

Course Information

Semester & Year: Spring 2021

Course ID & Section #: ENGL-4-V1097

Instructor's name: Dr. Sean Thomas

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: TBA

Phone number: (707) 476-4324

Email address: sean-thomas@redwoods.edu

Catalog Description

Explore representative works from major genres to learn how humans use literature in various ways, and in different historical and cultural contexts (including both oral and written traditions) to represent themselves, others, and the world around them. Develop your close reading and analytical writing skills and gain a deeper understanding of how and why literary expression matters, culturally, historically, and aesthetically.

Course Student Learning Outcomes *(from course outline of record)*

1. Discuss the shaping influence of major historical, intellectual, and cultural contexts on literature.
2. Utilize literary terms and concepts effectively in their written work.
3. Demonstrate the ability to use close- and analytical-reading strategies in writing critically about literature.

Prerequisites/co-requisites/ recommended preparation

ENGL1A - College Composition

From the official course outline of record: "As the C-ID descriptor for its equivalent course (English 120) states, students who take English 4 should have previously completed English 1A or its "equivalent." In order to successfully work with the course content and complete the assignments, students should have already demonstrated the following:

- the "capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation" (ENGL 1A, CLO #1);
- the ability to "utilize flexible strategies for writing expository and argumentative college-level essays" (English 1A, CLO #2);
- and the understanding of how to "incorporate primary and secondary sources into essays using appropriate documentation format" (ENGL 1A, CLO #3)."

Accessibility

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

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Evaluation & Grading Policy

It is very important that instructors and students have regular, effective contact. Here is my commitment to you when it comes to communication and feedback:

- Within the framework of my work schedule, I will reply to your messages within 24 hours
- I will create meaningful learning activities that connect directly to the skills you will be learning in this class, with real-time feedback so you can see when you're making progress.
- I will facilitate and monitor regular threaded discussions between students so you learn skills in a highly interactive and supportive cohort.
- I will read and evaluate your written work within one week of submission, including your discussion posts.
- I will grade your essays within two weeks of submission, and if I'm unable to meet that deadline, I will let you know why.
- I will post Weekly Announcements that relate directly to the progress you've made as a class and the direction you're headed.
- I will adjust elements of the class, syllabus, and schedule if they aren't working for some reason. You can e-mail me or send me a Canvas message if you don't think something is working.
- To provide you with one-to-one and/or group support, I will meet with you in person, on the phone, or through video conferencing during office hours, or outside of office hours, including my weekends and holidays if arranged in advance. Because I am working from home due to COVID-19, you may use my personal cell phone to call or text me.

Assignments

Regular graded weekly assignments:

1. Reading selections from our textbook.
2. Watching/listening to and commenting on short videos I create.
3. Engaging in a Canvas discussion forum in response to the readings.
4. Annotating texts in Perusall.

Major graded assessments

1. Two formal essays using MLA format and documentation style.
2. Short-essay midterm.
3. Short-essay final exam.

Additionally, I will also count toward your participation grade your active presence in class either through asynchronous video exchange or attendance at Zoom hangouts. We will decide together how many exchanges we should try for during the semester.

Final course grade

Your final grade in the class will be based upon the following ratio:

Formal essays: 20%

Midterm: 10%

Final: 10%

Weekly assignments: 30%

Active participation: 10%

Late work

My primary goal is your success in this class. Should life emergencies or other complications delay your work for this class, I will try to be as supportive as possible and work with you to keep you moving forward. That said, I also need to facilitate a learning community that is interactive and collaborative and engages all students meaningfully on a regular basis. So, my policy on late work is that I will accept occasional past due assignments and that I will be responsive to your needs if challenges arise, but I reserve the right to limit how much leeway I give to folks. I will clearly communicate my expectations about this as is needed.

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*

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](#).

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.

Setting Your Preferred Name in Canvas

Students 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. This does not change your legal name in our records. See the [Student Information Update form](#).

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>

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

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](#).

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 emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. 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.
5. 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.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Klamath Trinity Campus Emergency Procedures

Please review the responsibilities of, and procedures used by, the College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to communicate to faculty, staff, students and the general public during an emergency. It is the responsibility of College of the Redwoods, Klamath-Trinity Instructional Site (KTIS) to protect life and property from the effects of emergency situations within its own jurisdiction.

1. In the event of an emergency, communication shall be the responsibility of the district employees on scene.
 - a. Dial 911, to notify local agency support such as law enforcement or fire services.
 - b. If safe to do so, notify key administrators, departments, and personnel.
 - c. If safe to do so, personnel shall relay threat information, warnings, to ensure the school community is notified.
 - d. Contact Jolene Gates 530-625-4821 to notify of situation.
 - e. Contact Hoopa Tribal Education Administration office 530-625-4413
 - f. Notify Public Safety 707-476-4111.
2. In the event of an emergency, the responsible district employee on scene will:
 - a. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet.
 - b. Lock all doors and turn off lights if in lockdown due to an active shooter or similar emergency.
 - c. Close all window curtains.
 - d. Get all inside to safe location Kitchen area is best internal location.
 - e. If a police officer or higher official arrives, they will assume command.
 - f. Wait until notice of all is clear before unlocking doors.
 - g. If safe to do so, move to the nearest evacuation point outside building (Pooky's Park), directly behind the Hoopa Tribal Education Building.

- h. Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

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](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

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

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- 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

Schedule of Reading Assignments and Major Assessment Due Dates

Week One (1/16-22)

Raymond Carver, "Cathedral," (*Norton*, pp 28-38).

Week Two (1/23-29)

Jules Feiffer, "Superman," (*Norton*, p 24).

Anton Chekhov, "Gooseberries," (*Norton*, pp. 55-62).

Grace Paley, "A Conversation with My Father," (*Norton*, pp. 50-54).

Tim O'Brien, "The Lives of the Dead," (*Norton*, pp. 63-74).

James Baldwin, "Sonny's Blues," (*Norton*, pp. 91-113).

Viet Thanh Nguyen, "I'd Love You to Want Me," (*Norton*, pp. 127-140).

Toni Cade Bambara, "The Lesson," (*Norton*, pp. 146-151).

Edgar Allan Poe, "The Cask of Amontillado," (*Norton*, pp. 173-179).

Adam Johnson, "Interesting Facts," (*Norton*, pp. 192-209).

Week Three (1/30-2/5)

David Foster Wallace, " Good People" (*Norton*, pp. 245-250)

Alissa Nutting, " Model's Assistant" (*Norton*, pp. 250-257)

"Monsters: An Album" (*Norton*, pp. pp 259-281)

James Joyce, "Araby" (*Norton*, pp. 288-292)

Octavia Butler, "Bloodchild" (*Norton*, pp. pp 340-354)

Jennifer Egan, "Black Box" (*Norton*, pp. 355-379)

Mays, Kelly J. "Basic Moves: Paraphrase, Summary, and Description" (*Norton*, pp. 1914-1917).

Week Four (2/6-12)

Gabriel García Márquez, "A Very Old Man with Enormous Wings: A Tale for Children" (*Norton*, pp 451-455).

Flannery O'Connor, "A Good Man is Hard to Find" (*Norton*, pp. 516-526).

Charlotte Perkins Gilman, "The Yellow Wallpaper" (*Norton*, pp 571-582).

Mays, Kelly J. "The Literature Essay" and "The Writing Process" (*Norton*, pp. 1918-1961).

Recommended to add if you have time

Any of the other stories collected in the fiction section of our anthology.

My personal favorites include Kafka's "A Hunger Artist," Melville's "Bartleby the Scrivener," and O'Brien's "The Thing's They Carried."

Week Five (2/13 -19)

Mays, Kelly J. "Quotation, Citation, and Documentation." (*Norton*, pp. 1962-1991)

Essay #1 due 2/19

Week Six (2/20-26)

Group 1

Nemerov, Howard. "Because You Asked about the Line between Prose and Poetry" (*Norton*, pp. 761-62).

MacLeish, Archibald. "Ars Poetica" (*Norton*, p. 762).

Milosz, Czeslaw. "Ars Poetica?" (*Norton*, p. 763).

Alexander, Elizabeth. "Ars Poetica #100: I Believe" (*Norton*, pp. 764-765).

Moore, Marianne. "Poetry" (*Norton*, pp. 765-766).

Alvarez, Julia. "'Poetry Makes Nothing Happen'?" (*Norton*, pp. 766-67).

Collins, Billy. "Introduction to Poetry" (*Norton*, p. 767).

Cofer, Judith Ortiz. "The Latin Deli: An Ars Poetica" (*Norton*, p. 825).

Su, Adrienne. "On Writing" (*Norton*, pp. 835-836).

Group 2

Knight, Etheridge. "Hard Rock Returns to Prison from the Hospital for the Criminal Insane" (*Norton*, pp. 769).

Whitman, Walt. "I celebrate myself, and sing myself." (*Norton*, pp. 777-78).

Hughes, Langston. "Ballad of the Landlord" (*Norton*, pp. 778-79).

e. e. cummings. "next to of course god america i" (*Norton*, p. 779).

Brooks, Gwendolyn. "We Real Cool" + from "An Interview with Gwendolyn Brooks" [1970] (*Norton*, pp. 779-800).

Clifton, Lucille. "cream of wheat" (*Norton*, p. 781).

Owen, Wilfred. "Disabled" (*Norton*, pp. 785-86)

Cofer, Julia Ortiz. "The Changeling" (*Norton*, pp. 788-89)

Waite, Stacey. "The Kind of Man I Am at the DMV" (*Norton*, p. 793)

Group 3

Arnold, Matthew. "Dover Beach." (*Norton*, pp. 799-800).

Marlowe, Christopher. "The Passionate Shepherd to His Love" (*Norton*, pp. 803-804).

Raleigh, Sir Walter. "The Nymph's Reply to the Shepherd" (*Norton*, pp. 804-5).

Donne, John. "The Flea" (*Norton*, pp. 807-808).

Group 4

Lee, Li-Young. "Persimmons" (*Norton*, pp. 801-3).

Espada, Martín. "Litany at the Tomb of Fredrick Douglas" (*Norton*, p. 806).

Darwish, Mahmoud, "Identity Card" (*Norton*, pp. 814-15).

Komunyakaa, Yusef. "To Do Street" + from "Still Negotiating with the Images" (*Norton*, pp. 817-819).

Song, Cathy. "Heaven" (*Norton*, pp. 826-27).

Su, Adriene. "Escape from the Old Country" (*Norton*, pp. 828-829).

Dunbar, Paul Lawrence. "Sympathy" (*Norton*, pp. 836-837).

Angelou, Maya. "Still I Rise" (*Norton*, pp. 838-39).

Week Seven (2/27 – 3/5)

This week, we are covering pages 854-898 in the *Norton Introduction to Literature*. The poems below are ones that I hope we will be able to focus on in some way and at some point together throughout the week.

Jimmy Santiago Baca, "Green Chile" (*Norton*, pp. 850-851).

Paul Martínez Pompa, "The Abuelita Poem" (*Norton*, pp. 851-852).

Martha Collins, "Lies" (*Norton*, pp. 855).

Theodore Roethke, "My Papa's Waltz" (*Norton*, p. 857).

Sharon Olds, "Sex without Love" (*Norton*, p. 859).

William Blake, "London" (*Norton*, p. 860); "The Sick Rose" (*Norton*, p. 889)

Gerard Manley Hopkins, "Pied Beauty" (*Norton*, p. 861).

William Carlos Williams, "The Red Wheelbarrow" (*Norton*, p. 861).

Martha Collins, "white paper #24" (*Norton*, p. 864).

A. E. Stallings, "Shoulda, Woulda, Coulda" (*Norton*, p. 865).

Claude McKay, "The Harlem Dancer" (*Norton*, p. 868).

William Shakespeare, "That time of year though mayst in me behold" (*Norton*, p. 870); "Shall I compare thee to a summer's day?" (*Norton*, p. 878).

Linda Pastan, "Marks" (*Norton*, p. 871).

Emily Dickinson, "Because I could not stop for Death --" (*Norton*, p. 872).

Amit Majmudar, "Dothead" (*Norton*, pp. 875 -876).

Patricia Lockwood, "What Is the Zoo for What" (*Norton*, pp. 876-877).

John Brehm, "Sea of Faith" (*Norton*, pp. 882-883).

Edmund Waller, "Song" (*Norton*, pp. 887-88).

Dorothy Parker, "One Perfect Rose" (*Norton*, pp. 888-89).

John Keats, "Ode to a Nightingale" (*Norton*, pp. 890-92).

Robert Frost, "The Road Not Taken" (*Norton*, pp. 892-93).

Adrienne Rich, "Diving into the Wreck" (*Norton*, pp. 894-896).

Week Eight (3/6 -12)

Chapter 18, "The Sounds of Poetry" (including "Words and Music: Album"), (*Norton*, pp. 899-918).

Chapter 19, "Internal Structure," (*Norton*, pp. pp. 930-949).

Chapter 20, "External Form" (including "The Sonnet: An Album" and "Haiku: An Album"), (*Norton*, pp. pp. 950-983).

Spring Break (3/13 - 3/20)

Week Nine (3/21- 3/27)

Mays, Kelly J. "Sample Research Essay" and "Critical Approaches." (*Norton*, pp. 1992-A25)

Essay #2 Assigned

Midterm due 3/27

Week Ten (3/28 - 4/2)

Mays, Kelly J. "Drama: Reading, Responding, Writing," (*Norton*, pp. 1194-1196).

Mays, Kelly J. "Elements of Drama," (*Norton*, pp. 1221-1230).

Hudes, Quiara Alegría. *Water by the Spoonful*, (*Norton*, pp. 1283-1330).

Week Eleven (4/3 – 4/9)

Chapter 28, "Cultural and Historical Contexts: Lorraine Hansberry's *A Raisin In The Sun*," (*Norton*, pp 1496-1599).

Week Twelve (4/10 – 16)

Shakespeare, William. *Hamlet*, (*Norton*, pp. 1396-1495).

Week Twelve (4/17 – 4/23)

Reading Selections TBD

Week Thirteen (4/24 – 4/30)

Essay #2 Due (4/30)

Week Fourteen (5/1 – 5/7)

Reading Selections TBD

Finals Week (5/8 – 14)

Final Exam Due by 5/12