



Course Information

Spring 2022

Course ID & E3310: English 2A: Critical Thinking and Writing

Instructor Name: Justin Egan

Tuesday & Thursday 11:50—1:05

Humanities Building Room #114

Course units: 3

Instructor Contact Information

Office location: TBD

Office hours: TBD

Phone number: TBD

Email address: Justin-Egan@redwoods.edu

Catalog Description

Study argumentation and critical thinking in this second-semester composition course focused on reading and writing across multiple academic communities. Practice critical reading and research strategies, examine and evaluate primarily nonfiction texts, and craft responses through argumentative writing. Strengthen your information literacy and documentation skills and satisfy both the full-year composition and the critical thinking transfer requirements.

A statement of teaching philosophy and approach:

“Through dialogue, the teacher-of-the-students and the students-of-the-teacher cease to exist and the new term emerges teacher-student with student-teachers. The teacher is no longer merely the one who-teaches, but one who is [themselves] taught in dialogue with the students, who in turn being taught also teach.” –Paulo Freire, *Pedagogy of the Oppressed*

This will be a class-discussion focused writing course that aims to develop not only your writing skills, but also your rhetorical and analytic literacy. We will focus on current events, using them as a means to discuss rhetoric, media, information, language, literacies, discourse, and politics. Some discussions may include potentially upsetting topics. Please let me know if you need an alternative or would like to skip a discussion (within reason).

(Course Content Subject to Change)

Course Student Learning Outcomes

1. **Write logical, well-developed, thesis-driven essays that respond to questions at issue raised primarily by nonfiction works.**
2. **Evaluate, use, and document evidence from primary and secondary sources to support, develop, or validate judgments.**

Prerequisites/co-requisites/ recommended preparation

- ENGL1A—College Composition

Required Books and Materials for this Course

- *Naming What We Know: Threshold Concepts of Writing Studies, Classroom Edition*, by Linda Adler-Kassner and Elizabeth Wardle. 2016, Utah State University Press
- **(All other reading materials will be provided by the instructor)**
- A dedicated notebook or composition book for notes, brainstorming, and in-class free writes
- Pens, pencils, highlighters, and other common office/classroom tools
- A personal computer and/or access to school computers with internet access
- Optional: A smartphone for receiving email, hanging out on Discord, taking photos, etc.

Evaluation & Grading Policy

1. Canvas Meditations 30% of Your Grade

Each week, students will respond to a topic in the Meditations & Discussion tab in our course Canvas site. Here, you will have a chance to expand on your daily free writes and class

discussions of assigned readings to prepare your thoughts for upcoming written assignments, and more. These meditations have no “correct” answers but will sometimes require some light research and integrating quotes from our readings. You will be expected to complete **12 out of 15** of these meditations. Missing meditations can be made up through extra credit assignments. Please discuss this with me. These meditations will also count toward your overall participation points and includes responding to classmates’ response.

2. Attendance and Class Participation 20% of Your Grade

In order for our class to run properly, I will need you to regularly attend class. I am lenient and understanding—especially considering our very stressful times. Your mental health is important to me, but so is your success in this class. We need you here, participating in lectures and discussion. Your classmates are your discourse community for this semester, and they will depend on you being here as well.

3. Written Assignments 50% of your grade

This is above all else, a composition course. Writing is the primary activity and skill to develop and practice in and outside our classroom.

Success in this course requires a great deal of writing and critical thought. Throughout the semester, you will write 3 essays, each of varying topics. All of these essays will **require clear thesis and integration of outside sources, including readings and other media, as well as reasoning and analytic language.**

You will have two options for the first two essays, or you can propose a topic to me. It is essential that with either topic, you cite at least two of the assigned readings—and from your own research. **I will accept late work and encourage you to continue to revise your drafts over the course of the semester.**

Some Rules to remember for ALL assignments: Use size 12 Times New Roman Font, Double Spaced. Use Grammarly to check for writing errors—but don’t depend on a computer to catch everything. I recommend using a works cited generator.

All essays can be submitted via Canvas or shared through Google Docs.

Essay 1: Identity & Literacy (3-5 Pages)

Key ideas: *Reflection, Making (textual & cultural) connections, Intersection of Identity.*

1. What is your relationship to reading and writing? You can use what you wrote in Meditation 1 for inspiration or even directly using some of what you wrote to develop this essay. Beyond that, how do you relate or not relate (by contrasting your own experiences to them) the literacy narratives and readings by Malcom X, bell Hooks, and

others? In what ways do you feel that your identity and community growing up (or since then) have shaped your attitudes towards reading and writing? What concepts about writing from *Naming What We Know* do you feel reflect your own experiences with writing or learning to write in an academic setting?

OR

2. What literacies beyond reading and writing have you spent time to develop? For instance, literacies may include certain forms of social media, software, scientific methods, or even how to play games (sports, video games, board games, etc.). We have talked about the forms that literacy can take beyond the academic setting. Are you part of a team or community that uses a common language (including terminology, core concepts)? How does your literacy in these communities make you an important asset?

This paper will be worth 10% of your grade.

Essay 2: Political Analysis & Rhetoric. (5-6 Pages)

Key ideas: *Analysis, Discourse, Rhetorical Situation, Language, Audience, the Media*

1. In this assignment, I ask that you investigate the rhetoric and various discourses surrounding political issues. For example, you may track an issue such as immigration, read news articles which cover this issue from multiple sources (and political stances), and conclude with an impartial assessment. What this means is, despite how difficult it is to resist inserting your own opinion, to remain impartial. Your opinion will come later, in our final paper. You are required to cite 2-3 articles found in print or online. While writing this essay, consider what the author is really saying. Why does this news source want its readers to agree with them or persuade them to think in a certain way?

OR

2. Study a community of discourse that you are either a part of or are interested in—what kinds of language, signs, symbols, gestures, or other communication does this group use with each other? This might take the form of technical jargon, slang, hand signs, iconography, memes, media, or clothing. How do these elements contribute to the identity of a group as well as those who are a part of it? For an excellent example please read the sample essay about the Alt-Right's various forms of symbolism and dog whistles that are used within the group. Use outside sources online and in print, as well as assigned readings if they are relevant.

This essay will be worth 20% of your grade.

Essay 3: Current Events Research 6-8 Pages

Key ideas: Reflection, making textual and cultural connections, politics, discourse, rhetorical analysis

For this essay, there is only one prompt, but I am giving you lots of room for interpretation and creativity. Pick a topic from the list that will later be generated by the classroom. Using the research, analytical, and rhetorical skills covered in class, develop a thesis which posits your perspective, and back this claim with substantive evidence. Consider these questions while drafting: Why is this evidence “proof” for your argument? Is your argument heavily biased? Does your argument rely on faulty or shallow rhetoric?

This assignment will be worth 20% of your grade

Late submission policy, grading, and extra credit:

I am a very lenient instructor. I have been a student for a long time, and I understand that sometimes, things just don't work out and life gets in the way. I tend to focus more on personal feedback on your writing than grading until it's necessary to submit. If you attend the classes, participate, and put in the effort to fulfill the requirements for each assignment, you can be assured that you are within the A-B Grade range. I will accept proposals for extra credit work. This might take a variety of forms, including short writeups, short presentations, or other multimedia projects.

Student Support

Good information and clear communication about your needs will help you be successful. Please let your instructor know about any specific challenges or technology limitations that might affect your participation in class. College of the Redwoods wants every student to be successful.

Feel free to email me or DM on Discord at any time. I will usually respond quickly.

Admissions deadlines & enrollment policies

Spring 2022 Dates

- *Classes begin: 01/15/22*
- *Last day to add a class: 01/21/22*
- *Martin Luther King, Jr's Birthday (all campuses closed): 01/17/22*
- *Last day to drop without a W and receive a refund: 01/28/22*
- *Census date (or 20% into class duration): 01/31/22*
- *Last Day to file P/NP (only courses where this is an option) 02/11/22*
- *Lincoln's Birthday (all campuses closed): 02/18/22*
- *Presidents Day (all campuses closed): 02/21/22*

- *Last day to petition to graduate or apply for certificate: 03/03/22*
- *Spring Break (no classes): 03/14/22-03/19/22*
- *Last day for student-initiated W (no refund): 04/01/22*
- *Last day for faculty-initiated W (no refund): 04/01/22*
- *Final examinations: 05/07/22-05/13/22*
- *Semester ends: 05/13/22*
- *Grades available for transcript release: approximately 05/30/22*

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, determination of the grade and of the student's status in the course is left primarily to the discretion of the faculty member. In such cases, where the instructor determines that a student has demonstrated academic dishonesty, the student may receive a failing grade for the assignment and/or exam and may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Accessibility

College of the Redwoods is committed to making reasonable accommodations for qualified students with disabilities. If you have a disability or believe you might benefit from disability-related services and accommodations, please contact your instructor or [Disability Services and Programs for Students](#) (DSPS). Students may make requests for alternative media by contacting DSPS based on their campus location:

- Eureka: 707-476-4280, student services building, 1st floor
- Del Norte: 707-465-2324, main building near library
- Klamath-Trinity: 530-625-4821 Ext 103

If you are taking online classes DSPS will email approved accommodations for distance education classes to your instructor. In the case of face-to-face instruction, please present your written accommodation request to your instructor at least one week before the needed accommodation so that necessary arrangements can be made. Last minute arrangements or post-test adjustments usually cannot be accommodated.

Disruptive behavior

Student behavior or speech that disrupts the instructional setting will not be tolerated. Disruptive conduct may include but is not limited to unwarranted interruptions; failure to adhere to instructor's directions; vulgar or obscene language; slurs or other forms of intimidation; and physically or verbally abusive behavior. In such cases where the instructor determines that a student has disrupted the educational process, a disruptive student may be temporarily removed

from class. In addition, the student may be reported to the Chief Student Services Officer or designee. The Student Code of Conduct ([AP 5500](#)) is available on the College of the Redwoods website. Additional information about the rights and responsibilities of students, Board policies, and administrative procedures is located in the [College Catalog](#) and on the [College of the Redwoods website](#).

Inclusive Language in the Classroom

College of the Redwoods aspires to create a learning environment in which all people feel comfortable in contributing their perspectives to classroom discussions. It therefore encourages instructors and students to use language that is inclusive and respectful.

Attention: I will absolutely not tolerate intolerant or aggressive interactions in this classroom. Every student will, of course, have the space to express themselves. However, free speech does not mean “speech free of consequences.” If I find that students are being racist, transphobic, sexist, ableist to others intentionally, they will be asked to leave and possibly face further consequences.

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns to appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronoun. Your Preferred Name will only be listed in Canvas. This does not change your legal name in our records. See the [Student Information Update form](#).

Note: Please let me know if you have a preferred name for the classroom and/or your gender pronouns.

Canvas Information

If using Canvas, include navigation instructions, tech support information, what Canvas is used for, and your expectation for how regularly students should check Canvas for your class.

Log into Canvas at <https://redwoods.instructure.com>

Password is your 8-digit birth date

For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>

Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](#)

Community College Student Health and Wellness

Resources, tools, and trainings regarding health, mental health, wellness, basic needs and more designed for California community college students, faculty and staff are available on the California Community Colleges [Health & Wellness website](#).

[Wellness Central](#) is a free online health and wellness resource that is available 24/7 in your space at your pace.

Students seeking to request a counseling appointment for academic advising or general counseling can email counseling@redwoods.edu.

Emergency procedures / Everbridge

College of the Redwoods has implemented an emergency alert system called Everbridge. In the event of an emergency on campus you will receive an alert through your personal email and/or phones. Registration is not necessary in order to receive emergency alerts. Check to make sure your contact information is up-to-date by logging into WebAdvisor <https://webadvisor.redwoods.edu> and selecting 'Students' then 'Academic Profile' then 'Current Information Update.'

Please contact Public Safety at 707-476-4112 or security@redwoods.edu if you have any questions. For more information see the [Redwoods Public Safety Page](#).

In an emergency that requires an evacuation of the building anywhere in the District:

- Be aware of all marked exits from your area and building
- Once outside, move to the nearest evacuation point outside your building
- Keep streets and walkways clear for emergency vehicles and personnel

Do not leave campus, unless it has been deemed safe by the campus authorities.

Eureka Campus Emergency Procedures

Please review the [campus emergency map](#) for evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information on Public Safety go to the [Redwoods Public Safety Page](#). It is the responsibility of College of the Redwoods to protect life and property from the effects of emergencies within its own jurisdiction.

In the event of an emergency:

1. Evaluate the impact the emergency has on your activity/operation and take appropriate action.
2. Dial 911, to notify local agency support such as law enforcement or fire services.
3. Notify Public Safety 707-476-4111 and inform them of the situation, with as much relevant information as possible.
4. Public Safety shall relay threat information, warnings, and alerts through the Everbridge emergency alert system, Public address system, and when possible, updates on the college website, to ensure the school community is notified.
5. Follow established procedures for the specific emergency as outlined in the College of the Redwoods Emergency Procedure Booklet, (evacuation to a safe zone, shelter in place, lockdown, assist others if possible, cooperate with First Responders, etc.).
6. If safe to do so, notify key administrators, departments, and personnel.
7. Do not leave campus, unless it is necessary to preserve life and/or has been deemed safe by the person in command.

Student Support Services

The following online resources are available to support your success as a student:

- [CR-Online](#) (Comprehensive information for online students)
- [Library Articles & Databases](#)
- [Canvas help and tutorials](#)

- [Online Student Handbook](#)

[Counseling](#) offers assistance to students in need of professional counseling services such as crisis counseling.

Learning Resource Center includes the following resources for students

- [Academic Support Center](#) for instructional support, tutoring, learning resources, and proctored exams. Includes the Math Lab & Drop-in Writing Center
- [Library Services](#) to promote information literacy and provide organized information resources.
- [Multicultural & Diversity Center](#)

Special programs are also available for eligible students include

- [Extended Opportunity Programs & Services \(EOPS\)](#) provides services to eligible income disadvantaged students including: textbook award, career academic and personal counseling, school supplies, transportation assistance, tutoring, laptop, calculator and textbook loans, priority registration, graduation cap and gown, workshops, and more!
- The TRiO Student Success Program provides eligible students with a variety of services including trips to 4-year universities, career assessments, and peer mentoring. Students can apply for the program in [Eureka](#) or in [Del Norte](#)
- The [Veteran's Resource Center](#) supports and facilitates academic success for Active Duty Military, Veterans and Dependents attending CR through relational advising, mentorship, transitional assistance, and coordination of military and Veteran-specific resources.
- Klamath-Trinity students can contact the CR KT Office for specific information about student support services at 530-625-4821