


Spring 2024 English 1B: Introduction to the Study of Literature

Schedule #53288 ONLINE ASYNCHRONOUS

INSTRUCTOR CONTACT

Carey Karle

Office: CC1 214

Coffee Hours  Monday, Tuesday, Wednesday, Thursday
10:00-10:50am

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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, & LUST 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.

Javier Zamora, author of *Solito*, the novel we are reading, is visiting Reedley College on March 14, 2024!

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! Additionally, as this is an online class, checking email and Canvas daily is essential. Set your Canvas notifications to be alerted to announcements as these will contain reminders as well as additional lecture and assignment materials. As this is an online class, there will never be any classes cancelled; however, due dates could be shifted, and this is noted through announcements.

Policies noted in this syllabus are subject to change if needed to create a more positive environment. All assignments are subject to change and graded materials modified as needed to better facilitate learning. —Ms. Karle

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.

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.

TIME COMMITMENT



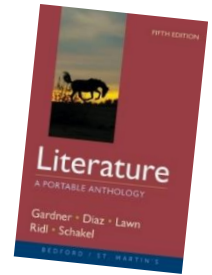
English 1B is a three-unit class. For each hour spent in class, it is expected that students spend two hours studying. This includes watching videos, reading, working on assignments, meeting with a tutor, visiting the instructor during office hours, and more. This section of English 1B is 18-weeks online asynchronous, which means in addition to the three-unit hours each week, and additional 6 hours is required (standard two hours of time out of class for each hour in class), which means a total of **9** hours per week is needed for this class. Make sure you have the time needed to dedicate to this class.

TEXTS AND MATERIALS

REQUIRED:

Gardner, Janet E., et al., editors. *Literature: A Portable Anthology*. Fifth ed., Boston, Bedford/St. Martin's, 2021.

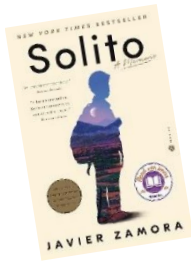
This text may be purchased from the Reedley College Bookstore or through Amazon. This is needed immediately.



REQUIRED:

Zamora, Javier. *Solito*. Hogarth, 2023.

This text may be purchased from the Reedley College Bookstore or through Amazon. This is also needed immediately.

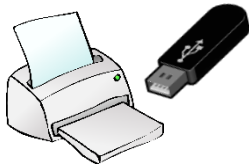


Javier Zamora is visiting Reedley College on Thursday, March 14 at 7:00pm. Please, plan to attend his lecture.

REQUIRED: Computer—laptop or desktop. **No Chromebooks, tablets, or phones.**



REQUIRED: Download your free version of Office 365 onto your laptop or desktop. All work must be completed in Microsoft Word. Google Docs IS NOT ALLOWED.



SUGGESTED: Flash drive to backup work and access to a printer as some materials should be printed.

ATTENDANCE

This class will adhere to the Reedley College catalog attendance policy which states: "Students may be dropped from class if they fail to attend the first class session of the semester." Additionally, during the semester, up to the final drop date (March 8, 2024), any student who misses two or more weeks of class may be dropped. For this online class, students who do not login and complete any assignments by Friday, January 12, 2024, will be dropped as a No Show. Attendance is tracked weekly through participation and completion of assignments. Students who do not complete any work for a week are marked absent for that week. Ultimately, 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.

GRADING – PHILOSOPHY AND POLICIES

I have been frustrated with grades for quite some time. I've dabbled in contract grading, grading for equity strategies, UNgrading and more. The main frustration comes down to having to assign a grade. This seems counterproductive when teaching critical thinking through reading and writing about literature. Grades can motivate some students, but they can be degrading to others, causing them to give up. I want my students to want to reading, think, and learn to write better. Writing well is a skill that utilizes organization, critical thinking, and choice. These are skills that do not only pertain to writing. These skills are important in all aspects of life and careers.

The reality is that at the end of the course, a grade must be assigned and recorded for the course. This is not something we can avoid. However, we can do our best to ignore grades at first and concentrate on learning. The goals for this class are to experience various types of literature, grow as a critical thinker, and grow as a writer. This all happens with practice.

What this means in practice is that I will assign all points possible to your scaffolding exercises or initial writing experiences unless they do not meet the minimum requirements. I might ask that you revise and resubmit work. This means looking at my comments through Grades. Writing is a recursive process—one where mistakes are needed. I will provide feedback—copious amounts of feedback—that you are expected to harness. You will earn points for completing scaffolding exercises (as long as those are completed with genuine effort) and ultimately evaluated (graded) based on your ability to use the feedback to reread and revise your writing. My goal for you is become a stronger writer and scholar as well as passing the class. When an assignment is turned in and done with evidence of following instructions and to the best of your ability, points will be earned. If an assignment needs to be revised, then no points will be earned until revision has occurred.

This is all likely very different from what you are used to, but this is designed to be motivating and accurately represent what you have learned in this class.

Turning in assignments “on time” will not be part of your grade. 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. However, I’ve also found that some students take advantage of this and put this course last, which generally means the time needed to learn is simply not available. Thus, deadlines are needed and are helpful. All assignments—except for the FINAL, which must be submitted on time—will have a due date, but if more time is needed simply email me to request a reasonable extension **AND** give a reasonable date by which the work will be completed. If more time is needed, connect with me to discuss possible further extensions. Can all the work be done at the end of the semester? No. This is not educationally sound, realistic, or feasible for me. Once an essay is submitted, all work leading up to that essay is no longer available. Think about this. Once an essay is submitted, all scaffolding work (discussion boards, quizzes, etc) leading up to that essay can no longer be completed. This means stay focused and complete the work in the order assigned. This also means this class cannot always be an afterthought. Remember, there is no penalty for late work (Canvas Gradebook will show/mark work as late when submitted after the posted due date—this can’t be helped—just remember, this does NOT affect your grade in anyway). If possible, get those assignments in by the posted due date as it can become very overwhelming falling too far behind. **More importantly, we lose the value of completing assignments in stages when we skip assignments or submit them too much past the posted due date, which means losing the opportunity for timely feedback.**

Remember, if you’ve submitted a timed essay or essay, and did not complete the work prior, all of those pre-writing/scaffolding work has permanently closed.

We cannot ignore the fact that I must turn in a grade for each student at the end of the course. This grade is based largely on the ESSAYS.

Grade Categories	Grading Scale
	90-100% = A
Quizzes 10%	80- 89% = B
General Writing 10%	70- 79% = C
Essays 80%	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 meeting quizzes.

Grades are tracked in the Canvas Gradebook. Check marked assignments regularly. **Always look for feedback provided through Grades.**

Please, do not email me asking "what do I need to get on an assignment to pass the class." When it comes to grades and your ending grade for 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, you can play with scores through Grades. To learn how to play the "what if" game, watch this video: https://youtu.be/s_WZUxt8eL4?feature=shared

Please let me know if you are having trouble completing assignments for any reason. The more I know, the more I can help you.

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.

RESPECT

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, reading, and assignments as assigned; and discussing our writing. We also need to listen to one another and be respectful of one another.

As this is an online class, it is important to understand proper Netiquette. Rules for Netiquette apply in all emails, discussion boards, and more. Make sure communication is clear; review what is written before emailing or posting; if you wouldn't say something in person, don't say it online; don't spam; remember, if it's on the internet, it is everywhere; etc. To review rules, check out these sites: [The Core Rules of Netiquette](#), [Netiquette in Online Education](#), and [Netiquette: Etiquette Guidelines for Distance Learning](#).



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 plan meaningful assignments, meet with you, and more to help you succeed. However, the final responsibility is ultimately yours.

PLAGIARISM/CHEATING

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.



Often, students plagiarize when they procrastinate or are stressed about their grade. The best option for the latter is to seek out assistance. Meeting with me, an RWC tutor, or using NetTutor 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 research paper. If plagiarism continues, a plagiarism report will be filed with the administration. **Plagiarism of the final paper will result in a failing grade in the class.**

For more information about plagiarism and cheating, refer to the Current Class Schedule (Campus Policies).

Bottom line: Do the work yourself! If using someone else's words or ideas, give him/her credit. Never use another student's paper as your own. Never use a paper you wrote from another class in this class. Never use a paper you wrote for this class in a previous semester. Never have another person write the paper for you. Do not use AI. 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 your papers through TURNITIN (through links on Canvas), so if you do plagiarize, you will most likely be caught.

COMPUTER REQUIREMENTS

This is an online class, so technology is IMPORTANT. As noted earlier in the syllabus, a laptop or desktop computer is required. Trying to complete the assignments for this class using a Chromebook, tablet, or phone is not viable. 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.

COMMUNICATION/CONTACT

As noted earlier in the syllabus, I use email and announcements to communicate with students. Thus, check your email and Canvas daily. The best way for you to contact me is through email or visiting me during office hours (zoom or in person). Expect replies from me within 24 hours or less (it all depends on when you send the email). Please, always use your Reedley College (sccd.com) email and NOT the messaging system on Canvas. When addressing your instructors, refer to them as Mr., Mrs., Ms., or Dr. unless they have asked to be referred to by their first names. Be sure that all correspondence is professional (no text-language emails) and follows conventions of proper English usages (correct punctuation and grammar). This is good practice reinforcing real-world skills.

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 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.
- If this is your first semester in college, understand some major differences between high school and college.

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

Finally, keep in mind that in this class, and for your entire academic future as well, your education is dependent upon you. Your instructors are resources and facilitators. It is you who is responsible for the learning that takes place. And as George Washington Carver once said, "Ninety-nine percent of failures come from people who have the habit of making excuses." Be open to learn.

Student Learning Outcomes (noted on page one of this syllabus) for this and any class are statements about what the discipline faculty hope you will be able to do at the end of the course. This is NOT a guarantee: the ultimate responsibility for whether you will be able to master these skills lies with you, the student. In addition, the assessment of Student Learning Outcomes is completed by the department in order to evaluate the program as a whole, and not to evaluate individual faculty performance.

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 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 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.

IMPORTANT DATES

DATE	DAY OF THE WEEK	ACADEMIC EVENT
January 8	(M)	Start of Spring 2024 semester
January 15	(M)	Martin Luther King, Jr. Day observed (no classes held, campus closed)
January 19	(F)	Last day to drop a Spring 2024 full-term class for full refund
January 26	(F)	Last day to register for a Spring 2024 full-term class in person
January 26	(F)	Last day to drop a Spring 2024 full-term class to avoid a "W" in person
January 28	(SU)	Last day to add a Spring 2024 full-term class with add authorization on Self-Service
January 28	(SU)	Last day to drop a Spring 2024 full-term class to avoid a "W" on Self-Service
February 16	(F)	Lincoln Day observance (no classes held, campus closed)
February 19	(M)	Washington Day observance (no classes held, campus closed)
March 1	(F)	Deadline to apply for graduation for Spring 2024 completion
March 8	(F)	Last Day to drop a Spring 2024 full-term class (letter grades assigned after this date)
March 25-March 29	(M-F)	Spring recess (no classes held, campus open March 25-28)
March 29	(F)	Good Friday observance (no classes held, campus closed) (classes reconvene April 1)
May 13-17	(M-F)	Spring 2024 final exams week
May 17	(F)	Last day to change a Spring 2024 class to/from Pass/No-Pass grading basis
May 17	(F)	End of Spring 2024 semester/commencement

**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. In this class, we use Microsoft Word, which is available to you free as a student. All work must be submitted using WORD. ***I do not accept Pages files, Google Docs, PDF files OR shared 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.