English 1B Syllabus Fall 2019

English 1B – 53864 /95401 🖉

**Instructor**: Deborah Lyons

**Office:** Faculty Annex 4

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**Office Hours:** Monday: 10:00-12:00, Tuesday: 5:00-6:00, Wednesday: 10:00-11:00, Friday: 10:00-11:00. I encourage you to reach out to me to discuss any questions or concerns you have about the course.

**Class Meetings:** Tuesday & Thursday, 11:0012:15 in FEM 7

Course Overview

**What you can expect:** This course focuses on the development of critical thinking, reading and writing skills through experience with literature, including fiction, poetry, plays, and criticism. Prerequisites: English 1A or 1AH.

**Format:** Class sessions will involve lectures, discussions, group activities, and writing workshops.  In addition to class time, you should allow for 6-9 hours per week for independent study. You will read roughly 50-100 pages per week from our assigned texts. Each week there will be quizzes, reading responses or essays due. You will use Canvas to submit assignments, find additional resources, review class presentations, and complete out of class activities. Get into the habit of checking Canvas and your school email daily.

Required Texts

* Mays, Kelly. *The Norton Introduction to Literature,* Portable 13th edition. ISBN: 9780393674002
* Bulawayo, NoViolet. *We Need New Names.* ISBN: 978-0-316-23084-1

Required Materials

* Highlighters
* Pens & pencils
* Lined notebook
* 3x5 notecards
* Small sticky tabs
* Access to a computer for writing essays and utilizing Canvas

Student Learning Outcomes

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| *Upon completion of this course, students will be able to:* |
| **Course Objectives**   1. Read and understand specific problems of poetry, detecting argumentative structures, specific poetic forms, speaker and audience, and relationship of sound and structure to meaning. 2. Control the several rhetorical approaches to writing about the reading: definition, classification, comparison and contrast, analogy, and persuasion or argument. 3. Identify the influences of history, geography, culture, and differing perspectives in the literature and in the student's writing. 4. Use critical vocabulary accurately in writing and discussion. 5. Develop writing strategies to analyze individual works, persuade readers to consider the writer's position and view, relate parts of works or whole works to each other, and to use the writing process to discover and refine meaning for the writer. 6. Read and understand specific problems of fiction, recognizing plot structures, distinguishing between realistic fiction and surrealistic or metafiction, recognizing the impact of point of view, analyzing the nuances of human behavior as represented in the literature. 7. Identify repeated patterns of imagery or situation and draw thematic inferences from patterns, repetitions, and events in the literature. 8. Use and differentiate between the skills of paraphrase, summary, citation of sources and supporting evidence. 9. Develop reading strategies that include drawing inferences, anticipating developments and conclusions, recognizing the reader's position in relation to the literary work, and analyzing the process by which the individual reader perceives the meaning in the literature. 10. Read and understand specific problems of drama, recognizing the ways in which drama shares the conventions of fiction or poetry as well as the ways stage conventions and strategies make it different. 11. Develop persuasive writing strategies to convince readers of the validity of a position, point, or observation: shared goals, writing accessible to the reader, logical development and support of an argument or position, and confrontation with or acknowledgement of an opposing view. 12. Recognize and differentiate between denotative and connotative meanings, literal and figurative language, and levels of usage and their effects in literature and in the student's writing. 13. Recognize the connections between literature and other disciplines such as psychology, philosophy, history, and sociology. |

Grades and Assignments

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| **Assignment** | **Points** |
| Class Participation | 50 |
| Quizzes | 90 |
| Reading Responses | 90 |
| Presentation | 30 |
| Essays | 600 |
| Final Exam | 50 |
|  | Total: 1,000 |

**Grading Scale for English 1B**

90 - 100% = A, 80 -  89% = B, 70 -  79% = C,60  - 69% = D, 0 -  59% = F

**Class participation** (50pts)includes your contribution to in-class activities such as group discussions, short writing activities, presentations, and writing workshops**.** These are designed to help you build the skills needed to complete essay assignments. Be on time to class. Prepare by completing homework. Ask questions. Contribute to small group activities. Respond to your classmates thoughtfully. Take an active role in your learning. Missed in-class assignments cannot be made up.

**Quizzes** (10 pts each) are a mixture of multiple choice and open response questions based on the assigned readings. They will be completed during class and missed quizzes cannot be made up.

**Reading Responses** (10 pts each) are based on assigned readings, giving you an opportunity to extend ideas raised in class discussions, practice literary analysis and other skills such as paraphrasing and in-text citation, and deepen your understanding of the texts. Weekly responses are completed outside of class and will be uploaded to Canvas.

**Presentation** (50pts)During the course of the semester you will present on one work of literature demonstrating a literary critique of the work and engaging the class to interact with the text in a meaningful way. Presentations can be given in pairs or alone.

**Essays** (200pts each)**.**  Your grade will be based on three academic papers, including a rhetorical analysis of a work of short fiction, an argumentative analysis of *We Need New Names*, and a comparative essay based on poetry. You will draw on multiple sources to craft thoughtful and supported arguments. Essays will be graded on the thesis statement, organization, development of ideas, use of sources, and clarity based on correct grammar and appropriate style. See rubric for additional criteria. All essays will be submitted electronically through Canvas to Turnitin.com, a plagiarism checking website. **Essays must be submitted on time to be accepted.**

**Final Exam** (50pts) is a mixture of multiple choice and short answer questions based on key concepts and texts covered during the semester.

Class Policies

**Late Assignment Policy:**Missed in class activities such as group activities, writing workshops, or presentations cannot be made up. Missed quizzes and reading responses turned in after the due date will receive a zero. Essays may be submitted up to one week late but 5% of the points will be deducted for each day late.

*Exception:* If you have extenuating circumstances that you can document, I may consider giving you a brief extension. In this case, you must contact me as soon as possible (before the due date is best). Note that technical problems (computer failure, lost USB drives, or other technology glitches) will not be accepted as a legitimate excuse for late papers. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. If you know that you will have limited access to the internet before an assignment is due, use a computer on campus or in a public library.  You can also email an essay directly to me if Canvas is unavailable to ensure that your work is not counted as late. **Take responsibility for your timely completion of all assignments.**

**Absences:** Students are expected to attend all sessions of classes for which they are enrolled. Students will be dropped from the class if they fail to attend either of the first two class sessions of the semester. Students who come in after attendance has been taken will be considered absent. Students who leave early will be counted as absent. Further, if you fall asleep during class, use your phone, or use a computer for any reason other than what has been assigned for the class period, this will count as an absence. Any student who has four or more absences **by March 13 will be dropped.**

**Respectful Learning Environment:** In this class, we will discuss a range of topics and hear a variety of opinions. Your participation is expected and encouraged. Your kindness and respect towards others is also expected. Rudeness towards the instructor or other students will not be tolerated. Maintain a professional and respectful tone in the discussion forums and writing workshops, as well as in any online communication with the instructor or other classmates.

**Reedley College’s Disruptive Student Policy:** *“*Reedley College seeks to develop responsible, democratic citizenship among the students enrolled. Students are responsible for their conduct. Failure to adhere to the college’s standards will result in disciplinary action [... ] Reedley College’s Student Code of Conduct Policy (Board Policy 5520 and Educational Code 76032) authorizes an instructor to remove a disruptive student from his or her class for the day of the removal and the next class meeting”[(See page 49 in the RC 2019-20 Catalog).](https://www.reedleycollege.edu/admissions-aid/catalogs/reedleycollegecatalog2019_2020.pdf)

**Plagiarism:**All projects must be entirely your own work. You may not submit work you have written for another class. All reading responses and essays will be uploaded to Turnitin.com a plagiarism checking website. Any work containing *any* material that you take directly from the internet or any other source (including your own work for another class) without proper documentation will receive a zero. Depending on the severity of the plagiarized material, you may also be reported to the Dean of Instruction. To avoid this situation, speak with me as soon as possible if you are having difficulty completing an assignment.

*Administrative Policies:*For a complete list of Student Conduct, Rights and Responsibilities, as well as the Grievance Policy, please refer to the Administrative Policies beginning on page 46 of the 2019-20 Reedley College Catalog.

Resources

**Instructor Support:** If you have any concerns about the class, assignments, or your progress, please contact me as soon as possible. I am available during my office hours but also willing to meet at another time that is mutually convenient.

**Reading & Writing Center:**Sign up for semester long group tutoring or drop in for help with a particular assignment at the Reading and Writing Center. It is located in HUM 58. Students who sign up for tutoring, schedule time each week to work with a tutor and have shown a greater pass rate in their classes.

**Students with Disabilities/Special Accommodations:**  If you have a verified need for an academic accommodation or materials in alternate media (i.e., Braille, large print, electronic text, etc.) per the Americans with Disabilities Act (ADA) or Section 504 of the Rehabilitation Act, please talk to me as soon as possible. Contact Disabled Student Programs and Services (DSP&S) at (559) 638-0332.

**Other Resources:**There are MANY resources available to students on campus. To name a few: Emergency Services, Health & Psychological Services, Career & Employment Center, the Reedley College Library, Food Bank, Information for Dreamers, and  Counseling. Please let me know if you have a question or need and I will do my best to put you in contact with the appropriate service.

 Important Dates

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| January 13  Start of Spring Semester |
| January 20 Martin Luther King, Jr. Day Holiday (Campus Closed) |
| February 14 Lincoln’s Day Holiday (Campus Closed) |
| February 17 Washington’s Day Holiday (Campus Closed) |
| March 13 Last day to withdraw from college or to be dropped from 18-week classes |
| March 13 Last day for degree and certificate of achievement candidates to file application for May 2020 completion date |
| April 6-10 Spring recess (Classes reconvene April 13) |
| May 18-22 Final examinations |
| May 22 End of Spring Semester 2020 |
| May 22 Commencement |

**Changes to the Syllabus/Schedule:** The instructor reserves the right to make changes as necessary for the benefit of the class.