

Spring 2022 English 1B ONLINE

English 1B-53616  Introduction to the Study of Literature

WELCOME!

This class is all about critical thinking, reading and writing through literature (fiction, poetry, plays, and criticism). We will be reading quite a bit each week as we explore the theme of LOVE, LABOR, & LUSTR through various poems, short stories, plays, and a novel. I hope you enjoy the readings and are able to pop in to optional Zoom discussions.

I hope that you actively participate in class because I have found it to be the best way to learn . . . and it makes the class more enjoyable for all!

—Ms. Karle

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INSTRUCTOR

Professor Carey Karle
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 E-mail:
carey.karle@reedleycollege.edu

Office: CC1, Room 214

Coffee/Office Hours – ZOOM and in Person

Coffee (office) hours and any individually or optional whole class scheduled meetings will be held mostly via Zoom. Zoom links for regularly scheduled hours are found on Canvas and will be sent out just before each. In addition, I will be on campus for my Zoom Coffee hour on Tuesdays. This means I am available via Zoom and in person on Tuesdays.

Coffee Hours –Spring 2022

Zoom ONLY

Mondays 3:00-4:00 pm; Wednesdays 10:00-11:00 am; and
 Thursdays 10:00-11:00 am

Zoom AND in person – CC1, Room 214
 Tuesdays 10:00-11:00 am

Additional Coffee hours - Arranged

CATALOG DESCRIPTION

This course focuses on the development of critical thinking, reading, and writing skills through experience with literature, including fiction, poetry, plays, and criticism.

COURSE STUDENT LEARNING OUTCOMES

1. Develop a self-directed independent interpretation of a work or pair of works supported by text.
2. Discuss literature, supporting their comments with reference to the text.
3. 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.
4. Write an essay citing published peer-reviewed literary analysis of at least 1,000 words.

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 in the characters, and detecting the attitude of the story teller from the language of the story.

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 perceives the meaning in the work.
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 acknowledgment of opposing arguments.
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.

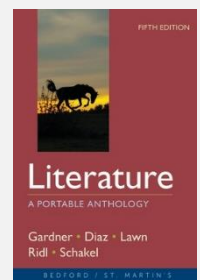
COURSE OUTLINE

1. Discussion of readers' responses--what is given and what each brings to the reading--and steps in discovering meanings, such as using context, making predictions, organizing ideas, developing hierarchies of ideas or information.
2. Reading and writing about ten to twenty short stories and one or two novels
 - a. Establishment of critical vocabulary and identification of setting, characters, plot, point of view, theme, style and tone.
 - b. Analysis of those features which seem most important or revealing in each story.
 - c. Informal writing for the discovery or clarification of meaning--journals, responses, daily comments.
 - d. Recognition of how the language level and usage affects response.
 - e. Finished, extended essays about shared themes, comparison or contrast of certain features, character development or revelation, or settings in several of the stories, emphasizing logical structure and support, coherence, style, and careful editing for clarity and economy.
 - f. Development in writing and discussion of critical positions other than one's own, assuming and defending a position (what would a feminist, conservative, veteran, farmer, senior citizen, or environmentalist response be to this story?)
3. Reading and writing about a large collection of poetry, both traditional and contemporary
 - a. Establishment of critical vocabulary and identification of poetic forms, voices, implied listeners, imagery, figurative language, concrete and abstract references, denotation and connotation, with some attention to the sound systems of poetry.

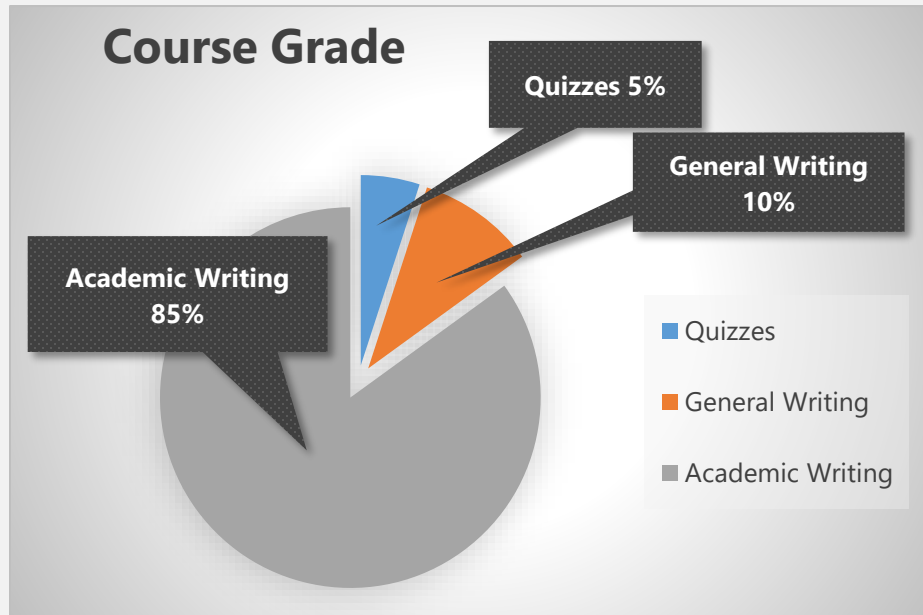
- b. Written analysis of how sound suits sense in any given poem.
 - c. Paraphrase and summary.
 - d. Informal writing about the poetry and the reader's response to it--homework, journal entries, conclusions about meanings or the sources of confusion.
 - e. Reading poetry aloud for a sense of voice, tone.
 - f. Developed and finished essays about poetry, for example, comparing and contrasting poems that seem thematically similar or different, analyzing the argument developed in a poem, analyzing a student collection of poetry, recognizing similarities and differences, explaining and defending critical positions, and noting how the language of the poems affects meanings.
4. Reading and writing about three to five plays from different periods, in different styles, or from different cultural backgrounds.
 - a. Establishment of critical vocabulary and identification of the conventions of drama, including the context of the stage setting, the stage directions (or lack of them), establishment or development of character, use of music or sound effects, the stage strategies which overcome limitations of time, place, and point of view.
 - b. Reading aloud to assess the voices in the play, recognize style, and grasp relationships between characters and situations.
 - c. Informal writing about the plays, including journals, responses, making predictions about characters and conclusions, describing possible visual impact of scenes.
 - d. Developed and finished essays about the plays, analyzing characters, inferring themes, explaining relationships, connecting language with meanings, relating works to historical, social, and cultural settings.
 5. Writing carefully developed essays on topics which require the student to look at works from more than one genre, noting common or similar themes, problems, or subjects, and using both deductive and inductive reasoning to construct sound arguments or take and support critical positions logically.
 6. Identification of logical fallacies that occur in student writing and the strategies for correcting or avoiding them.
 7. Writing of essay exams and/or developed and edited papers as the major determination of the student's grade.

REQUIRED MATERIALS AND TEXTS

1. Gardner, Janet E., et al., editors. *Literature: A Portable Anthology*. Fifth ed., Boston, Bedford/St. Martin's, 2021.
2. Potok, Chaim. *My Name is Asher Lev*. New York, Anchor Books, 2000. ISBN: 978-1-4000-3104-7
3. Flash drive (recommended as backup)
4. Ream of paper (recommended to print at times)
5. Access to a printer (recommended)



COURSE GRADE



Grading Scale

90-100% = A

80- 89% = B

70- 79% = C

60 - 69% = D

0 - 59% = F

Class participation is truly important, and I do hope you will participate. Learning occurs best through participation. To participate, complete assigned reading, writing, and group assignments; join in the exchange of opinions in group and/or whole class discussion; start appropriate new items for discussion; and, perhaps most important of all, ask questions.

Final quiz score is the average of all quizzes, minus the lowest two (which includes any zeros). Watch for information about Zoom meetings quiz.

LATE ASSIGNMENTS

I used to have a late policy, but I never stuck to it. Why? Many of you are taking more than one class, have jobs outside of going to school (which I consider a job), have family, etc. Additionally, sometimes we just need a moment to breathe. I understand this and found myself always allowing for late work. Thus, for this class, there is no late work. What does this mean? It means that every assignment will have a due date to help keep you on track. If possible, get those assignments in when due as it can become very overwhelming if you fall too far behind. We also lose the value of completing assignments in stages when we skip assignments or submit them late. We lose the opportunity for timely feedback.

I'll be reminding you of the due dates as they approach and reaching out to you if you fail to submit an assignment. Remember—every assignment is intentionally chosen to help you obtain our course outcomes.

If you need more time, take the time, but, please, stay in contact with me. Ultimately, there is a deadline. I will let you know towards the end of the class what that final date will be. I have an obligation to submit final grades to the college by the noon the Monday following the last day of

class. I need to make sure I have adequate time to evaluate assignments and complete grading for everyone.

CHECKING GRADES

- Grades are available on Canvas. You should check your grade regularly.
- It is important to understand that grades are based on percentages—not points.
- If a grade has not been recorded, first check with me to see if the assignment (such as a paper) has been graded. Please, do not ask or email a day or two after a paper has been submitted asking for the grade. It does take a week or more to grade papers.
- Also, do not email or ask me “what do I need to get on an assignment to pass the class.” You can play the “what if / what score” game on your own through Canvas - Grades. As long as an assignment has been created in Canvas, through Grades you can play with scores. This function of Canvas Grades will be demonstrated through a video.

ATTENDANCE

- Roll is taken every week through your participation in discussion boards, completion of quizzes, and more.
- I do not distinguish between excused and unexcused absences.
- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc....
- **IMPORTANT:**

- ✍ If you do not complete ALL work for the first week of the semester, you will be dropped from the class.
- ✍ If you are missing assignments by the end of week three, and you have not kept in communication with me, you will be dropped at my discretion.
- ✍ If you have four (4) absences by the end of the ninth week, you will be dropped from the course at my discretion.

- Logging in each week and completing all assignment each week is essential. It does not guarantee a passing grade; however, it is definitely a step on the road to success!

A -- Attend Class

- 90% of Life is just showing up.
- I can't teach you if you aren't here.
- **Discussion and interaction aid learning.**
 - Few people can get everything they need and remember it from just reading the textbook.
 - Learn to take notes; the act of writing things down helps with memory.
 - I try to help with memory clues, examples, etc.
 - The questions and comments of other students are important and useful.

CONDUCT

In order for us all to grow as writers, we need to work together. This can be scary; I understand this. However, in order to learn we need to share our writing. This happens by posting writing to discussion boards when asked, completing writing asked, and reading and discussing our writing. We also need to listen to one another and be respectful of one another.

If you continually disrupt class online, you will be asked to “leave” and, thus, counted as absent for that particular week. If the behavior becomes too disruptive, disciplinary steps will be taken, as per Board Policy 5550, “including but not limited to the removal, suspension or expulsion of a student.”

SCCCD Board Policy 5550 (#11) description of disruptive behavior:

“Disruptive behavior, willful disobedience, habitual profanity or vulgarity, or the open and persistent defiance of the authority of, or persistent abuse of, college personnel, including obstruction or disruption of teaching, research, administration, disciplinary regulations, or other college activities, including, but not limited to community service functions or other authorized activities on or off campus.”

You will get out of this class as much as you put in to it. My job is to help you gain a stronger appreciation for reading and writing and to become a stronger reader and writer. I truly care about your success and will do whatever I can to help you. However, the final responsibility is ultimately yours.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Please, visit our DSP&S office if you are need of academic accommodations. I cannot honor your accommodations if I am not aware of them. This means you need to advocate actively for yourself. Thus . . . 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 Disability Act (ADA) or Section 504 of the Rehabilitation Act, please contact me as soon as possible.

PLAGIARISM AND CHEATING

1. *Plagiarism means to pass off the work of others as your own. Plagiarism is dishonest and represents an attempt to obtain the benefits of a college degree without doing the work.*
2. Often, students plagiarize when they wait to completed an assignment or they are becoming concerned about their grade. The best open for the latter is to seek out assistance. Meeting with me, an RWC tutor, or using Smarthinking is the way to work towards a higher grade. If cheating or plagiarism is discovered, you will be given an opportunity to revise, unless it is the final paper of the semester. If plagiarism continues, a plagiarism report will be filed with the administration. *Plagiarism of the final paper for the semester will result in a failing grade in the class.*
3. For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).
4. **Bottom line:** Do not copy someone else’s words or ideas without giving him/her credit. Do not use another student’s paper as your own. Do not use a paper you wrote from another class in this class. Do not use a paper you wrote for this class in a previous semester. Do not have another person write the paper for you. All of these are forms of cheating. You will receive a zero on the assignment (whether it is something plagiarized on your papers or on the discussion board) and a report will be filed with the college administration for their review. Please be advised that you will submit

the dreaded Plagiarism!

On Facebook we “share” pictures and articles. On Tumblr we “repost” memes and comments. We “pin” images on Pinterest. . . the list goes on. Thanks to the internet, we’ve become accustomed to taking things we did not make, and using them for our own purposes, often, without linking to or crediting the source.

This is harmless when it is clear and obvious that we are *not* trying to take credit for making/writing something. It becomes harmful when the habit of copying things follows us to *school or work*.



the final drafts of your papers through TURNITIN (through links on Canvas), so if you do plagiarize, you will be caught.

COMPUTER REQUIREMENTS

This is an online class, so technology is IMPORTANT. You MUST also have a back-up plan for problems with technology. Know where you can go for free Wi-Fi. Know who you can go to for computer use if yours should malfunction. Know where labs are on campus and when they are open. Back up all work in progress and final assignments through email, the Cloud, a flash drive, etc. Review the COMPUTER REQUIREMENTS carefully.

Skills Needed:

- *Know basics of word processing (saving files, using spell check, using grammar check, moving text, inserting page numbers, creating page breaks, using the Help function, etc.).*
- Know how to access and navigate the Internet (use a browser, utilize search engines, save and or print from the Internet).
- Know how to send e-mail and attachments.

Hardware Needed:

- Pentium (PC) or Mac equivalent.
- *Home Internet access is desirable. You can use the computers on campus, but they are not always available. You need to know when each lab is open and available for drop-in use. Also, know if your local library has computers available with Internet access.*
- If your home computer crashes, is in need of repair, or you lose Internet access, you must find an alternative way to complete the required work on time for this class. This means, of course, that you need to constantly back up the work from your hard drive to a flash drive or other source. This also means avoiding completing assignments at the last minute.

Software Needed:

- The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF).
- Adobe Reader. This can be downloaded for free. Papers may be returned to you in PDF form. Most handouts will also be uploaded as PDFs.



PLEASE:

- Send all work as a WORD or RFT file.
- While it might seem easy to share a file with me or send a link to a file, this really slows me down. I can potentially have up to 100 students a semester. If I have to always click several times to get to a document, well, that means it takes me longer to get work back to you.
- The same goes for PDFs. I use the Comments function in Word to respond to papers. If I receive a PDF, I have to convert the file, and conversions do not always

work properly. Again, time is needed to convert files, which makes it take me longer to get work back to you.

- While I can convert PDFs to Word files, I cannot convert pages files. I do not have a program do to this, so if you send me pages file, I have to email you asking for you to resend the file. Again, time becomes a factor.

EMAIL

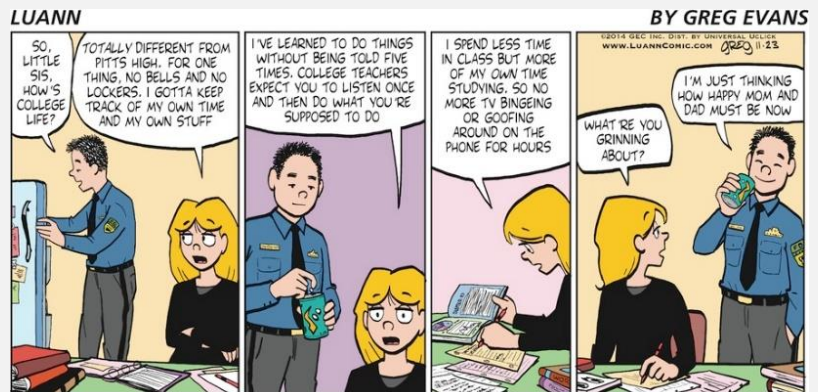
1. **An e-mail address is essential.** The college uses college email accounts. You must use your college account for this and any Reedley College class. You can set your sccd.com email to forward to another email account if you do not want to check your sccd.com email regularly
2. **I use e-mail to communicate with the class as a whole, with groups, and with individuals.** Whether you have Internet and e-mail access at home or on campus, you should plan on checking your e-mail at least every other day—once a day is preferred. DO NOT use your cell phone as the primary means of checking/reading email. Phone screens are too small; therefore, you are not easily able to view the whole picture when reading email. Additionally, many phone programs do not allow for spell check on email messages, so refrain from using your phone as a primary means of communication with me.
3. **When you send an email, you must be specific in the message and always sign your name.** Your email address does not necessarily identify who you are unless you are using your sccd account. *I do not read or respond to email if I do not know the sender.*
4. **In the subject line, include the class and section number.** I teach multiple classes as well as serve as department chair, so I received quite a few emails each day. In order to respond quickly, I need to match you to the correct class—which means you need to add the section number as well (i.e., English 1B-53616).
5. **In addition, remember, when you email me, your instructor—your English instructor—you are not text messaging or emailing a friend. You need to run spell check and think about the way you are writing, for example, do not use lower case i's when using the first person pronoun "I".**
6. **After sending an email, look for a response!** This might sound like common sense, but I am always surprised by students who send an email with an urgent question or an important question about a paper or grade, to which I reply in a timely manner with a question or further information, and it takes three or four days for a response from the student, or I see the student in class and he/she states, "Oh, I didn't check my email for a response."
7. **DO NOT** use the Inbox system in Canvas to email me as this system does not keep email threads active. If we end up replying back and forth, the original conversation is lost. You can use this function for a quick comment—but not one where an ongoing conversation is likely to take place.



8. **DO NOT** leave questions for me in Grades on Canvas (I know—this one isn't about email). You can leave a comment in Grades if it is something that can wait until I am actually grading the assignment. If you are asking a question that needs a response BEFORE you complete an assignment and BEFORE I grade said assignment, use your school email account!
9. **One more note about email—do not send email out of anger or frustration.** Do not send an email immediately after seeing a grade if the grade was not what you expected. If you have a question about a grade or comments made on a paper, take some time to think carefully about what you want to ask.

TIME COMMITMENT AND ESSENTIAL INFORMATION

- English 1B is a three (3) unit class. The average amount of homework for a unit hour is two-three hours. This means that the time needed outside of this class, for this class, is about SIX to NINE (6-9) hours per week during the eighteen-week semester. NOW, this is an online class, so we need to add the THREE hours that would be on campus to the SIX to NINE (6-0) hours per week, bringing the total time NINE to TWELVE (9-12) hours needed per week.
- It is important to understand the time commitment necessary to be successful in this or any class.
- It is your responsibility to stay informed concerning any changes of assignment due dates, readings, etc. This means you need to be in class/online and aware. Check email and Canvas often.
- It is your responsibility to officially withdraw from this and/or any course. Failure to do so may result in an "F" grade being awarded.
- As this is an online class, it is important to understand proper Netiquette. Rules for Netiquette apply in all emails, journals, discussion boards, etc. To review rules, copy and paste this link: <http://www.albion.com/bookNetiquette/0963702513p32.html>



HELPFUL HINTS

- Keep a copy of each of your papers. This protects you if I should happen to lose one of your papers. You should save your work on your hard drive and back up your work to a USB or other storage device.
- Keep track of your work. You should save all of your work until the end of the semester so you can double check your final recorded grade. Of course, check your grade regularly throughout the semester.
- Should you discover that you are unable to regularly attend class for whatever reason, it is imperative that you discuss this with me as soon as possible. Telling me of work schedule changes, illness, family emergencies, etc. after missing several days/weeks is unacceptable. The window to make accommodations at that point has closed.

Academic Success High School vs. College

High School

- Requires more seat time in the classroom (1,080 hours total)
- A lot of tests which are more frequent and at the end of each chapter
- Passing grade guarantees you class standing
- Daily attendance as required by law
- Information is provided to you in class

College

- Requires more study time outside of the classroom (classroom time 336 hours total)
- 2-4 tests per semester and they cover many chapters
- Specific grades/GPA required to take certain classes/majors
- You decide if you attend class
- Research outside of class is required for better understanding of information

IMPORTANT DATES


January 10	(M)	Start of Spring 2022 semester
January 10-February 18	(M-F)	Short-term classes, first six weeks
January 10-March 11	(M-F)	Short-term classes, first nine weeks
January 17	(M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 21	(F)	Last day to drop a Spring 2022 full-term class for full refund
January 28	(F)	Last day to register for a Spring 2022 full-term class in person
January 28	(F)	Last day to drop a Spring 2022 full-term class to avoid a "W" in person
January 30	(SU)	Last day to drop a Spring 2022 full-term class to avoid a "W" on WebAdvisor
February 11	(F)	Last day to change a Spring 2022 1 class to/from Pass/No-Pass grading basis
February 18	(F)	Lincoln Day observed (no classes held, campus closed)
February 21	(M)	Washing Day observed (no classes held, campus closed)
March 11	(F)	Last Day to drop a full-term class (letter grades assigned after this date)
March 14-May 20	(M-F)	Short-Term classes, second nine weeks
April 11-14	(M-Th)	Spring recess (no classes held, campus open)
April 15	(F)	Good Friday observance (no classes held, campus closed) (classes reconvene April 18)
May 16-20	(M-Th)	Spring 2022 final exams week
May 20	(F)	End of Spring 2022 semester

**OUR FINAL
is the
LAST ESSAY**



PAPER POLICY

All papers must be typed, saved as WORD files, and follow MLA guidelines. Read and review the PAPER POLICY below carefully.

1. All papers must be revised and typed in accordance with MLA guidelines. It is expected that you learn various functions in WORD to format your papers correctly. Watch the MLA format video carefully, use the HELP function in WORD, and google "how to X" as needed. MLA guidelines will also be taught in class.
2. All work leading to your final paper must be kept—for example, all prewriting, rough drafts, peer responses, and any other work produced. ***There are no exceptions to this policy.***
3. Word Processing Formats: The most common word processing format is Microsoft Word. If you use another word processing program, you will need to learn to save your work in Rich Text Format (RTF). *Do not use Microsoft Works or any other program that does not allow for easy conversion. Using WordPad is unacceptable. If you have Pages, you must learn to convert files to WORD so they can be submitted to TURNITIN and read by others. **I do not accept Pages files, Google Docs, or PDF files OR links to files!!!***
4. If a paper is due and you cannot access Canvas, probably Canvas is down. Don't stress—wait a little bit and try again. When this happens, watch for email messages from me. Of course, if a paper is due and the Canvas is down, I will not hold you to the original due date. I will email and post to Canvas (once it is up again) the revised deadline. 
5. All papers will be turned in through TURNITIN through links on Canvas. *TURNITIN is a website that detects plagiarism.* This means that if you copy and or copy/paste writing from a website, another published source, or from a previous student of mine, without properly quoting and citing the source or sources, the plagiarism will be detected. You will be "caught."
6. Should I discover while reading your paper that you have not run spell check or sufficiently proofread and edited your work, I will discontinue reading and return the paper to you. You will then have until the following week to revise the paper (the return date will be clearly marked for you). The highest grade such a returned paper can receive is a "C."
7. You will be required to share some of your papers in progress for peer review. We will have at least one type of Writer's Workshop for each paper. All students are required to share or post a rough draft or outline (as directed) for each Writer's Workshop (with minimum writing completed as announced). The Writer's Workshop will take place on the discussion board in a forum set up specifically for each paper.
8. We will be doing various types of writing assignments this semester—and each paper will be based on a reading. Before beginning a paper, a discussion will be completed. The discussion boards receive a grade separate from the paper.
9. With all our writing assignments, process will be focused upon as well as final product.

10. At my discretion, sentences and/or paragraphs may be taken from papers or other assignments and shared with the class to help illustrate grammar concepts, writing concepts, MLA guidelines, and more.
11. Graded papers are returned to you through the GRADES section of Canvas as quickly as possible. It is expected that you open, print, and read all comments on all returned papers. They contain comments about the paper and about writing to help you grow and improve as a writer.
12. If something happens to your computer and/or Internet and a paper (or other assignment) is due, **email me, of course, using another computer or your phone**. Do not wait until everything is back up before contacting me. Moreover, you need to back up your work on a movable storage device. Public libraries have computers with Internet access—work can be completed in places and on computers other than those we have at home!
13. One final note: **NEVER submit a paper through Grades**. I will not grade papers found there. All essays/papers must go through the TURNITIN link in the appropriate module. NEVER leave questions in grades as you will not get a response until I am actually grading said assignment.

