

English 1B: Critical Inquiry and Literature

NORMS

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, tension associated with systemic racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, these topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal with facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences. Of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our ability to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued; the professor's ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need support.

English 1B Syllabus

Course Information

Semester & Year: Spring 2021
Course ID & Section #: D0659 / D1585
Instructor's name: Ashley Knowlton
Location: Correspondence Modality
Course units: 3

Instructor Contact Information

Office location: Del Norte Campus, Main Building
Office hours: Support Provided as Needed via Correspondence Responses / Burning Questions
Phone number: (707) 465 – 2327 [Office Phone]
Email address: ashley-knowlton@redwoods.edu

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

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.

Prerequisites

ENGL1A - College Composition

English 1B is the second course of a sequence and assumes students are competent in research, source evaluation, MLA documentation, and analytical argumentation.

Describe representative skills without which students will be highly unlikely to succeed: Students must be able to read complex texts critically; identify the central issue in an argument; research to support, develop, and validate arguments.

Accessibility

Students will have access to online course materials and correspondence course materials that comply with the Americans with Disabilities Act of 1990 (ADA), Section 508 of the Rehabilitation Act of 1973, and College of the Redwoods policies. Students who discover access issues with this class should contact the instructor. College of the Redwoods is also committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). 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

During COVID19, approved accommodations for distance education classes will be emailed to the instructor by DSPS. In the case of face to face instruction, please present your written accommodation request to your instructor at least one week before the first test so that necessary arrangements can be made. Last-minute arrangements or post-test adjustments cannot usually be accommodated.

Support for Distance Learners During COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies. You may send me a formal letter or a question/comment on the provided Ask CR Sheets; these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that

there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond; please be patient.

Required Materials

- Textbook Title: *Digging Into Literature*
Edition: Unk. (2016)
Author: Joanna Wolfe & Laura Wilder
ISBN: 978-1457631306
- Other Provided Materials: Unit Packets, Supplemental Readings, Loose-Leaf Paper, Individual Erasers (6000-word requirement for formal writing), Pencils (6000-word requirement for formal writing).

Evaluation & Grading Policy

All formal essays will be graded using a formal rubric (sample provided in this packet).

Graded Assignments and Values

Assignment	Point Worth	Overall Grade Weight
Response 1	20	<p>All together, these assignments will make up 200 points & 20% of your overall grade – this is a collective effort.</p> <p><i>[All together, these equate to <u>approximately</u> 2000 words of formal analysis or argumentation]</i></p>
Response 2	20	
Response 3	20	
Response 4	20	
Response 5	20	
Response 6	20	
Response 7	20	
Response 8	20	
Response 9	20	
Response 10	20	
Essay 1 <i>[1000 Words]</i>	200	20%

Essay 2 [1500 Words]	250	25%
Essay 3 [1500 Words]	250	25%
Final Reflection	100	10%
Total	1000	100%

For each assignment, the points will be configured into a percentage and a letter value, shown below. With the rubric and transparent values, this should give you a clear understanding, throughout the semester, of how your work is being assessed.

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%) Defined as “Poor”: Fulfills some requirements; does not meet expectations.
- F (59 – 0%) Defined as “Failing”: Does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

Student Feedback Policy

For **MAJOR** writing assignments, I provide feedback to your essays 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. If it takes me longer than two full weeks to provide feedback on an assignment, you will be notified and provided with a reason for the extended wait.

For **MINOR** writing assignments, 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.

Admissions Deadlines & Enrollment Policies

Spring 2021 Dates

- *Classes begin: 1/16/21*
- *MLK Jr. Birthday (all campuses closed): 1/18/21*
- *Last day to add a class: 1/22/21*

- *Last day to drop without a W and receive a refund: 1/29/21*
- *Census date: 2/01/21 or 20% into class duration*
- *Last day to petition to file P/NP option: 2/12/21*
- *Lincoln's Birthday (all campuses closed): 2/12/21*
- *President's Day (all campuses closed): 2/15/21*
- *Last day to petition to graduate or apply for certificate: 3/04/21*
- *Spring Break (no classes): 3/15/21 – 3/20/21*
- *Last day for student-initiated W (no refund): 4/02/21*
- *Last day for faculty-initiated W (no refund): 4/02/21*
- *Final examinations: 5/08/21 – 5/14/21*
- *Semester ends: 5/14/21*
- *Grades available for transcript release: approximately 5/31/21*

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](#).

I realize that you don't have this, so here is a section that applies to us, specifically:

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. 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](#).

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior, even in a correspondence environment; be mindful and respectful with your language and actions, always.

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 inclusive and respectful.

Student Support Services

For academic counselling and advising, transcript requests, and material requests (Ex: Paper), send a formal request to Ms. Eagles via a letter or Ask CR Sheet. Mail this to the Education Department (Attn: CR Scholars). You will also have access to Library Services through our "Ask a Librarian" research request form – this will be utilized for our research paper.

Tentative Course Schedule (*Heads-Up!*)

Week	Objectives and Tasks
Unit 1: Interpretive Strategies for Literary Analysis using Micro-Fiction & Short Story	
<p><i>In this first unit, we'll aim to establish a foundation by practicing close reading, annotation, and initial strategies to interpret literature - we'll navigate what it means to develop a "literary analysis." Here, <u>we'll discuss how we can craft our analyses by reflecting on our own reactions, by locating patterns in the text, as well as locating those "deeper meanings."</u> To accomplish this, we will focus on short stories in this unit.</i></p>	
Week 1 01/18/21 - 01/24/21	Agenda <ol style="list-style-type: none"> 1. Make sure you have your course items! <ol style="list-style-type: none"> a. Textbook Title: <i>Digging into Literature</i> <ol style="list-style-type: none"> i. <i>Supplemental Readings Mailed Throughout the Semester</i> b. Scholar Items: Pencils, pen fillers, eraser, paper, etc. 2. Review FULL 1B Syllabus and Attached Items
Week 2 01/25/21 - 01/31/21	Agenda <ol style="list-style-type: none"> 1. Review FULL Syllabus and Attached Items 2. Read <i>Digging into Literature</i> (DIL) Chapter 1 of Part 1: "Why Join Critical Conversations about Literature?" (3 - 11) 3. <u>Complete and Submit Response 1</u>: Syllabus Scavenger Hunt & <i>Intro Questions</i>. <p style="text-align: center;"><i>Mail Response 1 to the PB Education Department (attn: CR Scholars) by Thursday, January 28th for Week 2's Mail Pickup that Friday.</i></p>
Week 3 02/01/21 - 02/07/21	Agenda <ol style="list-style-type: none"> 1. Read DIL Chapter 2 of Part 1: "What is Literary Analysis?" (12 - 29) [This sets the tone for our first essay, which will use an "Interpretation argument type"] 2. <u>Complete and Submit Response 2</u> - Ch. 2 Exercise on Page 18 & initial interpretive claim on a short story. <p style="text-align: center;"><i>Mail Response 2 to the PB Education Department (attn: CR Scholars) by Thursday, February 4th for Week 3's Mail Pickup that Friday.</i></p>

<p>Week 4 02/08/21 - 02/14/21</p>	<p>Agenda</p> <ol style="list-style-type: none"> 1. Read DIL Chapter 3 of Part 2: “From Surface to Depth” (39 - 55) 2. <u>Complete and Submit Response 3</u> - DIL Exercise2 on 47 - try the “think aloud strategy” (have someone else write it down as you’re talking OR write it down yourself) on ONE of the provided short stories. <p style="text-align: center;"><i>Mail Response 3 to the PB Education Department (attn: CR Scholars) for Week 4’s Mail Pickup that Friday. Date TBD - mail might be weird due to the holiday.</i></p>
<p>Week 5 02/15/21 - 02/21/21</p>	<p>Agenda</p> <ol style="list-style-type: none"> 1. Read DIL Chapter 4 of Part 2 “Patterns” (60 - 81) 2. Review the two Sample Essays provided at the end of Chapter 4 (77-81), and review the prompt for Essay 1 in the Unit 1 Packet. 3. <u>Work on Essay 1! Send me a “Burning Question” form if you hit a roadblock; you got this!</u> <p><i>**This week, I’ll send out my evaluations of the sample essays to outline clearer expectations. Stay tuned!</i></p>
<p>Week 6 02/22/21 - 02/28/21</p>	<p>Agenda</p> <ol style="list-style-type: none"> 1. <u>Complete and Submit Essay 1: Your interpretive literary analysis of ONE of the provided short stories.</u> <p style="text-align: center;"><i>Mail Essay 1 to the PB Education Department (attn: CR Scholars) by Thursday, February 18th, so that I receive it by that Friday’s pick-up.</i></p> <p><i>**Note: A new unit packet will be mailed to you.</i></p>
<p>Unit 2: Forming a Context-Based Interpretation as a Means of Analysis using Poetry</p>	
<p>Week 7 03/01/21 - 03/07/21</p>	<p><i>For now, don’t worry about the specific readings and tasks! In this unit, we will continue to practice Unit 1 strategies (locating patterns, symbols, etc.), BUT <u>we will start to develop our ability to craft a context-based interpretation of literature</u>. A context-based interpretation encourages you to consider the social, cultural, and historical happenings that surround texts, prior to making an interpretation or argument. This allows for a more well-rounded or informed interpretation. To navigate this, we’re going to be digging into poetry in this unit. Should be fun!</i></p>
<p>Week 8 03/08/21 - 03/14/21</p>	

Week 9 03/15/21 - 03/21/21	SPRING BREAK Heads-up: No Mail This Week due to Break <i>Use this time to catch up on work or take a legit break.</i>
Week 10 03/22/21 - 03/28/21	
Week 11 03/29/21 - 04/04/21	
Unit 3: Literary Theory/Criticism using a Longer Sustained Reading (A Novella)	
Week 12 04/05/21 - 04/11/21	<p>For now, don't worry about the specific readings and tasks! In this unit, <u>we will focus on popular literary theories or "critical lenses" (aka, criticisms).</u> For example, we'll explore looking at a text through <u>Feminist Criticism, Psychoanalytic Criticism, and Ecological Criticism.</u> We'll actually be exploring theory all semester (it's just not initially framed that way) - in Unit 1, the focus is on your interpretation of the literature; this is also called a "Reader-Response Criticism." In Unit 2, we will explore how the background of the author, as well as the historical happenings during the time of the text, inform the text's meaning; this is also called New Criticism OR Historical Criticism. SO, you got this! Just apply what you'll learn in other units to explore new strategies or lenses for analysis!</p> <p>**The Spring 2021 Semester Ends on May 14th – any and all work needs to be turned in at this time**</p>
Week 13 04/12/21 - 04/18/21	
Week 14 04/19/21 - 04/25/21	
Week 15 04/26/21 - 05/02/21	
Week 16 05/03/21 - 05/09/21	
Week 17 [FINALS WEEK] 05/10/21 - 05/16/21	