I teach to inspire curiosity. To provoke it, instill it, awaken it, even re-awaken it. Curiosity is the engine of inquiry, a catalyst of self-awareness, the train-whistle-in-the-dead-of-night that calls you irresistibly to a new adventure.

It seems impossible, to me, to be a student of any kind and lack a basic curiosity about the world around you. When I meet someone who appears to care about nothing in particular, I ask myself, “How did this happen?” It is as if this person had lost a limb. Something is missing. Ignite curiosity, give it breathing room and the tools to thrive, and you have given birth to a lifelong learner.

Everything begins with a question. A question you ask I will challenge you to answer yourself. An answer you offer I will question. Certainties you lay at my feet I will kick away with skepticism. Doubts you raise I will help you explore. My objective is to show you how to hone more penetrating questions, fuel sharper examination, generate deeper understanding.

Wait...this is a writing class? Precisely. Clear writing begins with clear thinking. In my class, you will discover that the Socratic Method drives everything we do, from one-on-one conferences to writing and homework assignments, from group work to class discussions, which I call Socratic Seminars. Even reading assignments couple questions about content with questions about how you read the content. You will be challenged to think about how you think so that you begin to think more clearly about everything.

Not so curiously, this study takes place in an environment I call a Safety Zone for Learning. You will play a role in establishing the parameters for our class, but its broad definition is the freedom to make mistakes without fear of judgment or ridicule. Every question is welcome. Silence is not. I encourage you to take risks, be courageous, stretch yourself.

I have an unshakeable belief that each student in every class I teach has the capacity to grow and improve.

That means you.
The basics
Glendale Community College
Course Number: 102-1424
Term: Spring 2014
Class Hours: Wed 6:55-10:05 p.m.
Class Location: AU114
Instructor: Howard Ibach
Email: hibach@glendale.edu
Follow me on Twitter: http://twitter.com/howardibach or @HowardIbach
My blog & website: www.howardibach.com

Talk to the Prof
Wed 6:00-6:30 p.m., & by appt., in the Learning Center, AD232

Reading: Critically read and evaluate literary and prose texts that address critical positions and problems. Identify thesis or unifying theme of text and its traditional use of reasoning and logic. Identify and evaluate supporting evidence for relevance and accuracy and evaluate text in terms of diction, tone and unity.

Research:
Demonstrate appropriate application of supporting evidence from primary and secondary sources. Evaluate evidence in terms of accuracy, relevance, and freedom from faulty assumptions.

Writing: Write sophisticated, coherently structured, mechanically sound expository and persuasive essays related to literary works and current issues.

Student Learning Outcomes

A. Critically read and evaluate literary and prose texts that address critical positions and problems.
   1. Identify thesis/unifying theme
   2. Identify traditional reasoning and logic (including induction and deduction, denotation and connotation)
   3. Identify and evaluate supporting evidence (relevance, accuracy)
   4. Distinguish fact from opinion, recognize assumptions and fallacies
   5. Evaluate text in terms of diction, tone and unity
   6. Identify the ways in which expository pieces and arguments are shaped by an author’s social, historical, moral, and psychological, and philosophical assumptions

B. Write logical, coherently structured and mechanically sound, thesis based expository and persuasive essays that demonstrate appropriate use of primary and secondary research materials.
   1. Select topic and adjust it in terms of breadth and complexity
   2. Clearly establish thesis
   3. Demonstrate appropriate use of supporting evidence in terms of accuracy, relevance, and freedom from faulty assumptions and fallacies
   4. Demonstrate ability to refute counter-argument
   5. Write critical analyses of literary works, relating them to current issues
   6. Maintain unity and coherence within and between paragraphs
   7. Maintain college-level prose standards (mechanics)

“...I write because I don't know what I think until I read what I say. ”
Flannery O'Connor
Your roadmap to the literary stars
required texts


Required Materials
A *notebook* to take notes in class and outside of class.

A *folder* to hold class handouts, printout from our Moodle page.

*Pens or pencils* to facilitate the above.

Your *brain* – fully engaged, please.

What is English 102 all about?

English 102 “Critical Thinking and Literary Analysis” is designed to help students develop their critical thinking and writing skills beyond the level achieved in English 101. The course emphasizes the application of logical reasoning, analysis, and strategies of argumentation in critical thinking and writing, using literature (both fiction and nonfiction), and literary criticism as subject matter. Lecture 3 hours. Prerequisite: English 101

“Never trust the teller, trust the tale”

D.H. Lawrence

“It is not down in any map; true places never are

– Herman Melville
The work
essays, reading, critiques, social media

Essays & Homework
The bulk of your work in this class is writing. You will write a total of seven (7) essays, five out-of-class essays, and two timed in-class essays. If you miss Peer Editing Day, I will allow you to submit your essay for a grade, but it will be penalized with a 20% point deduction.

You will have an opportunity to re-write two essays for a higher grade.

Any work turned in late will be penalized with a daily 10% point deduction.

Feedback on Your Essays
I will follow the essay rubric posted on our Moodle page when I review and grade your essays. I strongly advise you to print out this rubric and keep it handy when you write your drafts.

If you are not accustomed to expansive comments and a thorough critique of your writing, you will be by the end of this semester. If I make the same comments from one essay to the next, I will assume you are not paying attention.

Group Work
You’ll be assigned to groups at the beginning of the course, and in your group you’ll collaborate in a variety of activities, including, but not limited to: peer editing, Socratic Seminar preparation, and class discussions.

Your group will become your support network to help you understand the readings, essay assignments, homework and other in-class work. Exchange contact information with members of your group and stay in touch!

Midterm & Final exams
There will be none. Woo hoo!

Research Paper
I prefer to assign more shorter essays, rather than a single research paper. You will use the same rigorous research methods, in-text citations and MLA format as you would in a longer research paper. You will be required to find additional primary sources to supplement the texts.

Social Media
We will use technology and social media in this class, including Pearltrees. You’ll also have the opportunity to decide which social media you’d like to use for our class discussions. It’s about connecting to our reading.

Rubric and Grading
Please see my essay rubric attachment.

You will have the chance to establish rubrics for grading on some assignments. You probably don’t want to be absent on that day...
Privileges and responsibilities

Smart Phones and Tablets
Bring ‘em if ya got ‘em. We’ll be using them in class. You read that correctly: We will use technology in our class.

But when we don’t, please use common sense. If you receive a text from your boss, you gotta respond. Go ahead, just do it quickly. If you hear from your BFF about after-class stuff, it can wait.

Plagiarism
Plagiarism involves both presenting the work of another as your own (even unintentionally), and using another’s work without acknowledging that person’s contribution (even unintentionally).

Plagiarizing constitutes intellectual theft and/or fraud. The consequences of plagiarizing in this class will adhere to the Glendale College policy for academic honesty (http://gcc.glendale.edu/policies&regulations/BPweb/BP6133.htm), and may include failing the assignment, being dropped from the course, or failing the course.

Students with Disabilities
All students with disabilities requiring accommodations are responsible for making arrangements in a timely manner through the Center for Students with Disabilities.

“Talk to the Prof”
Office hours are for you. It’s time I set aside to meet with you to talk about class, college, life, the next episode of Scandal on ABC. I hope to see you Wednesdays, 6:00-6:30 p.m., or by appointment, in the Writing Center.

Please establish contact with me by email (hibach@glendale.edu) before the second class meets. Tell me what you hope to get out of my class, and if you can identify an area of your writing that needs work, tell me what it is and I’ll pay special attention to it.

Workshops:
Library & Learning Center
Your final grade is determined in part by your completion of three mandatory workshops either at the GCC library or at the Learning Center. These workshops are part of your homework grade.

You must attend all three workshops by March 21, 2014.

Workshops attended for other classes in past semesters do not count toward this requirement.

All workshops are free and a great resource to use as a GCC student.

Please make sure to sign up in advance for the workshops and arrive early, as space is limited.

“Our lives are defined by opportunities, even the ones we miss.”

F. Scott Fitzgerald
How you’ll be graded  
let’s get right to the point...

I use points to determine your final grade. You will write five essays based on readings. These essays will account for the bulk of your grade.

In-class essays, Peer Editing Journals, Evidence/Interpretation Logs (E/I Logs), and homework assignments will also be assigned points. From time to time, I may offer extra credit opportunities.

ESSAYS (500 points)
1: Quote Integration, 100 points
2: Hemingway essay, 100 points
3: Hurston essay, 100 points
4: Francisco & Shakespeare, 100 points
5: *Much Ado About Nothing*, 100 points

IN-CLASS ESSAYS (50 points)
Two in-class essays: 25 points each

PEER EDITING JOURNAL (75 points)
Five Peer Editing Journals: 15 points each

EVIDENCE/INTERPRETATION LOGS (100 points)
Five Evidence/Interpretation (E/I) Logs: 20 points each (option to add logs)

SOCRATIC SEMINARS (70 points)
Weekly Socratic Seminars: 5 points each X 14 weeks = 70 points

SOCIAL MEDIA (60 points)
Weekly links, discussion & response: 5 points each X 12 weeks = 60 points

HOMEWORK ASSIGNMENTS (~50 points)
At least 5 homework assignments: 10 points each, with option to add

WORKSHOPS (30 points)
Three workshops: 10 points each

EXTRA CREDIT (5 points maximum)
TOTAL POINTS: 940 (including extra credit)

A = 846 and above
B = 752 to 845
C = 658 to 751
D = 564 to 657
F = 563 and below
Class attendance is required and expected. Because important course work is done during each class, your presence is absolutely essential to passing this course. If you are absent four (4) times without an excuse, this is the equivalent of missing two weeks out of a 16-week class. I have the option of either lowering your grade or dropping you.

An excused absence is defined as an absence notified in advance of the class you intend to miss. Acceptable absences include a death in the family, illness or a pre-arranged absence that you have discussed with me. Because this is an evening class, please commit to these hours and do not schedule anything that conflicts with our once-a-week meeting.

Attendance on Peer Editing days is mandatory
You must bring six (6) copies of your draft essay with you to class: one for each member of your group, and one to turn in to me. If you miss this day without an excuse, you will not be permitted to submit the assignment.

The fuss about Peer Editing is to ensure that you write the best essay possible before you submit it to me for a grade. First drafts are called first drafts for a reason! Please take another instructor’s class if you do not wish to comply with this rule.

If you are absent, you are responsible for obtaining handouts, assignments, notes from your peers, and anything else required to complete the course work. Most of the class materials are available on our class Moodle page.

You will be graded on participation, and attendance is part of your participation. If you are tardy it is your responsibility to inform me so that I don’t mark you absent. It is also your responsibility to keep track of your absences. I will not give you a warning when you’ve reached the limit.

The deadline to drop to receive a “W” and not a letter grade is the end of 12th week.