

Syllabus for English 9: World Literature—Early Modern to 21st Century

Course Information

Semester & Year: Spring 2022
Course ID & Section #: ENGL-9 V2662
Instructor's name: Ms. Shannon Mondor (she/her)
Day/Time of required meetings: Online
Location: Online
Number of proctored exams: N/A
Course units: 3

Instructor Contact Information

Office location or *Online: Online. Hours I will be in HU 119 on campus will be posted in Canvas.
Office hours: There will be no regular office hours held, but time to meet individually on Zoom can be arranged as needed. I have ASC Tutoring hours every Tuesday from 1-4 pm. Drop-in or make an appointment in advance. Use Zoom or come meet with me in person in the ASC space in the back of the CR library.
Phone number: N/A. Please contact me via email using the address below or through your Canvas Inbox.
Email address: shannon-mondor@redwoods.edu

Catalog Description

A comparative study of world literature from the 16th through the 21st century. Students will read and discuss a variety of translated and English-language works in a wide range of genres to develop the critical and analytical skills necessary for the appreciation of diverse literatures and cultures.

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

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

Recommended preparation

Students who take English 9 are advised that previously completing English 1A or its equivalent will increase their ability to successfully work with the course content and complete the assignments. The outcomes from English 1A include 1) demonstrate the capacity to read, analyze, and evaluate non-fiction texts in support of academic inquiry and argumentation 2) utilize flexible strategies for writing expository and argumentative college-level essays, and 3) incorporate primary and secondary sources into essays using appropriate documentation format.

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

If you are taking online classes 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

Please see details on Canvas and later in this syllabus on pages 10-11 .

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*
- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

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://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

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.

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

English 9: World Literature—Early Modern to 21st Century Mondor/Spring 2022

IDENTIFYING AND CONTACT INFORMATION:

- **Course meets:** (V2662) **ONLINE** in Canvas on Saturday, January 15 through 11:59 pm Friday, May 13.
- **Instructor:** Ms. Shannon Mondor (she/her)
- **Email:** shannon-mondor@redwoods.edu
- **Office Hours:** Please email me with questions. I can hold individual conferences in Zoom.
- **ASC Tutoring Hours:** Every Tuesday of spring semester, starting in Week 2 (January 18), I will be in the ASC portion of the CR library from 1 pm to 4 pm available for conferences on your writing and assignments. We can meet on Zoom or face to face for appointments made in advance or drop-in sessions.

REQUIRED TEXTS AND MATERIALS (Available at the online CR Bookstore):

Here's the link to the required books at the CR Bookstore (prices may vary from what's listed):

<https://bncvirtual.com/redwoods> **Be sure to purchase the correct version of the texts listed so that our page numbers will match. If you purchase a different edition, make sure to read appropriate sections in your version of the book to correspond with assigned chunks of weekly reading.

1. ***Siddhartha*** written by Hermann Hesse. Translator Stanley Appelbaum. Paperback, ISBN 978-0-046-40653-4. Publisher: Dover Publications, Inc. 1998. \$4. (81 pages).
2. ***Parable of the Sower*** written by Octavia Butler. Paperback, ISBN 978-1-5387-3218-2. Publisher: Grand Central Publishing. 2019. \$17. (311 pages).
3. (Recommended if you like to have a book to hold while you read, but I will provide an electronic version of this text) ***The Joys of Motherhood*** written by Buchi Emecheta. ISBN 978-0-8076-1623-9. George Brazier, Inc. Second Edition, 2013. \$15. (230 pages).

We begin reading *Siddhartha* in week #4 (2/7) and will read *Parable of the Sower* in week #10 (3/30). We'll read *The Joy of Motherhood* in Week #6 (2/21).

All other course texts, videos, and readings will be made available via Canvas.

Required Materials and Attitude:

- **Daily access to a computer and the Internet** (Be prepared to access Canvas regularly.)
- **An active CR email account** that you check regularly for messages and announcements.
- The ability to post/submit **Microsoft Word** compatible documents or .pdfs.
**Students can obtain a free [Office 365 license](#) with a valid CR email address.
- A **USB Flash drive** for archiving your work. Back up all your files in a few different ways—email, Google Drive, Canvas, keeping paper copies, the flash drive, etc... Develop a good naming and organization system so you can find appropriate files when needed.
- Dedicated chunks of **time** set aside in your weekly schedule/planner to devote to completing the work of our class—doing some work each day will help prevent you from feeling overwhelmed.
- A **growth mindset**, which will allow you to take risks, try new things, and stretch your abilities through experimentation, dedication, commitment, trial & error, feedback, and reflection. You can do this. I believe in you. You need to believe you can succeed in this course as well, especially when it gets tough.
- Willingness to ask questions, offer insights and observations, think out loud, write in your books, share ideas still in process, and figure out where you stand on issues through class discussion and writing. **Be present and engaged.**

COURSE DESCRIPTION AND OVERVIEW:

This class explores literature from all over the world, across time and space, looking for common themes, threads of shared human experiences, and voices from the past that still have echoes in today's world. As we read, we will ask the fundamental question: What does literature tell us about what it means to be human? We will look at a variety of texts, exploring the climate in which each work was written, compare them with other works, and attempt to understand what might make each one worthy of our attention and what it can teach us that can apply to our lives and experiences today. This course is an introduction guided by the objectives and outcomes listed below. It provides a broad overview and brief dip into a vast collection of all literature written anywhere on the planet from 1500 to 2022. It is my hope you're excited by what you read, and when the course is over, you'll keep searching for more texts to ponder and appreciate. We should be gentle, kind, and respectful to each other as we examine the sensitive and important issues covered by our course texts and attempt to understand cultural, historical, intellectual, and literary meanings of work written in different cultures, languages, and time periods than our own. We are all coming from a great variety of abilities and background knowledge in this course, and everyone has something valuable to contribute and to learn from one another. Taking risks and being vulnerable can lead us to valuable new insights, perspectives, and relationships, so I encourage you to be brave and participate as thoughtfully and boldly as possible.

Course Objectives

1. Demonstrate familiarity with important authors, works, genres, and themes of the period.
2. Analyze and interpret themes found in the literature and intellectual movements of the period.
3. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis.
4. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts.
5. Demonstrate comprehension of the above through class discussion, written exams, and/or essays using appropriate form.

Student Learning Outcomes (CSLOs):

1. Generate interpretive arguments about literature that adhere to the conventions of literary analysis and academic discourse.
2. Apply knowledge of historical, intellectual, and/or cultural contexts in interpreting the significance of literary texts.

COURSE REQUIREMENTS:

In college classes, for every hour spent in class, students should expect to spend a minimum of 2 hours working outside of class. For this 3-unit, 3-hour per week class, expect to spend at least 6 additional hours working on course assignments to earn a passing grade, depending on your reading and writing speed. Online classes can be quite intense and demanding, especially ones that are designed to accommodate all learners no matter what your prior experience with literature, history, or close reading and analysis. Please dedicate enough time in your schedule to succeed in meeting the requirements. Plan to hit the ground running, establish a good weekly rhythm, and maintain your momentum for the next few months. Earning excellent grades will likely involve investing more time and effort than the minimum suggested. Remember that I'm here to help and CR has many amazing and typically free resources to help you succeed.

Major assignments for English 9 include:

- Reading and taking notes on the required readings with dedication, focus, and care.
- 12 weekly Reading Meditations (RMs)—individual notes of what you find interesting and take away from your reading assignments
- 14 weekly small group discussion posts due Thursday (and responses due Sunday)
- 6 Short Analysis mini-essays (SAs) (600-800 words)
- 5 CHICRAs Finding and explaining relevant resources that expand our cultural, historical, intellectual, and contextual understandings of the course readings (300-500 words)
- 1 End of Semester Formal Short Analysis Reflection (750 words due the final day of the course)
- 1 Textual Artifact Selection & Explanation (200-300 words)
- Extended Analysis #1: 1250-2000 word essay on a key argument in one of the texts we read in the first half of the semester.
- Extended Analysis #2: 1250-2000 word essay on an original topic inspired by any of the texts we read in the second half of the semester
- Active, engaged, regular, thoughtful, and informed participation in class activities such as reading, taking notes, writing, reflecting, discussion, and collaborative work.
- Peer Response Groups: respectful guided small group critique of rough drafts of EA #1 & EA #2.

Meeting Deadlines

Due Dates for assignments will be available on Canvas: Assignments will be due Thursday and Sunday of each week. Assignments need to be posted to the appropriate Canvas location (in that week's module, the assignments link, or a discussion) by 11:59 PM on the due date. Though Canvas will mark assignments late if posted after 11:59 on their official due dates, if they are submitted before 11:59 pm on the date the assignments close to submissions, I will not consider them late or take away any points (you have a one-week grace period built in to both weekly submission deadlines). I do view the Thursday assignments as building blocks for what is due on Sundays, though, so do your best to complete the work in order, if possible.

There is an important exception to this flexible submission window: Missing weekly discussion deadlines will result in the inability to submit a post or earn those points once a 24-hour grace period expires each Monday at 11:59 pm. These discussions are time sensitive and collaborative, therefore meeting the deadline is important to allow for meaningful conversation to occur. Missing the deadlines means the conversation will be over. We'll be on to a new conversation every week.

Assignments cannot be submitted more than one week after the due date or once the assignment submission window has been closed unless you work that out with me by requesting special accommodations (please do your best to negotiate in advance of missing the due dates, not by backtracking after going AWOL).

You basically have **one** extra week to submit most assignments other than weekly group discussion posts and responses to group discussion. The grace periods are a No Questions Asked (NQA) system. Post a comment under where your assignment should be saying you need more time, or let me know in an email that you'd like more time to work on something, and you get an extra week to turn it in. I don't need a reason. I might put a zero in the gradebook, but I will change it to the grade you earn after you submit the assignment.

A few low stakes, time-dependent writing process assignments will lose full credit if submitted late, so pay close attention to directions for each task and adhere to requirements.

Please communicate with me before due dates to request extensions or alternate due dates should the need arise to submit work more than one week late. Life happens, as we all know, and it's easy to get derailed for longer than expected once things start to snowball. Just be in communication and ask for what you need as soon as you realize it's going to take more than you hoped to correct your course. Occasional extensions may be provided, but you do need to ask. Decisions will be at the discretion of the instructor.

Expectations—Stay on top of your work:

Extensive independent reading and writing will be necessary for this class. I expect you to have your own copy of the books, to write in your books, take notes while you read, have something to say or ask about the readings in your own reading meditations and small group conversations, and to look up words and references you don't know yet or understand to help you really get what's going on in the reading. I also expect you to ask questions about what you want to understand more fully to your conversations with classmates and me.

Coming online prepared and having done active reading and reflection about the ideas that stand out to you is important to make the most of our time together. Doing this work online takes a tremendous amount of self-motivation. Build in accountability and a solid study schedule to keep yourself on track. Consider using Pronto (a social media type chatting feature built into Canvas with video options) for casual, informal connections with your peers who happen to be online when you are or make plans to meet up there or even in real life if you need direct interaction. You can even video chat with each other right inside our Canvas shell.

Students are responsible for keeping up with the class, for being prepared, for knowing when things are due,

for following the schedule and syllabus policies, for asking questions about things they don't understand, and for contributing to an energetic and respectful learning community. I will do my best to be organized, reliable, respond to questions promptly, and give you reminders and thorough explanations of everything I'm asking you to do. I'm setting up the framework for learning, but your contributions will help create the vibe and community of our class. By enrolling in this section of English 9, you are committing to meeting our course goals and must be willing to participate in the activities, assignments, and techniques involved. Don't just take up space or check items off a to-do list: learn and grow. Put your stamp on our learning space. Becoming part of a community of people who enjoy talking and learning from one another is a really special aspect of a college class that can help you remember what you're reading and understand more than you would on your own. We all have so much to learn from each other. Don't be shy about voicing your ideas.

Genuine learning often involves discomfort with new and unfamiliar ideas and processes—expect to think deeply about challenging, complex issues that do not have simple answers. You must be willing to think critically about the topics covered in our course texts. Expect to stretch your intellectual, human, and rhetorical capabilities. I will be pushing you into unfamiliar territory as a matter of intentional design. How much you learn and how much your writing, reading, and critical thinking improve will depend on the intensity of your commitment, your willingness to interact and collaborate with each other, and your sincere engagement in academic and personal inquiry and reflection. Pick up what you can manage. Stretch.

Members of this class are expected to show basic respect and tolerance for each other, but it is my hope you come to recognize and enjoy each other's unique strengths, quirks, and gifts as things to celebrate. We will undoubtedly hold and explore different views, but that should not prevent us from listening to and learning from each other in a respectful space that can embrace a wide variety of equally good and diverse ideas. Figuring out where we stand on the diverse and intriguing human issues covered in world literature and why we have the reactions we do is a foundational element of this course, of college, and of life. Sharing that reasoning and analysis with others makes our own commitments all the richer, deeper, and more informed.

Although we are learning and engaging online, please conduct yourself in a respectful, professional manner appropriate for any college classroom. Students whose behavior becomes disruptive or disrespectful will have offensive posts removed. Repeated violations will result in being asked to leave the course. We will be communicating online, but a college classroom has very different norms and expectations than open online forums where trolling and insults can take the place of respectful and reasonable discussions. Please focus on interrogating ideas, not people, and keep your attention on reason—credible claims and evidence—over emotions. Give yourself space and time to be sure what you want to say is kind, respectful, and clear, and express yourself in rational and reasonable ways. I have never had a problem with unkind or disrespectful behavior, but I do want to note that people are under a high degree of stress these days. Let's try to be as graceful as possible with each other as we ride out yet another semester of global pandemic weirdness.

Your essays in this class (the EAs) will go through a scaffolded process, not just be a one-shot deal you jam out the night before something is due. The small pieces you complete each week will be building blocks for your Extended Analyses, so each part of the process helps you develop and strengthen ideas for the final product. Whatever your experience with reading and writing, you can absolutely do what it takes to pass this class. Commit to revising writing over time as your thinking and understanding of each book develops and deepens.

Expectations about Reading:

Every time I ask you to read something, I am expecting you will do so with a pen in hand, ready to underline things, take lots of notes, and actively process the information on three levels:

1) **What is literally happening?** —Get the basic gist of the facts, events, and summary of the assigned chunk of reading on your first read through. Knowing what is literally happening in any text is the foundation of the actual interesting analytical work that comes on the deeper levels of close, careful reading. This might be where a normal reader who's not in a college class might stop. You get the story, you move on. But it's these next two levels of attention that help transform normal reading into something academic and critical (in a good way), the kind of experience that can lead to new insights about yourself, humankind, the cosmos, all kinds of far out amazingness. Once you know what is literally happening, do your best to take note of the deeper levels explained below so that you'll have something interesting to write about in your discussions, your reading meditations, your short analyses, and your essays. You have to cultivate this special way of paying attention to books by asking these questions, taking notes, and pausing to think and reflect while and after you're reading.

2) **What's happening rhetorically and stylistically?** —What choices did the writer make to create the effects this text is having on me and other readers? Who is the audience? How is the text put together? Why is it written in this particular way? What is the purpose of these specific choices when it comes to content, form, literary techniques, and aesthetics?

3) **So what? Who cares? What's happening on the analytical or critical level?** Why bother? What does it all mean? Why is this text significant? Why does this text matter? What questions, insights, or understandings does this text make possible? What does this text help people understand about themselves, each other, our relationships, our world? How does reading this help someone grow? What does it teach, make us think or wonder about, or reveal? What could or should a reader take away?

Formal Assignment Format:

Assignments you attach as downloadable documents should be typed using a standard 12-point font (Times, Calibri) with one-inch margins. Single spaced paragraphs are fine, as long as you skip a line between each paragraph to provide white space. Use a single-spaced heading that includes your name, the instructor's name, the course number, the assignment, the date, and the word count. Type this heading on the **left side** of the first page. The heading does not need to be inside a header.

Example Heading: Student Name
 Ms. Shannon Mondor
 English 9: World Lit.
 Extended Analysis #1: *Siddhartha*
 February 19, 2022
 Word Count: 1523

Informal assignments such as freewrites or discussion do not need this heading, but *most assignments do need to feature a word count*. Find the feature in your word processing program that tells you how many words are in your document. Include it in parentheses as part of your post either at the beginning or end.

Canvas: How this class works

Our course will be organized by weekly modules where you will be able to read explanations of your assignments, post assignments, participate in discussions, access copies of documents, and explore additional resources and links related to our course material. As each week passes, I will typically move that module to the bottom, so that the current module is always the first thing you see when you log in. The course is asynchronous, which hopefully allows you to complete the work around your competing life commitments as it's most convenient, within a regular framework of submitting assignments twice each week.

Your work will generally be due in two weekly installments—every Thursday and Sunday expect to post several assignments by 11:59 PM. Only accessing course material on the days assignments are due will not be enough to allow you to prepare the work in a quality manner or to engage in regular communication and collaboration with your peers, who are the main source of discussion about the texts we're reading. Dive in to the to-do list early every Monday morning. Post work early if possible. Expect and allow lag time for conversations to develop asynchronously. Check back periodically every so often to read posts and respond as ideas come to you. Set aside chunks of time to focus on your active role in the learning space.

Each module will be divided in to three main sections 1) Resources you need for the week's work featuring ato-do list and announcements 2) Assignments due Thursday, and 3) Assignments due Sunday.

I will post an announcement each Monday morning around 10 am detailing what work is due, when it is due, and providing any important instructions about how to complete your assignments. I'm expecting students to log in each Monday to preview and assess the weekly assignments, ask questions early about anything that's not clear, and make an individual reading plan to break up the work into manageable chunks so that it can be submitted on time. The first weekly assignments will need to be submitted by 11:59 pm every Thursday, then another batch that builds on the first work will be due by 11:59 pm on Sunday.

I will read and respond to email pretty much every day (including weekends) between 8 and 10 am. I will also check periodically throughout the day at a few other times to answer your questions as soon as possible to help facilitate your progress on assignments. Questions that come in a panic late on Thursday or Sunday nights will not likely get answers before your deadlines, so please plan ahead and leave time for communication to happen in our asynchronous environment. I don't plan to be available to answer questions after 5 pm.

Every week, from the very first week, plan to spend 1-2 hours on this course each day: expect to read and take notes on Monday, Tuesday, and Wednesday, freewrite and complete work and assignments on Wednesday and Thursday, submit all work that's due Thursday, re-read and review Friday and look at new posts from peers Friday and Saturday, and then submit your own remaining work and assignments on Sunday. It's a lot of work, and taking this class online means you'll need to be doing something pretty important related to this course essentially every day. Or you can spend fewer larger chunks of time. Whatever works.

I will update grades every week, which will allow you to keep track of your progress. I will use rubrics for most assignments. Reading the rubric grading categories and descriptions before and while producing your work

will help you focus on what's important and be sure you cover what you will be evaluated on. Zeroes will damage your grade severely. It is always better to submit some work, even if it's not perfect or complete, than skip entire assignments. I will generally grade shorter assignments within a week. Extended Analysis feedback and grades will take me about two weeks.

Canvas Information

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

Password is your 6-digit birth date

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

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.

Grading Policy and Criteria:

This class does not have plus or minus grades.

Extended Analysis Grades and Final Course Grades		Point Values
A	(Exceeds expectations in all areas)	90-100
B	(Exceeds expectations in some areas)	80-89
C	(Meets minimum expectations)	70-79
D	(Does not meet minimum expectations)	60-69
F	(Does not meet expectations)	0-59

Your final course grade includes all the required reading and writing assignments as well as your preparedness, consistency, participation, collaboration, contributions to discussion, and peer response. Details of assignments in each category are on Canvas. More details about assignments, expectations, and procedures are provided in individual assignment directions.

- **2 Extended Analysis papers** (1250-2000-word essays on your choice of main texts) **40%**
 - EA #1 20%
 - EA #2 20%
- **Critical Reading, Writing, Engagement, and Discussion Practices** **60%**
(All other shorter formal and informal reading and writing assignments such as freewrites, weekly reading meditations (RMs), Short Analysis (SA) posts, CHICRAs, peer review, group discussion, engagement, etc...)

Participation & Engagement Requirements:

Students who do not submit an introductory discussion post by 11:59 on Thursday, January 20 without contacting the instructor will be dropped. Students do not submit any work for more than one entire weekly module may also be dropped for non-participation prior to end of Week 10. Communicate any planned extended absence from course participation or assignment submission so that I know you're not AWOL or

have suffered some kind of tragic accident. I don't need details or a justification, just a date you plan to resume your work. Remote learning can be amazing and flexible, but you need to stay mentally rooted in the course no matter where you might physically be for it to work out in the end. And you can't take an extended vacation from the work mid-semester and expect to be able to pick up the pieces upon return to a course moving rapidly along without you. You will be missed. The one-week late policy is hard and fast on my end. I will be here every day, every week, and I expect you to be too.

Participation aka "engagement" is evaluated as part of your course grade on a weekly basis through two main activities due each Thursday: independent writing and annotations about the readings called "Reading Meditations" and small group discussions where you have freedom to ask each other questions, share observations, work through tough parts of a text, figure out what a tricky quote means, share your take on a rhetorical, stylistic, or point of interpretation, etc...The goal of these small group discussions is not to try to sound like the smartest person in the class or on earth, but to discuss, explore, wonder, and help each other notice important aspects of the texts and to help each other figure things out. There is no pressure to have it all understood yet, just to participate and generate meaning and ideas together. Have a conversation about what you're reading so that by talking about it, you come to new understandings and insights.

To earn **weekly small group discussion forum** points, a student must post on time (by 11:59 on Thursday), having read and thought about assigned reading or writing, and contribute in positive ways to the conversation, including asking clarifying questions about confusing parts of the reading. Up to six points are earned by the initial 150-word post, and four additional points are earned for responding to at least one classmate (by 11:59 on Sunday) in a 100-word post and truly extending the conversation to help each other arrive at insights about the reading, not merely saying that you agree or the person brought up a good idea. You can earn up to two extra credit points each week by responding to more than one peer in additional 100-word posts. Earn 1 extra point for each extra post.

Informal **Reading Meditations (RM)** will be due each Thursday. These will look different for each person, but the purpose is to archive your thoughts and reactions during your reading so that you are collecting material and evidence to help build more formal analysis about the text. These will need to show me what you think about the reading, what's confusing, what's alien, what's connecting to your own experience, what stands out for whatever reason. Think of it as a reading journal that does not need to make sense to anyone but you: record whatever is going to help you write about something significant in the text later—quotes, recurring imagery, style, character development, lessons, insights, claims and evidence, points of resistance, etc...I'll have a few options and templates for you to formulate these assignments, or you can come up with your own system. The goal is to harvest material in a place where ideas can percolate and grow and become fuel for your conversations and writing assignments. Minimum required word count is 500 of your own words.

These two weekly activities due Thursday are a way to keep you on pace with the course. They'll also help you develop ideas for more formal writing due on alternating Sunday (SAs) and for the extended analysis essays.

Other Important Matters:

Write for a Public Audience: All graded writing done for this course should be of a public nature, meaning that you should feel comfortable sharing it with your peers, the instructor, and a wider public audience. Expect your writing to be read and responded to in diverse ways by a variety of readers. The instructor is not the

only person who will read your work in this class. Your peers are an important audience and source of feedback on your work. You can tell who can see your assignments by paying attention to the icons in Canvas. Anything you post to a discussion can be viewed by other students. All work submitted for credit in this class must have been created **expressly and exclusively** for this course. Unless you stipulate otherwise, I may use work produced in this class for professional or pedagogical purposes (as anonymous examples for future students or in professional conference presentations).

Get Connected: If you have questions or comments about the course, please share them with me. If you send an email, identify yourself by your name and the class section you are in and provide a context for your question or message so that I have enough information to give you a solid answer. Email is the best way to communicate with me. I check it daily. It may take me up to 24 hours to respond, especially if your question is complex, so please be patient. Please make it a habit to follow professional Netiquette in our electronic communications. Please also do not apologize for asking me questions or communicating with me. That is my job and my whole reason for being here in this course. I *want* to explain things in a way you understand and I absolutely welcome your questions, feedback, suggestions, and ideas. Please do not be shy about asking for what you need to succeed in this course. I can only fill in a gap if you tell me one is there for you.

I am open to negotiate *some* course policies and due dates, but you should communicate with me in a timely manner in order for that to happen. Asking for extensions or different arrangements in advance is always better than missing deadlines and trying to get back up to speed. It's very tricky to complete work you've missed and also keep up with current work coming your way. Most of the time, if you are in a very deep hole, I will suggest leaving the missed assignments behind so you can concentrate fully on what's ahead of you.

Stay Connected: Check Canvas regularly for course updates and for links to course information, including handouts and readings. Activate your CR email account and check it several times each week, including the days we don't have work due. Set up notifications so that they work for you. Add the Canvas app to your phone. Don't hesitate to send an email whenever you have a question. I don't want confusion or lack of clarity or a concern about you hogging too much of my time to slow you down or keep you from producing your best work. Also, seek connections with your peers! They are in this with you, and communicating outside of formal channels or assignments can be really helpful. You can email anyone or everyone in the class by using the Canvas Inbox. The "people" tab can let you find and communicate with each other more easily. Forming your own informal online study groups might be a lifeline. Check out Pronto's capabilities, too. It's something like SnapChat or other social media tools, but limited to the folks in class with us.

Academic Honesty:

Turning in work you did not produce will not help you grow intellectually, nor will it count for credit. Do not submit work you wrote last semester for another class. Do not submit as yours work you think is especially awesome another student has posted in this class. I will not award points or credit to work that's not yours or to work that's already earned you credit for another course. The first time it happens, I'll give you a zero on the assignment. Depending on the severity of the offense, you could ultimately face more serious disciplinary action from the college—sometimes people get expelled from college for plagiarizing. It's serious business.

Learning how to blend others' voices into your own work is an important academic skill that you will use in this course and throughout your academic and professional careers. English 1A or the equivalent composition course you might have taken should have devoted class time to proper MLA documentation and citation of sources. But there's no prerequisite for taking this course, so many of you might not have any recent MLA experience. Also, many of you might not have been in school since a very long time ago. MLA changes its rules every 4-5 years, and just did so most recently in April of 2021. Ask me if you're unsure of how to bring ideas into your writing in a way that is credible and responsible. I'm happy to help you become good at this part of writing in the academic world. I'll have some material in Canvas to help you know how to format and do specific Works Cited and in text citations. Other than that, just produce your own work, and you'll be fine.

****Sources included in writing produced for this class must be documented, whether sources have been required as part of the assignment directions or not. Be responsible. Have integrity. Cite all outside information you did not write yourself—otherwise it cannot be used in your work. Writing that includes unattributed passages of other people's work will not earn credit. My brain is unique in that I remember extremely well what I read—I sometimes forget why I walked into a room and what I was trying to retrieve, but I always know when I see a string of words that I've already seen in print. It's not exactly a super power, but it does make me upset and disappointed when quotation marks are missing when they are needed. The goal and purpose of this course is not to have you comb the Internet for brilliant published work that you then copy and paste into what seems like your own assignments. Please think and do original writing about your personal interpretations of these texts. Otherwise, you're wasting everyone's time.**

www.Turnitin.com: Each major writing assignment (EA #1 and EA #2) will be automatically sent to Turnitin.com, which is a website that vets your work for authenticity and plagiarism. This service will identify every spot where outside words have been used in your work as well as links to the original websites containing them, whether cited properly or not. Don't be afraid of this tool. I can often tell when another voice enters your work without its assistance, as I read very carefully all the work you produce all semester long. You will have a style and voice that should be consistent and sound like you—not like professional or published writers who have also analyzed our course texts and topics. Do your best to think for yourself. Don't cave to pressure or try to find something amazing online. I am most interested in hearing what you think and how you interpret and relate to the course material. There is no substitute for that. I may regrade existing assignments and vet them through Turnitin.com if plagiarism comes up as a problem for any of your work.

Final Exam Policy / Plans:

Spring semester has a special final exam week. Your final Extended Analysis (#2) and Reflective Short Analysis will be due on the last day of class, which is a Friday (not Sunday like you might expect). **No work will be accepted for credit after 11:59 PM on Friday, May 13.**

English 9 Spring 2022 Brief Semester Calendar (subject to change)

Week	Thursday	Sunday
1	<p>1/20</p> <ul style="list-style-type: none"> • Course Overview & Orientation • Self-Introductions forum • Post a profile picture to Canvas • View short videos about reading literature • Read two articles about the literary canon and one article about the myth of American innocence • Week #1 RM on videos and articles • Week #1 Discussion on videos and articles 	<p>1/23</p> <ul style="list-style-type: none"> • Freewriting about you • Syllabus Q & A forum • Respond to Week #1 Discussion on videos and articles
2	<p>1/27</p> <ul style="list-style-type: none"> • Read and annotate <i>Carmilla</i> Parts 1-7 • RM Week #2 DUE on <i>Carmilla</i> Parts 1-7 • Week #2 Discussion <i>Carmilla</i> Parts 1-7 	<p>1/30</p> <ul style="list-style-type: none"> • Read through the Introduction forum posts and respond to at least 3 other people. • Respond to Week #2 Discussion <i>Carmilla</i> Parts 1-7 • Week #2 CHICRA on <i>Carmilla</i> Parts 1-7
3	<p>2/3</p> <ul style="list-style-type: none"> • Read and annotate <i>Carmilla</i> Parts 8-16 • RM Week #3 DUE <i>Carmilla</i> Parts 8-16 • Week #3 Discussion <i>Carmilla</i> Parts 8-16 	<p>2/6</p> <ul style="list-style-type: none"> • Respond to Week #3 Discussion <i>Carmilla</i> Parts 8-16 • Week #3 SA on <i>Carmilla</i> Parts 1-16
4	<p>2/10 **Text not provided. Please buy this book.</p> <ul style="list-style-type: none"> • Read and annotate <i>Siddhartha</i> pp. 1-40 • RM Week #4 DUE <i>Siddhartha</i> pp. 1-40 • Discuss <i>Siddhartha</i> pp. 1-40 	<p>2/13</p> <ul style="list-style-type: none"> • Respond to Week #4 Discussion on <i>Siddhartha</i> pp. 1-40 • Week #4 CHICRA on <i>Siddhartha</i> pp. 1-40
5	<p>2/17</p> <ul style="list-style-type: none"> • Read and annotate <i>Siddhartha</i> pp. 41-81 • RM Week #5 DUE on <i>Siddhartha</i> pp. 41-81 • Week #5 Discussion on <i>Siddhartha</i> pp. 41-81 	<p>2/20</p> <ul style="list-style-type: none"> • Respond to Week #5 Discussion on <i>Siddhartha</i> pp. 41-81 • Week #5 SA on <i>Siddhartha</i> pp. 1-81
6	<p>2/24</p> <ul style="list-style-type: none"> • Read and annotate <i>The Joys of Motherhood</i> pp. 1-100 • RM Week #6 DUE on <i>The Joys of Motherhood</i> pp. 1-100 • Discuss <i>The Joys of Motherhood</i> pp. 1-100 	<p>2/27</p> <ul style="list-style-type: none"> • Respond to Week #6 Discussion on <i>The Joys of Motherhood</i> pp. 1-100 • Week #6 CHICRA on <i>The Joys of Motherhood</i> pp. 1-100
7	<p>3/3</p> <ul style="list-style-type: none"> • Read and annotate <i>The Joys of Motherhood</i> pp. 101-224 • RM Week #7 DUE on <i>The Joys of Motherhood</i> pp. 101-224 • Week #7 Discussion on <i>The Joys of Motherhood</i> pp. 101-224 	<p>3/6</p> <ul style="list-style-type: none"> • Respond to Week #7 Discussion on <i>The Joys of Motherhood</i> pp. 101-224 • Week #7 SA on <i>The Joys of Motherhood</i> pp. 1-224
8	<p>THURSDAY 3/10</p> <ul style="list-style-type: none"> • Read and annotate <i>Duino Elegies</i> #1-10; • RM Week #8 on <i>Duino Elegies</i> #1-10 • EA #1 Topic proposal/working thesis and support 	<p>3/13</p> <ul style="list-style-type: none"> • Respond to Week #8 Discussion on <i>Duino Elegies</i> #1-10 • Week #8 SA on <i>Duino Elegies</i> #1-10 integrating one of the JSTOR critical reviews of your chosen elegy

Enjoy Spring Break. Campus closed from 3/14-3/18.

English 9 Spring 2022 Brief Semester Calendar (subject to change)

Week	Thursday	Sunday
9	<p>3/24</p> <ul style="list-style-type: none"> EA #1 Rough Draft DUE (1000 words) Post EA #1 thesis & topic sentences for Shannon's feedback Reading selected poetry from Basho Reading Tartuffe by Moliere 	<p>3/27</p> <ul style="list-style-type: none"> Check for Shannon's advice on your EA #1 argument EA #1 Peer Review Advice DUE
10	<p>3/31 **Text not provided. Please buy this book.</p> <ul style="list-style-type: none"> Read and annotate <i>The Parable of the Sower</i> pp. 3-55 RM Week #10 DUE on <i>The Parable of the Sower</i> pp. 3-55 Week #10 Discussion on <i>The Parable of the Sower</i> pp. 3-55 Peer advice assignment closes 	<p>4/3</p> <ul style="list-style-type: none"> Respond to Week #10 Discussion on <i>The Parable of the Sower</i> pp. 3-55 EA #1 Revised Draft DUE (closes 4/10) (1500 words) Week #10 CHICRA DUE on <i>The Parable of the Sower</i> pp. 3-55
11	<p>4/7</p> <ul style="list-style-type: none"> Read and annotate <i>The Parable of the Sower</i> pp. 57-140 RM Week #11 DUE on <i>The Parable of the Sower</i> pp. 57-140 Week #11 Discussion on <i>The Parable of the Sower</i> pp. 57-140 	<p>4/10</p> <ul style="list-style-type: none"> Respond to Week #11 Discussion on <i>The Parable of the Sower</i> pp. 57-140 Week #11 SA DUE on <i>The Parable of the Sower</i> pp. 3-140
12	<p>4/14</p> <ul style="list-style-type: none"> Read and annotate <i>The Parable of the Sower</i> pp. 141-229 RM Week #12 DUE on <i>The Parable</i> pp. 141-229 Week #12 Discussion on <i>The Parable</i> pp. 141-229 	<p>4/14</p> <ul style="list-style-type: none"> Respond to Week #12 Discussion on <i>The Parable of the Sower</i> pp. 141-229 Week #12 CHICRA DUE on <i>The Parable of the Sower</i> pp. 141-229
13	<p>4/21</p> <ul style="list-style-type: none"> Read and annotate <i>The Parable of the Sower</i> pp. 231-311 RM Week #13 DUE on <i>The Parable</i> pp. 231-311 	<p>4/17</p> <ul style="list-style-type: none"> Respond to Week #13 Discussion on <i>The Parable of the Sower</i> pp. 231-311 Week #13 SA DUE on <i>The Parable of the Sower</i> pp. 141-311
14	<p>4/28</p> <ul style="list-style-type: none"> EA #2 proposal DUE Watch "Danger of a Single Story" Week #14 Discussion on "Danger of a Single Story" Reading Candide by Voltaire 	<p>5/1</p> <ul style="list-style-type: none"> Respond to Week #14 Discussion on "Danger of a Single Story" Feedback on EA #2 proposals provided
15	<p>5/5</p> <ul style="list-style-type: none"> EA #2 Rough Draft DUE (1000 words) Peer review Reading selected short stories from Gogol 	<p>5/8</p> <ul style="list-style-type: none"> Textual Artifact DUE EA #2 Peer Review advice DUE
Final Exam Week		<p>5/13</p> <ul style="list-style-type: none"> Final SA: Reflection on Learning due (750 words) Revised EA #2 due (1500 words)