your homework completed on time. Bring your books and materials with you each day. Save ALL graded work in a folder, including your essays – this is incredibly important so that we can both be on the same page about grades and progress.
4. Engage. Show respect and appreciation for the learning process and for everyone present by:
  - a. Listening, responding, and asking questions.
  - b. Avoid side-conversations.
  - c. If you need to leave class, you don’t need to ask permission. Just do so quietly; please follow CDCR policy – use the bathroom pass, one at a time, etc.
  - d. Pay attention to the dynamics in the room and practice step up/step back techniques during discussions. “Step Up” if you find that you rarely make a contribution in class. “Step Back” if you find that you often do most of the talking. Make room for others to participate. Be encouraging and help facilitate these practices.

### **Classroom Community Norms (Day 1 Activity)**

1.
2.
3.
4.
5.

## Communication Guidelines

- The most effective way to communicate with me is during class – before a lesson, during a low-stakes assignment, or briefly after class.
- You can write a request, question, comment, etc. on one of the “Ask CR” Sheets.
- You can go to designated office hours (*TBD*).
- You may send your completed work to me through a peer or another professor, if you are unable to see me in person. Note that I can send ungraded materials OR class materials to you via other peers or instructors, but I am unable to send your graded material through persons other than yourself (FERPA Student Privacy Rights).

## Preferred Names

Students have the ability to have an alternate first name and pronouns to appear in Canvas – I may use this preferred name/pronoun in class and on my records; however, be advised this will not be reflected in CDCR’s records. Contact your instructor or program coordinator to facilitate a request to change your preferred first name and pronoun on Canvas. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records.

***\*\*Syllabus is Subject to Change if Necessary\*\****

***\*\*See Course Schedule for Reference\*\****

