

Syllabus for English 1B (Critical Inquiry & Literature)

Course Information

Semester & Year: Spring 2020
Course ID & Section #: Eng. 1B/ E7780
Instructor's name: Prof. David Holper
Day/Time: TTH: 1:15-2:40 pm
Location or *Online: Humanities 127
Number of units: 3

Instructor Contact Information

Office location: HU 108I
Office hours: TTH 9-10 or by appointment
Phone number: (707) 476-4370
Email address: david-holper@redwoods.edu

Required Materials

Textbook title: The Bedford Handbook
Edition: 10th edition
Author: Hacker and Sommers
ISBN: 978-1-4576-8303-9

Textbook title: The Things They Carried
Edition:
Author: Tim O'Brien
ISBN: 978-0-618-70641-9

Other requirement: Class booklet in a binder

Catalog 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 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

Grading/Points:

370 pts. formal essays
100 pts. final (timed essay)
90 pts. tests (short answer and written questions)
100 pts. reading quizzes
100 pts. Journals
150 pts. for Participation

Prerequisites/co-requisites/ recommended preparation

Successful completion of English 1A

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 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.

Student feedback policy

All journals and paper drafts (including final drafts) will be returned with scores and written comments within one week, unless otherwise notified.

Student Accessibility Statement and Academic Support Information

Academic support is available at [Counseling and Advising](#) and includes academic advising and educational planning, [Academic Support Center](#) for tutoring and proctored tests, and [Extended Opportunity Programs & Services](#), for eligible students, with advising, assistance, tutoring, and more.

Academic 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 is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

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. 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 is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Class participation and Attendance policy

Before Census (Week 3): If you have missed two classes and have not turned in work, your name will be cleared from the class roster following Week 3 (Census Week). If you find yourself in this position and have not talked to David yet about your situation, you should do so as soon as possible. It's easy to be reinstated if you're accidentally dropped, but it's easier still to avoid being dropped in the first place.

Attendance/Promptness: Students at the College are expected to attend all sessions of each class in which they are enrolled. Each class session is worth 5 points of participation. You'll receive those points if you attend the full class. If you come more than 10 minutes late or leave more than 10 minutes early, you will receive zero points for that class session. David takes roll at the start and end of each class.

Do not schedule medical appointments during class as these will not be excused.

Do not schedule yourself for work during class time as this will not be excused.

The only excused absences will be for medical emergencies (with a note from a doctor or the hospital) and away games for CR athletes. Also, notes from the Student Nurse at CR will not suffice to excuse any emergency absence.

In addition, I strongly discourage your coming more than 10 minutes late or leaving more than 10 minutes without first clearing it with me. Such practices are disruptive for you and everyone else. If you do come late or leave early (more than 10 minutes) or unprepared that will count as ½ an absence. If you miss a class, please remember, it is your responsibility to find out from another student what you missed by calling someone on the phone list.

Admissions deadlines & enrollment policies

Spring 2020 Dates

- *Classes begin: 1/18/20*
- *Martin Luther King Jr. Day (all-college holiday): 1/20/20*
- *Last day to add a class: 1/24/20*
- *Last day to drop without a W and receive a refund: 1/31/20*
- *Census date: 2/3/20 or 20% into class duration*
- *Lincoln's Birthday (no classes): 2/14/20*
- *Last day to petition to file P/NP option: 2/14/20*
- *President's Day (all-college holiday): 2/17/20*
- *Last day to petition to graduate or apply for certificate: 3/05/20*
- *Spring break (no classes): 3/16/20-3/21/20*
- *Last day for student-initiated W (no refund): 4/3/20*
- *Last day for faculty initiated W (no refund): 4/3/20*
- *Final examinations: 5/9/20-5/15/20*
- *Semester ends: 5/15/20*
- *Grades available for transcript release: approximately 6/1/20*

Students who have experienced extenuating circumstances 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 is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

Communication Guidelines

Please make sure to know how to log into Canvas. Email communications should be through Canvas. You are encouraged to go into the Settings in Canvas and adjust them, so you can receive text message notifications of emails. If you have emailed me, you will likely receive a response the same day, unless it is late in the evening, in which case, you will receive a response the next day. If you need to attach a file, remember that you have to go into Canvas to do that. You cannot simply reply to an email and attach a file.

Preferred Name in Canvas

As a student, you have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. It does not change your legal name in our records. See the [Student Information Update form](#).

Canvas Information

Your instructor will use Canvas for email and class attendance. However, the course content, calendar, and grade program is located on his website, which you can access by googling “Holper.” Once there, click on English 33 to access the course. The points that you see in Canvas for attendance are not your grade. Your attendance is logged into Gradekeeper, which you can access through your instructor’s website Website: <http://www.redwoods.edu/departments/english/instructors/holper/>

Password is your 8 digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

Gender-Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is gender-inclusive and non-sexist to affirm and respect how people describe, express, and experience their gender. Just as sexist language excludes women’s experiences, non-gender-inclusive language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Gender-inclusive/non-sexist language acknowledges people of any gender (for example, first year student versus freshman, humankind versus mankind, etc.), affirms non-binary gender identifications, and recognizes the difference between biological sex and gender expression.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones.

Registration is not necessary in order to receive emergency alerts. Check to make sure your contact

information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergency situations within its own jurisdiction.

In the event of an emergency:

- a. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
- b. Dial 911, to notify local agency support such as law enforcement or fire services.
- c. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
- d. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
- e. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
- f. If safe to do so, notify key administrators, departments, and personnel.
- g. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)
- [Online Student Handbook](#)

[Counseling and Advising](#) offers academic support and includes academic advising and educational planning

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams.
- [Library Services](#) to promote information literacy and provide organized information resources.
- Multicultural & Diversity Center [waiting for hyperlink and Mission]
- Math Lab & Drop-in Writing Center

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides financial assistance, support and encouragement for eligible income disadvantaged students at all CR locations.
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821

The [Honors Program](#) helps students succeed in transferring to 4-year institutions

Office Hours in Humanities 1081 (Dave's office is in Humanities 1081, which is on the first floor of the building. Take either one of the hallways that lead behind the curved glass (covered in green paper) at the juncture of the two hallways. Please knock before entering.

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.

Triad:

Name: _____

Contact info: _____

Name: _____

Contact info: _____

Welcome to English 1B! I'm excited to be your teacher, and I hope that each of us will enjoy and learn a great deal during this semester. This will be an intensive course because I will ask a lot of each one of you, but in return, I hope you will find this to be one of your most memorable writing classes. The primary goals of this course are to teach you how to develop your own distinct writing voice, to improve your creative writing skills in several different styles and forms, to learn how to critique other people's work fairly and in depth, and to find out how to submit your work for publication. Beyond that--and perhaps more importantly--I want you to learn to write more powerfully, passionately, and naturally.

Your Instructor: David has done a little of everything, including taxi driver, fire fighter, cook, soldier, house painter, and teacher. He took his BA in English at Humboldt State University, where he also studied journalism. After his graduation, he served for four years in the Army Military Intelligence Corps, then went on to take a Masters of Fine Arts in English at the University of Massachusetts at Amherst, where he wrote a book of short stories. Since then, he has published a number of stories and poems. Currently he lives in Eureka and teaches full-time at CR.

Syllabus Calendar: This will be posted on the course website every Thursday afternoon. Remember, to find the class website, google Holper, and you'll find the instructor's home page for all his classes.

Formal Essay Writing: three out-of-class, formal essays of approximately 1000-1250 words on assigned

topics, the last of which will be the Research Paper, which will be 1500-2500 words, plus a Works Cited page. (Note: these essays will advance in point value from 50-100-200.) These essays will include an introduction with a thesis at the end, body paragraphs governed by topic sentences, and a conclusion. Thesis and topic sentences must be underlined. Each essay must include at least two drafts. Please save all work that goes into papers! All papers (and all drafts) will be typed. The format will always be the same: use MLA format as described in your *Bedford Handbook*.

Scoring Rubrics are included in the class packet.

Draft Workshops: These are required. In order to make sure you understand how important these are, first drafts are worth 25 percent of the value of each paper. Thus, you cannot go higher than a “C” on a final draft of a paper if you have missed the Draft Workshop or come with no work at all. Absences are not acceptable on Draft Workshop days unless it is an emergency and you have a written note from a doctor or a police officer (for a traffic accident). Attendance is the only dependable way your instructor has of (a) helping you improve your draft; and (b) protecting you against plagiarism. It is not acceptable to bring handwritten drafts to draft workshops. Late paper coupons cannot be used to excuse late first drafts! Also, excessively short drafts will not be credited for draft workshops.

Emailing Completed Work: Unless it's an emergency, do not email your instructor work, as it wastes printer cartridges and encourages students to wait until the last minute. However, if you cannot see your instructor for a draft conference and want input, you can email your instructor the work as an attachment. He will comment using the "insert comment" feature in Microsoft Word, which will show up in your document as yellow text: when you roll your mouse onto the yellow, a text window will appear with my comment in it. Do note, however, that face-to-face conferences work better than email feedback.

Revisions: On papers one and two, you may revise your paper for a higher grade, if you're not satisfied with the grade you received. However, in order to take advantage of this, you must accomplish a significant revision, which means that once you receive your paper back, you should revise and clean up the draft. Then you are required to see a tutor and get his/her signature on the tutor sheet (you'll find this in the class booklet). Also note that a significant revision means more than simply correcting grammatical and mechanical errors (unless that was all that was wrong): a significant revision often means rethinking, rearranging, expanding, adding, and rewording. You may not revise the last paper, as there will not be time; thus, you should plan on drafting several times before it's due.

Automatic D's: If you turn in significantly less than the word count minimum for a paper, the grade will be an automatic D. More than 50 words will be considered “significant.” This is particularly important for the research paper: anything below the minimum will automatically receive a D. Always go beyond the minimum to be safe.

Reusing Texts: In order that you write about a range of material, you will not be able to write about an essay, book, story or poem twice, nor are you allowed to use the midterm story for a paper.

Late Work/Freebies: You will be allowed one late final draft for this course; however, you may not use this on your last paper, nor is it good on any first draft. There is a late coupon in your class booklet, and it will serve as your cover sheet for your late paper. The freebie is good to turn in a paper one week late; that's seven days. Again, this does not apply to the last paper we do.

Plagiarism: Copying someone else's work verbatim will automatically will result in failing the assignment. In addition, we will be using Turnitin.com for turning in an electronic copy of every paper to insure original work. Do note that you will receive you a zero on a paper if it is not turned in to

turnitin.com, so turn in the paper to the website before you turn it in to your instructor. If you turn in the paper to your instructor but do not have it in to turnitin.com, you'll lose five percent of the paper grade—and you'll still have to turn it in to turnitin.com. There is a link on our class website to turnitin.com, as well as directions on how to use it. You will be provided the class ID and password on the syllabus calendar before your first paper is due. It is strongly recommend that you write down your email address, your password, the class ID number, and class password on a printed copy of the directions, so you don't forget how to get into the system.

Required Reading: We'll read as much as we can understand and discuss during the semester, roughly one book, numerous poems, numerous short stories, and critical essays that are relevant to our reading.

PDFs and Printing: This semester the readings and poems that are not in the books will be provided as PDFs or Word documents through the class web calendar. You'll need to find these documents, print them, and read and annotate for class.

Reading Quizzes and Exams: In order to improve our critical reading of the stories/ poems, as well as other material we cover in class this semester, we'll have quizzes and exams to test your knowledge and skills. Reading quizzes will typically be 5-10 pt. quizzes on the day following your reading assignment and will focus on character names, plot, setting, etc. If you come in late, you'll miss the reading quizzes, so do be on time. Longer exam format will be introduced as we cover this material. Also, do note that I'll drop your lowest quiz score for the semester (that's a quiz you took, not an absence). Absences for reading quizzes (other than the books) will earn a zero and may not be made up. If you have an extenuating circumstance (with written justification) for the absence(s), you can talk to Dave about it, and he will consider whether or not to let you make up the reading quiz(zes).

Make-up Quizzes/Tests: You may not make up reading quizzes for unexcused absences. The low score (for a quiz you're take) will be dropped. With tests, if you're absent on the test day and you don't have a doctor's note or an accident report, then you may make up the test, but you lose 25% of the grade for your absence. In other words, be there on test days. It will be your responsibility to contact me about arranging a makeup exam in the ASC section of the library. (Remember, you need a photo ID to use the ASC.)

Journal Assignments: In order to help you prepare for discussions and writing, with many of the readings we do, there will also be journal assignments. Your responses will be written in paragraph format (with paragraphs of approximately one page). Be sure to start with a topic sentence and underline it. Remember, journals should be a minimum of one page double-spaced. These journals are due at the next class; however, if you do miss a journal assignment, you may turn it in to my box no later than the Friday of that same week. Beyond that, the journals have no point value.

Your Portfolio: Please save all your work this semester so that you can verify your improvement, so that you're covered in case your instructor accidentally does not record the grade, and so that you will be able to choose one essay to rewrite at the close of the semester.

Late Work/Freebies: You will be allowed one late final draft for this course; however, you may not use this on your last paper, nor is it good on any first draft. There is a late coupon in your class booklet, and it will serve as your cover sheet for your late paper. The freebie is good to turn in a paper one week late; that's seven days. Again, this does not apply to the last paper we do. Papers that are turned in late will lose one letter grade per day.

Please note that the syllabus is subject to modifications as deemed necessary by your instructor. These will be posted into the syllabus calendar to notify all students of any changes.

Release from the Final: If you have a straight A at the end of week 15, I will release you from the final. That score does and will not include the research paper.

Grading/Points:

370 pts. formal essays
100 pts. final (timed essay)
90 pts. tests (short answer and written questions)
100 pts. reading quizzes
100 pts. Journals
150 pts. for Participation
2.5 % of grade will consist of class participation

780 total points

Dave does not grade on a curve; he uses straight point tallies with 90 percent and above as a A, 80 to 89 percent as a B; 70-79 percent as a C; 60-69.5 percent as a D; work below this is usually so late or so poorly composed that is an obviously an F.

Course Calendar: English 1B, Spring 2020

WEEK ONE

Tuesday

Class: Introduce the course, its theme, the syllabus, This I Believe assignment

HW: 1) Buy your books and materials.

2) Read three “This I Believe” essays, create a bibliography, and write your own “This I Believe” essay (min. of two pages).

Thursday

Class: Syllabus quiz, share This I Believe essays, copy editing practice

HW: 1) Read and annotate “The Hero’s Journey” and “Archetypes, Myths, and Characters” in your class booklet.

2) Then print and read “Bloodchild” and “Underneath the Bonfire.” Pay

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particular attention to how the protagonist moves through the hero's journey and is transformed by their experience.

WEEK TWO

Tuesday

Class: Quiz 1 and discussion of first two stories.

HW: Read "A Family Supper," "Everyday Use," and "Orientation" and write Journal 1.

Thursday

Class: Quiz 2, discussion of stories. Share and turn in Journal 1.

HW: Read "A Worn Path," "My Life with the Wave," and "Those Who Walk Away from Omelas." Again, pay attention to the protagonist's journey and transformation.

WEEK THREE

Tuesday

Class: Quiz 3 and discussion of the assigned stories

HW: Read "The Yellow Wallpaper," "Two Kinds," and "What You Pawn I Will Redeem"; also write Journal 2.

Thursday

Class: share and turn in Journal 2, Quiz 4, discussion of three stories

HW: Write your introductory paragraph and draft an outline of Paper 1 (planning documents).

WEEK FOUR

Tuesday

Class: Check off planning materials (intro paragraph and outline) HW: Complete your first draft of Paper 1

Thursday

Class: Draft Workshop

HW: Finish your final draft of Paper 1 (due Thursday, Week five)

Print, read, and annotate the following poems for Monday: “Do Not Go Gentle Into That Good Night,” “And Death Shall Have No Dominion,” “Dulce Est Decorum Est,” and “Insensibility.”

WEEK FIVE

Tuesday

Discussion of
poems

Thursday:

Preparing final drafts for next Tuesday

WEEK SIX

Tuesday

Class: Read around of final drafts. In class handout of poems for homework. We’ll read “2000 Lbs.,” “Pike,” “Cinderella,” “Meditation at Lagunitas,” and “Bilingual Sestina” in class. If time permits, we’ll start the discussion.

HW: Annotate and reread “2000 Lbs.,” “Pike,” “Cinderella,” “Meditation at Lagunitas,” and “Bilingual Sestina.”

Thursday

Class: Quickwrite on one of the assigned poems. Share quickwrites and discuss the question at issue represented by each of the poems. Also introduce poetic terms handout.

HW: Read “Kissing,” “The Waking,” “The God Who Loves You,” and “The Poet’s Obligation,” and “September 1, 1939.” Also, write Journal 3 on a poem of your choice from the assigned readings.

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WEEK SEVEN

Tuesday

Class: Share Journal 3 and discuss the question at issue represented by each of the poems. Also introduce scansion and poetic structure, as well as practice scansion. Also introduce fallacies

HW: Flashcard and study fallacies.

Thursday

Class: Fallacies review

HW: Study for fallacies test and read “The Love Song of J. Alfred Prurock,” “The Purse Seine,” and “Facing It.”

WEEK EIGHT

Tuesday

Class: Discussion of the last three poems. Fallacies test.

HW: Read “The Last One,” “Voyages,” and “My Husband Discovers Poetry” for class on Wed.

Thursday

Class: Fallacies test returned. Discuss last three poems. Look over Paper 2 assignment in preparation for planning documents after Spring Break.

HW: Choose your poem for Paper 2 and prepare your planning documents (introductory paragraph in MLA format and outline) for Monday following Spring Break.

SPRING BREAK

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WEEK NINE

Tuesday

Class: Check off planning documents, share intro paragraphs

HW: Write your first draft of Paper 2 for the Draft Workshop

Thursday

Class: Draft Workshop for Paper 2

HW: Revise Paper 2 for a final draft on Wednesday, March 30th.

WEEK TEN

Tuesday

Class: Grade conferences

HW: complete final draft of Paper 2.

Thursday

Class: Final draft due for Paper 2

HW: Read and annotate “The Things They Carried” and “Love.” You’ll want to read the whole book, but do note we won’t have time to discuss every story.

WEEK ELEVEN

Tuesday

Class: Quiz 5 on reading, quickwrite on the question at issue the novel raises, and discussion.

HW: Read and annotate “Spin,” “On the Rainy River,” “Enemies,” and “Friends” and write Journal 4.

Thursday

Class: Quiz 6 on stories quickwrite on the question at issue, share Journal 4, turn in, and discussion.

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HW: Read “How to Tell a True Way Story” and “The Dentist” as well as watch the video: “Vietnam War: History and Key Dates,” so you’ll have a better historical context for the Vietnam War and how it escalated. Also, complete your Discovery Draft for Monday.

WEEK TWELVE

Tuesday

Class: Discovery Drafts for Paper 3 collected. Quiz 7 on stories, quickwrite on the questions at issue and discussion.

HW: Read “Sweetheart of the Song Tra Bong” “Stockings,” and “Church”; also write Journal 5.

Thursday

Class: Discovery Drafts returned.

Quiz 8, share Journal 5, turn in, and discussion.

HW: Begin your first draft of your Research Paper for a draft workshop on Wed., Week 15. Read and annotate “The Man I Killed,” “Ambush,” and “Style”

WEEK THIRTEEN

Tuesday

Class: Quiz 9 on stories and discussion

HW: Read “Speaking of Courage,” “Notes,” and “In the Field.”

Thursday

Class: Quiz 10 on stories and discussion

HW: Read “Good Form,” “Field Trip,” and “The Ghost Soldiers.”

WEEK FOURTEEN

Tuesday

Class: Quiz 11 on stories and discussion

HW: Complete your first draft of Paper 3 for Wed. Also finish reading the last stories in the book, including “Night Life” and “The Lives of the Dead.”

Thursday

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Class: Quiz 12 on last stories and discussion. Draft Workshop for Paper 3

HW: Finish your final draft of your research paper for the Wednesday of Week 15.

WEEK FIFTEEN

Tuesday

Class: Library work day

HW: Complete your final draft of Paper 3

Thursday

Class: Final draft due of Paper 3. Class feedback.

HW: Prepare for your final exam: (see schedule).

Final Exam: To be determined based on College's final schedule