

Course Information

Semester & Year: Spring 2020

Course ID & Section: ENGL 1B / #V7757

Instructor's name: Dr. Peter Blakemore

Day/Time: Online

Location: Online

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 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.*

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 **Small-Group Reading Questions (SGRQs)**: During almost every week of the term, you will need to post **two written questions** in a discussion forum based on the reading and discussion up to that point in the term. 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 viewing, 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.

Regular **Whole-Class Discussions (WCDs)**: During the semester the WCDs will be where we come nearest to the discussion in a face-to-face class. The interchange of ideas should be at the core of any class in critical thinking. The WCD is where each of you will describe your own response to the specific works of literature or previous Small-Group Reading Questions (SGRQ) discussions. In these WCDs, you will explain and explore your ideas about our texts and you

will respond to your colleagues' ideas, all in one place. Anything and everything is fair game in the Whole Class Discussion. You will compose a response to the text of at least 200 words in length and you will also respond substantively to at least three of your colleagues' posts.

Five Response and Reflection Essays (R&Rs): The R&Rs consist of at least one double-spaced, size-12-font page of prose. 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 and readings and discussion 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 and discussion. We will be 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 Module of the semester, you will share your ideas and draft passages of your inquiry with me and your class colleagues and work on describing your conclusion in the form of a research essay. 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.**

Evaluation & Grading Policy

There are 8 different ways that you will be graded during the term. The total breakdown follows:

1. Student Introductions = 10 points
 2. Mid-semester Reflection and Assessment = 10 points
 3. Completion Credit (*ALL* assignments turned in *ON TIME*) = 20 points
 4. Small-Group Reading Questions (16 X 10 points each) = 160 points
 5. Whole-Class Discussion (10 X 20 points each) = 200 points
 6. Response and Reflection Essays (5 X 40 points each) = 200 points
 7. Inquiry and Research Interest Essays (2 X 100 points each) = 200 points
 8. Final Research Essay = 200 points
-

Total points = 1000

The corresponding letter grade:

A = 93-100% / A- = 90-92% / B+ = 87-89% / B = 83-86% / B- = 80-82% / C+ = 77-79% / C = 70-76% / D = 60-69% / F = 0-59%

Late Policy: Late work will only be accepted from students who have requested to turn work in late **prior** to its falling due. Work turned in **more than a week late will not be accepted** unless the student and instructor have come to an agreement beforehand in verifiable communication (email or post-and-response agreement in a forum). **The instructor will read late work when possible, but students will receive limited response and commentary on all late work.** If you turn work in late, you should know that I might not be able to read and grade it until **much later in the term, perhaps even the last week of the semester.** Note also that only the Final Research Essay can be turned in during the last week of the semester (week 16, the second half of Module Six). In addition, late work will receive substantially lower grades than work turned in on time. Note well: the instructor is not required to accept late work and will only do so on a limited

basis. In other words, please don't ask me to accept more than two items late during the semester because, unless there are peculiar extenuating circumstances, I will not agree to your request. The best policy each of you can hold yourself to is to get your work in on time. Note, too, you will receive a "free" 20 points in **Completion Credit** if ALL assignments are turned in *ON TIME*—you will forfeit these 20 points if you turn any assignment in late.

SPECIAL NOTE: This class requires a good deal of writing. You should not expect to pass it unless you turn in all of the major assigned writing. 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 possible failure for the course. If you aren't sure whether you're about to plagiarize or not, ask me for clarification.

Proctored Exams

This class does NOT require any proctored exams.

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 assignment in case arrangements must 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 based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

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 immediately—DON'T WAIT!

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](#).

Participation and Attendance:

In this online class, your participation will be assessed every week and you will quickly know whether you are giving the necessary amount of attention and time to this course. Since there will be two or three graded assignments per week, you will need to keep up with our pace and regularly participate and attend to your colleagues' ideas and writing and your instructor's comments regarding your work.

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 that day—but usually I check my email 3 or 4 times a day so you can usually expect a response from me that day. The same holds for phone messages. I will also be available in person during the time listed as office hours at the top of this syllabus. I prefer direct personal email to peter-blakemore@redwoods.edu and I will regularly check online Questions and Answers Forums for issues 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.

Regular effective contact and Substantive Interaction:

Students will receive timely and substantive feedback on all course assignments, including weekly announcements, small-group reading inquiry questions, threaded discussion forums, instructor-prepared video lectures and other written materials. Students will read novels, short stories, and poems and watch or read instructor-prepared lectures, complete reports on individual reading selections, and contribute to regular whole class discussion boards, creating original posts as well as commenting on other students' posts. Each module includes required writing which the instructor will comment upon based on a published rubric.

The instructor will also produce a series of video mini lectures to facilitate student success in all aspects of the course.

Online Etiquette and Respectful Dialog:

Please note that in this online course you will be held to the same standards of civil and civic discourse I maintain in face-to-face classrooms. 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 sending any correspondence or posting any kind of reply, 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 your wording points primarily to the reasoning.

Class schedule

The Modules below correspond with the 16 weeks of the semester and include ALL required work for the term:

Module One - Weeks 1 and 2 (January 20th - 31st)

Class Introductions - DUE by Thursday, January 23rd (1.1)

Small Group Reading Questions #1 - DUE by Friday, January 24th (1.2)

Whole Class Discussion #1 on Twenge article and questions - DUE by Monday, January 27th (1.3)

Small Group Reading Questions #2 on the Poems & Zapruder's essay - DUE by Tuesday, January 28th (1.5)

Small Group Reading Questions #3 on Robert Frost's "Birches" - DUE by Thursday, January 30th (1.6)

Whole Class Discussion #2 on Poetry and Hermeneutics - DUE by Friday, January 31st (1.6)

Response & Reflection #1 - DUE by Monday, February 3rd (1.8)

Module Two - Weeks 3 through 5 (February 3rd - 21st)

Small Group Reading Questions #4 on Emerson's Nature DUE by Wednesday, February 5th (2.1)

Whole Class Discussion #3 on Emerson's Nature DUE by Friday, February 7th (2.2)

Response and Reflection #2 DUE by Tuesday, February 11th (2.3)

Small Group Reading Questions #5 on Thoreau's "Walking" DUE by Thursday, February 13th (2.4)

Small Group Reading Questions #6 on Sarah Orne Jewett's "A White Heron" DUE by Saturday, February 15th (2.5)

Whole Class Discussion #4 on Nature in American History DUE by Tuesday, February 18th (2.6)

Response & Reflection #3 DUE by Tuesday, February 25th (2.8)

Module Three - Weeks 6 through 8 (February 24th - March 13th)

Small-Group Reading Questions #7 on Hurston's Their Eyes... (Chapters 1-7) DUE by Thursday, February 27th (3.2)

Small-Group Reading Questions #8 on Hurston's Their Eyes... (Chapters 8-17) DUE by Tuesday, March 3rd (3.3)

Response & Reflection #4 DUE by Friday, March 6th (3.4)

Small-Group Reading Questions #9 on researching early 20th century Black culture DUE by Thursday, March 5th (3.5)

Whole Class Discussion #5 on Hurston's Their Eyes... (Chapters 18- Afterword) DUE by Tuesday, March 10th (3.6)

Response & Reflection #5 DUE by Friday, March 13th (3.8)

Module Four - Weeks 9 through 11 (March 16th - April 3rd)

Mid-semester Reflection and Assessment (4.1) DUE by March 23rd

Small-Group Reading Questions #10 on Silko's Ceremony part I (pp. x - 98 [107]) DUE by Tuesday, March 24th (4.3)

Small-Group Reading Questions #11 on Silko's Ceremony part II (pp. 99-167 [108-178]) DUE by Friday, March 27th (4.5)

Whole Class Discussion #6 on Silko's Ceremony (pp. 168-244 [180-262]) DUE by Tuesday, March 31 (4.6)

Small-Group Reading Questions #12 on Research Interests & Lines of Inquiry DUE by Friday, April 3rd (4.7)

Whole Class Discussion #7 on Research & Ceremony DUE by Tuesday, April 7th (4.8)

Small-Group Reading Questions #13 - IRIE Draft Feedback Groups DUE by Thursday, April 9th (4.9)

Inquiry & Research Interest Essay #1 DUE by Tuesday, April 14th (4.10)

Module Five - Weeks 12 through 14 (April 14th - May 4th)

Whole Class Discussion #8 on Selected Reading DUE by Tuesday, April 14th (5.1)

Small-Group Reading Questions #14 on Selected Texts part I DUE by Friday, April 17th (5.2)

Whole Class Discussion #9 on Selected Readings & Research Paths DUE by Tuesday, April 21st (5.4)

Small-Group Reading Questions #15 on Selected Texts part II Due by Thursday, April 23rd (5.5)

Small-Group Reading Questions #16 - IRIE 2 Draft Feedback Groups DUE by Wednesday, April 29th (5.7)

Inquiry & Research Interest Essay #2 DUE by Monday, May 4th (5.8)

Module Six - Weeks 15 through 16 (May 4th - 15th)

Final Research Essay Draft materials DUE by Friday, May 8th (6.1)

Whole Class Discussion #10 on Final Research Essay Proposals DUE by Friday, May 8th (6.2)

Final Research Essay DUE by Thursday, May 14th (6.3)

Canvas Information:

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:

Computer Skills: Online courses require adequate computer skills. You must be able to:

- navigate the course Learning Management System (Canvas)
- receive and respond to your CR email
- download and upload files to the Canvas, and
- use a word processor (such as Microsoft Word)

It is your responsibility to meet the technological demands of the course.

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

Computer Requirements: You should have high-speed internet (such as broadband) service from cable, DSL, or satellite providers as there are videos that require this speed. You need to have reliable access to the internet for the duration of the course. Anticipate problems with your computer and internet access (including power outages) by not waiting until the last minute to submit assignments. It is your responsibility to meet the class deadlines.

Portable Devices vs. Computers: Although you can use late-model portable devices (such as Android or iOS phones & tablets) for some things, you should plan on doing the majority of your work (especially exams and assignments) from a reasonably late-model notebook or desktop computer (Mac or PC). *Do NOT plan to participate in this class solely from a portable device.* If you do decide to use your portable device for **some** of your class work, use the free Canvas app (called “Canvas by Instructure”) available in iTunes (for iOS) and the Google Play Store (for Android). Do not try to connect to Canvas using a web browser on a portable device. Your experience with Canvas will be a lot better using the app.

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.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information see the [Redwoods Public Safety Page](#).

Klamath Trinity 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:

1. Evaluate the impact the emergency on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
4. If safe to do so, notify key Klamath-Trinity Instructional Site administrators and personnel.
5. Do not leave site, unless it is necessary to preserve life and/or has been deemed safe by the person in command.
6. If safe to do so, move to the nearest evacuation point outside building (Pooky’s Park), directly behind the Hoopa Tribal Education Building.

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.