

English 1B Syllabus Spring 2023

English 1B - 51299: Introduction to Literature 

Instructor: Deborah Lyons

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Class Meetings: Soc 35 Tuesday & Thursday, 11:00-12:15

Office Hours:

Annex 4: Tuesday, Thursday, 2:00-3:00

Zoom: Mon, Wed: 1:00-2:00, <https://scccd.zoom.us/j/86201783718>

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. In Unit 1, we will study short fiction. Unit 2 will focus on poetry. During Unit 3 we will read Shakespeare's *The Tempest* and we will finish by reading a novel in Unit 4.

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.

Canvas: 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 for updates to the schedule or other announcements.

Course Texts

Most of the texts will be provided as handouts in class with some additional reading available on Canvas. While *The Tempest* is available for free online, you may choose to purchase a hard copy or borrow one from the library. During the second half of the semester you will need to get a copy of our required novel reading (TBD). Please refer to the schedule for detailed instructions regarding the reading materials required in each unit of this course.

Student Learning Outcomes & Objectives

English 1B

Upon completion of this course, students will be able to:

Course Outcomes:

- Read and understand specific problems of poetry, detecting argumentative structures, specific poetic forms, speaker and audience, and relationship of sound and structure to meaning.
- Control the several rhetorical approaches to writing about the reading: definition, classification, comparison and contrast, analogy, and persuasion or argument.
- Identify the influences of history, geography, culture, and differing perspectives in the literature and in the student's writing.
- Use critical vocabulary accurately in writing and discussion.
- 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.
- 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
- Identify repeated patterns of imagery or situation and draw thematic inferences from patterns, repetitions, and events in the literature.
- Use and differentiate between the skills of paraphrase, summary, citation of sources and supporting evidence.
- 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.
- 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.
- Develop persuasive writing strategies to convince readers of the validity of a position, point, or observation.
- 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.
- Recognize the connections between literature and other disciplines such as psychology, philosophy, history, and sociology.

Course Objectives:

- ENGL-1B SLO1: Develop a self-directed independent interpretation of a work or pair of works supported by text.
 - ENGL-1B SLO2: Discuss literature, supporting their comments with reference to the text.
 - ENGL-1B SLO3: Successfully explicate a sample of literature from several genres—to include poetry, short story, and play (can also include novel, essay or film) using literary vocabulary.
 - ENGL-1B SLO4: Write an essay citing published peer-reviewed literary analysis of at least 1000 words.
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Grades and Assignments

Assignment	Points (approximately)
Class Participation	100
Quizzes	100
Reading Responses	100
Presentations	100
Essays*	600
	Total: 1,000

***You must turn in all essays to be eligible to pass.**

Grading Scale for English 1B

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

Class participation includes your contribution to in-class activities such as group discussions, short writing activities, team presentations, and writing workshops. Some of these activities will include discussion forums on Canvas. 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 are a mixture of multiple choice and open response questions based on the assigned readings. There will be a quiz on assigned readings at the start of most classes. Missed quizzes due to arriving late or not attending class cannot be made up.

Reading Responses 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. Reading responses are completed outside of class and will be uploaded to Canvas.

Presentation - During the course of the semester you will present on a work of literature demonstrating a literary critique of the work, and engaging the class to interact with the text in a meaningful way. Your presentation will be graded on the creativity, content, and clarity.

Essays – The majority of your total grade will be based on three academic papers, including a rhetorical analysis of a work of short fiction, a comparative essay based on poetry, and an argumentative analysis of the novel. 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. Late essays may be turned in up to three days after the due date but will drop one letter grade per each day late. You must turn in all essays to be eligible to pass the class.

Class Policies

Extra Credit: There are three extra opportunities during the semester. These are Literary Arts events including a reading with Ethan Chatagnier (RC Forum Hall) on February 16 at 7:00-8:00pm, a production of *A Midsummer Nights Dream* by the San Francisco Shakespeare Festival (RC Forum Hall) on March 2 at 7:00-8:00pm and finally a reading with Sofía Segovia (RC Cafeteria) on March 16 at 7:00-8:00pm. In order to earn extra-credit points, you simply need to attend and sign in.

Technical problems: Computer failure, lost USB drives, or other technology glitches will not be accepted as a legitimate excuse for turning in late work. Get into the habit of saving all work online (or emailing it to yourself) as a safeguard. 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. If you are having difficulty completing an assignment for any reason, reach out to me before it is due.**

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. Any student who more than three absences **by March 10 may be dropped.**

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).

Plagiarism: All projects must be entirely your own work. You may not submit work you have written for another class or drawn from AI. 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 44 of the 2022-23 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 and via email.

Reading & Writing Center: Sign up for semester long group tutoring or drop in for help with a particular assignment with the Reading and Writing Center (online and in person tutoring available).

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

Jan 9	Start of Spring Semester
Jan 16	Martin Luther King Jr. Day observed (no classes held, campus closed)
Jan 20	Last day to drop a Spring 2023 full-term class for full refund
Jan 27	Last day to drop a Spring 2023 full-term class in person to avoid a "W"
Feb 16	Literary Arts: Ethan Chatagnier, Forum Hall, 7:00-8:00pm
Feb 17	Lincoln Day Holiday (no classes held, campus closed)
Feb 20	Washington Day observed (no classes held, campus closed)
Mar 2	SFO Shakespeare Festival, Forum Hall, 7:00-8:00pm
Mar 10	Last Day to drop a full-term class (letter grades assigned after this date)
Mar 16	Literary Arts: Sofia Segovia, RC Cafeteria, 7:00-8:00pm
Apr 3-6	Spring recess (no classes held, campus open)
Apr 7	Good Friday observance (no classes held, campus closed)
May 15-19	Final exams week
May 19	Commencement, end of spring semester 2023

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