

Course Information

Semester & Year: Spring 2020

Course ID & Section: ENGL 1B / #E7782

Instructor's name: Dr. Peter Blakemore

Day/Time: T/Th 11:40-1:05

Location: SC 213

Number of units: 3

Instructor Contact Information

Office location: Creative Arts 134

Office hours: T/W/Th—1:30-2:30

Phone number: 476-4314

Email address: peter-blakemore@redwoods.edu

Required Materials

Textbook title: *Their Eyes Were Watching God*

Edition: Amistad - 75th Anniversary edition (May 30, 2006)

Author: Zora Neale Hurston

ISBN: #978-0061120060

Textbook title: *Ceremony*

Edition: Penguin Classics Deluxe edition (December 26, 2006)

Author: Leslie Marmon Silko

ISBN: #978-0143104919

You will also be required to purchase **one** of these three Selected Texts, about which I will provide further details later in the semester: *Refuge: An Unnatural History of Family and Place* by Terry Tempest Williams; *When the Killing's Done* by T.C. Boyle; or, *New and Selected Poems, Volume One* by Mary Oliver.

All of these texts are paperback and available for under \$14 via the online bookstore or at another Internet bookseller.

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.

Prerequisite: ENGL 1A

Course Student Learning Outcomes:

1. Analyze and employ appeals in written texts.
 2. Write logical, well-developed, thesis-driven essays that respond to questions at issue raised by literary works.
 3. Locate, evaluate, use, and document evidence from primary and secondary sources (both electronic and print) to support, develop, or validate judgments.
 4. Identify and evaluate rhetorical and literary devices as representational and persuasive tools.
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Overview of the course:

As the title of this course claims, we'll be inquiring into literature critically. That means we'll be reading complex works of literature, discussing them together, examining their meaning and ramifications about our culture and our thinking, and communicating our ideas to one another throughout the process. We'll be writing regularly, in several forms, including the long-form Final Research Essay.

The Reading:

We will start the course reading a few poems and a short story as well as some critical and analytical works before diving into longer works of literature. The central focus of the class will be the methods by which culture makes itself present and significant through various forms of art (memoirs, fiction, poetry and the like) and philosophy (systems of belief regarding what can be known about both the physical and the intellectual or mental world). Thus, it will be especially important that you begin to explore and examine not only **what** you read but also **how** you read it. Throughout the term, I have selected texts that should promote your own individual interest and inquiry. Some of you will be encountering unfamiliar kinds of reading, but rest assured that if you approach these works with a little curiosity and the desire to explore, you'll be rewarded by gaining a deeper understanding of our national character, our history, and how works of literature have affected them. And if you follow my guidelines for this course, you will also hone your ability to make meaning out of complexity and your understanding of how argument and reasoning work together to create informed assent.

The Writing:

Since this is a class in both reading and writing, we will be focusing a great deal on the act of composing. You will do best to approach the process of writing if you treat it as more of an exploration than a grueling task. For instance, the most important process you will engage in during this class is inquiry, the act of raising useful questions to more fully understand ideas. Throughout the term, I will also introduce you to rhetorical and practical concepts that should aid you in performing inquiry and research, and you'll be receiving regular feedback from me and from your classmates regarding your writing.

These are the kinds of writing you will be doing:

Weekly posted **Reading Questions**: Before each Thursday class period, you will need to post **two written questions** to our Canvas website based on the reading and discussion from the previous class session. These questions will be used to generate research and will thus form the central part of the class. Note well: this is **your class**. You will need to take responsibility for its success, and the most important things you can do to ensure that success are to read critically and carefully, to take notes on your reading and researching, and to practice forming the best possible questions you can about what you encounter. In my opinion, the most valuable thing you will take away from a college education will be the ability to **ask better questions**. Knowing how to ask good questions will help you through the darkest of times and will illuminate even the brightest days. I also think it can be proven that the more people there are in a given society who possess this ability to form good critical questions, the better and fairer and more just the society is. We'll spend several class sessions talking about how questions work in the inquiry process, what makes a good question, and what makes a vague or pointless or useless question. If you simply commit to trying to learn how to ask better questions, everything else you do in this course will be easier.

Five Response and Reflections (R&Rs): The R&Rs consist of at least one double-spaced, size-12-font page posted to the Canvas site. These short reflections should be directly related to any questions you have or ideas that arise from the readings up to that point in the semester. Each assignment will be open through 11:59 pm of the day it falls due. You should look on these short writings as the beginnings of larger writing projects. Indeed, the more effort you put into these R&Rs, the easier it will be to write the Interest and Research Inquiry Essays and, ultimately, the Final Research Essay.

Two **Inquiry and Research Interest Essays (IRIEs)**: These four-page explorations of ideas raised through your R&Rs should be places where you inquire more deeply into questions posed during the term. As brief examinations of ideas and reasoning, they should include passages from our texts as well as research you've garnered that assists you in coming to conclusions about questions raised in your reading. We will be discussing and practicing research at length during the term and these IRIs are the places where you'll begin to fold primary and secondary source material into your own compositions.

The **Final Research Essay (FRE)**: This six-plus-page essay will be based on one of your two IRIEs. During the last week of the regular semester, I will hold individual conferences with each of you to discuss where you are in the composition process. You should look at the FRE as the culmination of a 15-week inquiry into the concepts of nature, culture, and community through literature—and you should think of all of the writing you've done during the semester beforehand as preparation for writing the FRE. In fact, if you follow my advice and timelines for reading and writing during the semester, the FRE should practically write itself—in other words, by the time you get around to working on the FRE, you should **already have done most of the work**.

Special accommodations:

College of the Redwoods complies with the Americans with Disabilities Act in making reasonable accommodations for qualified students with disabilities. Please present your written accommodation request at least one week before the first test so that necessary arrangements can be made. No last-minute arrangements or post-test adjustments will be made. If you have a disability or believe you might benefit from disability-related services and accommodations, please see me or contact [Disability Services and Programs for Students](#). Students may make requests for alternative media by contacting DSPS Eureka: 707-476-4280 (student services building, 1st floor).

Student Access:

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.

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.

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](#).

Communication Guidelines:

I will respond to emails within a day or two—it may be that I am buried up to my neck in reading and only have an hour in the morning or evening to review emails—but usually I check my email 3 or 4 times a day. Expect a response from me that day or the next. The same holds for phone messages. I will also be available in person during the time listed as office hours above. I prefer direct personal email to peter-blakemore@redwoods.edu and I will review any online questions forum to see if anyone has an issue or open question. Please be specific in your email subject lines; if you have a question about page-length for an assignment, an appropriate email subject would be: "Question about IRIE#1 page - length". Finally, you should know that all students have individual privacy rights, including the legal right to prevent information from being disclosed to anyone (including parents or guardians) without your prior written consent. I will uphold your right to privacy as much as it is within my power to do so.

Respectful Dialog:

Please note that in this course you will be held to standards of civil and civic discourse. We will be discussing many controversial ideas, something that we should never try to avoid but which also sometimes raises emotions to the fore. Before speaking or before sending any correspondence or posting any kind of reply to others from our class, please ask yourself, "Is my response based on reason or emotion?" If your response has been generated by emotion, I ask that you set your response aside for a period of time until you can review it and think objectively about the likely effect your

response will have. And if you determine that your response is based on reason, please make sure that the wording points primarily to the reasoning.

Grading

Students will receive grades for the course on the following basis:

Participation (attendance, posted questions, group work)	30 points
Response and Reflection essays (5 x 4 points each)	20 points
Inquiry and Research Interest essays (2 x 10 points each)	20 points
Final Research Essay	<u>30 points</u>
Total	100 points

Grades will be assigned on this scale: 93-100=A / 90-92=A- / 88-89=B+ / 83-87=B / 80-82=B- / 78-79=C+ / 70 – 77=C / 60 – 69=D / 59 and below=F.

SPECIAL NOTE: This class requires a good deal of writing. You should not expect to pass it unless you turn in all of the assigned essays. And bear in mind, plagiarism, which is the act of claiming another writer's words or ideas as your own without citing them as a source, is a serious breach of academic conduct and will result in failure of the assignment and could lead to failure for the course. If you aren't sure whether you're about to plagiarize or not, ask me for clarification.

Class schedule

P. Blakemore's English 1B / Spring 2020 Reading Schedule

All times when you need to bring work to class, post something on Canvas, or be ready to discuss reading appears in **boldface** below.

All PDFs are available on Canvas.

(Note: if changes are required, you will receive sufficient notice)

Part I. A Foundation in Community, Standards, Inquiry, Discourse, & Consciousness

Week 1 / January 21 & 23

T - Introduction, syllabus, course guidelines. Interviews and icebreaking.

TH – Setting the standards & class policies: Read pdf "**Have Smartphones Destroyed a Generation?**" (pdf available on Canvas); getting to the questions that matter: **POST TWO QUESTIONS to Canvas**.

Week 2 / January 28 & 30

T – Reading: **Poetry and Interpretation from Jeffers, Hanh, & Snyder** (pdf on Canvas); group work and discussion.

TH- Reading: electronic source of your choice; **POST TWO QUESTIONS to Class Board prior to class meeting**; Research day. **R&R #1** due Friday, January 31st.

Week 3 / February 4 & 6

T – Reading: **Emerson's Nature** (pdf on Canvas); group work and discussion.

TH - **POST TWO QUESTIONS to Class Board**: Research day. **R&R #2** due Friday, February 7th.

Part II. Hermeneutics: The Practice of Interpreting

Week 4 / February 11 & 13

T- Reading: **Thoreau's "Walking"** (pdf on Canvas); group work and discussion.

TH – **POST TWO QUESTIONS to Class Board**: Research day to refine questions.

Week 5 / February 18 & 20

T – Reading: **Jewett's "A White Heron"** (pdf on Canvas); group work and discussion.

TH - **POST TWO QUESTIONS to Class Board**: Research day. **R&R #3** due Friday, February 21st.

Week 6 / February 25 & 27

T – Reading: **Hurston's *Their Eyes Were Watching God*** pp. vii-76; First questions/group work.

TH – **POST TWO QUESTIONS to Class Board**: Research day. **R&R #4** due Monday, March 2nd.

Part III. Researching: Finding Other Voices

Week 7 / March 3 & 5

T - Reading: **Hurston's *Their Eyes Were Watching God*** pp. 77-145; Next questions/group formation.TH - **POST TWO QUESTIONS** to Class Board: Research day.

Week 8 / March 10 & 12

T - Reading: **Hurston's *Their Eyes Were Watching God*** pp. 146-195; Deep Questioning.TH - **POST TWO QUESTIONS** to Class Board: Research day. **R&R #5** due Friday, March 13th.

Week 9 / March 24 & 26

T - Reading: **Silko's *Ceremony*** pp. xi-98; First questions/group work.TH - **POST TWO QUESTIONS** to Class Board prior to class meeting: Research day.

Week 10 / April 31 & April 2

T - Reading: **Silko's *Ceremony*** pp. 98-167; Next questions/group formation.TH - **POST TWO QUESTIONS** to Class Board prior to class meeting: Research day.Part IV. Arguing: Exploring and Explaining Discoveries

Week 11 / April 7 & 9

T - Reading: **Silko's *Ceremony*** pp. 167-244; Deep questioning.TH - **IRI #1**—sharing, feedback, and revision.

Week 12 / April 14 & 16

T - ***Selected Texts (Refuge, When the Killing's Done, Selected Poems)***TH - **POST TWO QUESTIONS** to Class Board: Research day.

Week 13 / April 21 & 23

T - ***Selected Texts* Part II; **POST TWO QUESTIONS**** to Class Board prior to class: Research day.

TH - No class – LRC research day.

Week 14 / April 28 & 30

T - ***Selected Texts* Part III**TH - **IRI #2**—sharing, feedback, and revision.

Week 15 / May 5 & 7

T – Conferences with instructor.

TH – Conferences with instructor.

Finals Week / May 11-15 / Final Research Essay due 1 pm Friday, May 15thSee P. Blakemore's *Finals Week Schedule for availability and office hours during Finals Week*.

An Invitation: Finally, experience tells me that people who think carefully about their education and become more reflective about it generally have the greatest success. Probably the best way to get involved in this process is to get to know your teachers and speak with them outside of the classroom. Talk to them after class. Visit them in their offices. Make appointments and let them know what's going through your mind as it relates to your work in their classes. And most important of all, let your teachers know if something in particular isn't coming across clearly for you. Sometimes your problem is just a particularly difficult concept, a complex section of reading, or a challenging assignment or series of assignments. **You especially need to communicate with me—this is a very involved class that will require a lot of discipline from you.** If you feel that you are falling behind, you should **let me know right away**. If you ask, I will offer plenty of extra help and even direct you toward others who can help. If you want more help, you can meet with writing tutors in the Academic Support Center's drop-in Writing Center. I have also kept my office hours minimal or by

appointment in order to give students maximum flexibility for meetings. Even if our schedules seem to clash at first glance, come see me—I will definitely be able to schedule a time to meet. If you have to contact me, please email me or call my office (476-4314) and leave a clear, specific message, including a telephone number and time when you can be reached. I will get back to you as soon as possible. I look forward to getting to know each of you better and to seeing all of you succeed. Welcome and good luck!

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

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>

Technology skills, requirements, and support:

Students can obtain a free [Office 365 license](#) (includes Word, Excel, PowerPoint and more) with a valid CR email.

Necessary Computer Skills – You will need to be able to access and navigate CR’s Canvas online learning software system. You will also need to be able to search online archives, compose digital documents, and upload documents and post brief discussion-board responses.

Before contacting Technical Support please visit the [Online Support Page](#). For password issues with Canvas, Web Advisor or your mycr.redwoods.edu email, contact its@redwoods.edu or call 707-476-4160 or 800-641-0400 ext. 4160 between 8:00 A.M. and 4:00 P.M., Monday through Friday.

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.

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 a competitive four-year school.