

Course Information

Semester & Year: Spring 2022
Course ID & Section #: ENGL-2A-V2688
Instructor's name: Erin M. Sullivan
Location: Asynchronous online via Canvas
Course units: 3

Instructor Contact Information

Office location: Online via Zoom
Office hours: [Tuesdays 3:00-5:00pm](#) and by appointment
Email address: erin-sullivan@redwoods.edu and the Canvas email system (preferred method)

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.

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

English 2A counts as a second course in a sequence and assumes students have been introduced to research, source evaluation, documentation, and analytical argumentation by completing English 1A or its equivalent.

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.

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.

Textbooks and Supplies

- So What?: The Writer's Argument with Readings | ISBN 978-0-19-753721-3 | Schick and Miller (available through the CR Bookstore: <https://bncvirtual.com/redwoods> and other venues)
- All other course readings and texts are located online at our Canvas site
- *Recommended*: Bound composition book with lined pages for reading notes and writing activities, pens, pencils, highlighters, post-it notes, planner (paper or digital)

Technology

- Reliable access to internet and software to create/open/print .docx and .pdf files
- Functioning MyCR gmail and Google Account: <https://webapps.redwoods.edu/tutorial/#studentemail>
- Microsoft Office 365 Education: <https://www.redwoods.edu/Services/Office365>
- Webcam for recording audio and video files and participating in Zoom office hours
- For tech help, email its@redwoods.edu or call 707-476-4160

Canvas Information

- Log into Canvas at <https://redwoods.instructure.com> (Password is your 8 digit birth date)
- Canvas Help for students: <https://webapps.redwoods.edu/tutorial/>
- Canvas online orientation workshop: [Canvas Student Orientation Course \(instructure.com\)](https://redwoods.instructure.com/courses/1234567890/sections/1234567890/assignments/1234567890)

Setting Your Preferred Name in Canvas

Students have the ability to designate an alternate first name and pronouns that will appear in Canvas. Contact [Admissions & Records](#) to request a change to your preferred first name and pronouns. 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](#).

Tutoring and Writing Assistance

The Academic Support Center has faculty from a variety of disciplines available to assist students with questions relating to writing assignments and projects including research papers, essays, and citations. They can work with students in person or via Zoom, phone, or email. See this link for more information: <https://redwoods.libguides.com/Tutoring/Writing>

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.

Communication

When students have questions, concerns, or need clarification regarding any aspect of this course, I expect you to contact me. I am here to help! We will utilize a variety of methods to maintain regular, effective contact throughout the semester:

- Check Canvas announcements and MyCR gmail for upcoming assignments, activities, and schedule changes
- Post questions and answers to the Canvas Class Cafe
- Contact instructor through the Canvas email system (replies within 48 hours, often sooner)
- Attend weekly Zoom office hours
- Make a Zoom or phone appointment with the instructor for more in-depth assistance with coursework

- Review assignment feedback through Canvas rubrics and comments

Class Community Expectations

Everyone has the right to education. Part of protecting that right, means participating in learning spaces in ways that support not only your own learning, but the learning of others. Creating rigorous and humane educational spaces means forging communities that acknowledge that we are all on different points in our journeys of learning and growth. You deserve to be here and so do your classmates; so I ask that we all engage with the positive intent of seeking greater knowledge and understanding of each other. It's important that we use the names and pronouns (he, she, they, etc.) people in class use for themselves, and make an effort to know how others want to be called, instead of making assumptions. I also invite us all to act intentionally as a community and engage in critical dialogue through conscious questioning and active listening. Let us all make our best effort to be respectful, while simultaneously understanding that sometimes folks may act or speak in ways that result in offense and, so too, tension in the community. When such moments arise, it is important to name them and to work collaboratively to call on those offending individuals to engage differently. Let's create a space that is respectful, inclusive, and rigorous so we all have the ability to extend and deepen our knowledge.

Participation in the Class Community

Communities are formed by how we participate in them. An important goal of this class is that we work together as a community of writers, thinkers, and peers. This means that you can participate in many ways. Traditionally, participation is considered as raising your hand and speaking in class, or volunteering to give a presentation for your group. These are good ways to participate during a face-to-face class, but we have to consider new ways of participating during an asynchronous fully online class during a global pandemic. Let's define participation primarily as showing up for your learning. What does it mean to "show up"?

Here are some ways that you can participate in the class community:

- Communicate with your instructor or peers via email or Zoom office hours if you have a question.
- Use the names and pronouns (he, she, they, etc.) people in class use for themselves, and make an effort to know how others want to be called, instead of making assumptions;
- Speak and act in ways that respect and affirm everyone's humanity and identity;
- Stay on top of your reading and writing assignments, so that you have something to add to the online conversation.
- Advocate for yourself or others if you think something prevents you from participating. I'm always in the process of learning how to best help create a classroom where everyone feels supported. I welcome your ideas, at any point in the semester, in terms of how to do this.
- Participate in discussion forums or peer review spaces on Canvas or Google Docs by asking questions and providing your insights and/or feedback.
- Engage in good faith with what the instructor has scheduled for each weekly module. Trust that you'll learn something or help someone else to learn.
- Listen to others in the class; be attentive and thoughtful when others add to the conversation.
- Follow-up with the instructor or class colleagues when something feels confusing.
- Share the space; help others who might not always speak up know that their ideas and thoughts matter.
- Appreciate your class colleagues with encouraging words: "I would like to add to [support/agree with/suggest a different angle on] what Whitney wrote in ..."
- We will collaborate to identify other ways that our community defines participation in it.

If you are experiencing personal or extracurricular or technological issues that are affecting your ability to regularly complete the weekly assignments and activities, please contact Erin immediately. CR has many resources to offer students to ensure the best possible online experience, including lending laptops and other equipment, as well as a food pantry and mental health counseling. Please do not ever hesitate to take advantage of these resources. They are funded by your tax dollars--they are your resources.

Collaboration and Peer Response

Collaborative writing is often the most successful writing—it is imperative that students take group and peer response activities seriously and approach them with dedication and professionalism. Not only will such activities contribute to the course grade, but also successful collaboration will result in stronger final drafts of essays. Students who have practice providing feedback to other writers become more adept at providing “feedback” to themselves to improve their own writing. Because essays will be read by classmates, please choose topics that you feel comfortable sharing with your peers.

Homework | Submission | Formats | Feedback

To be successful in a college course, students should plan to spend two to three hours per academic unit completing work outside of class each week; therefore, in this 3-unit course, **expect to spend at least 6 hours each week** reading, writing, revising, researching, collaborating, and conferencing. Developing and maintaining good time management and organizational skills are critical to success in this course.

Required assignments, evaluation criteria, and deadlines are distributed through Canvas. Announcements are posted to Canvas, which forward to your CR email account. Students are responsible for regularly checking their CR email accounts and frequently accessing Canvas to view, complete, print, and submit required coursework as directed. Assignments are not accepted via email or GoogleDocs; they must be submitted to Canvas as directed.

I recommend that you always compose first in GoogleDocs and then download the document as a Word (.docx) file when ready to submit an assignment to Canvas. **All assignment files must be submitted in Microsoft Word file format (.docx).** Be sure to download Microsoft Office 365 ProPlus, also free and available at <https://www.redwoods.edu/Services/Office365>

Feedback will be available to students through various Canvas features including rubrics, comment bubbles, grading comments, and audio/video recordings. Students who want additional verbal feedback are welcome to make a phone or Zoom appointment with the instructor.

Academic Honesty and Plagiarism

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](#).

I expect you to submit original work and to give credit to all sources used by you in weekly reading discussions, essays, and other writing. Sometimes, students are unaware of what the term plagiarism means, so to clarify, plagiarism is the incorporation of someone else’s words or ideas in your writing without giving credit. The “someone else” could be a published author OR another classmate or student or writer on the internet OR reusing your own work from another course or situation. When you use someone else’s words or ideas, you must cite (give credit) to your source. This includes quoting, paraphrasing, and summarizing ideas from a text. Working with another student and submitting similar work is also plagiarism. My hope is that you will contact me if you have additional questions or concerns about plagiarism. **Asking is how we learn.** I follow the academic misconduct code for the College if cheating/plagiarism occurs, so it is always better to ask. Here are a few suggestions to help you avoid plagiarism:

1. If you are ever tempted to plagiarize because you are feeling stressed, overwhelmed, or frustrated: **DON'T**. Immediately contact me so that we can discuss the matter and so that I can offer support and resources.
2. If you're unsure about how to incorporate a sentence or an idea from a source in your writing, send me an email first to ask questions and seek assistance, rather than offering an apology after you've submitted plagiarized content. Asking shows you are trying to do the right thing but need some help. That's exactly what this class is for. Asking can also be a place where you tell me the assignment is confusing or really tough, and then I can partner with you to clarify and help you reach your next steps.
3. Do your own work unless a group project is the stated goal. Writing essays is not a time to use another person's words or ideas in place of your own. You may find that having a discussion with your classmates helps clarify or illuminate an idea for you. That's totally fine. But using that person's words, developing an argument with the exact same texts, thesis, evidence, and/or supporting points is oversharing. Think together; write on your own.
4. Do not recycle writing from other classes, including high school English classes. If you have a continued interest in a project or subject from another course, please contact me and we can discuss whether it would be appropriate to continue that research for this course. Recycling drafts or writing from other courses is inappropriate. Your writing for this class should be the result of reading, thinking, and writing for this class; you are earning credit for this course independent from other courses you have taken or are currently taking.
5. I do use Turnitin.com (and share the resulting match report with you), not as a way to "catch or police" student work, but as a tool that can indicate where you may have forgotten to properly cite a source or unintentionally plagiarized content.

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](#).

Coursework Requirements and Grades

Each week, students are responsible for checking Canvas to view the current schedule (located in the weekly modules) to access, complete, and submit assignments, readings, quizzes, and discussion forums as directed. Developing and maintaining excellent time management and organizational skills are critical. Reading and writing homework as well as class activities build on one another and emphasize cumulative learning; therefore, timely completion of assignments online is essential to student success and to the success of the entire class.

Individual assignments must be uploaded to Canvas where they will be evaluated according to published requirements and rubrics. Students can monitor their own progress in the course by periodically checking their grades on Canvas and contacting the instructor when they have questions. As per CR English Department policy, **extra credit is not available**. Course grades are earned by participating in the class and by successfully completing required assignments.

- Assignments are graded either based on **point totals** or **complete/incomplete** (✓ / X in gradebook)
- Check the rubric attached to each assignment to see grading criteria and method
- Missing assignments will be marked as a zero or incomplete (X in gradebook)
- Late work will be accepted without penalty if it is **submitted within a week of the original due date**

Letter Grade Scale:

- A 100-93
- A- 90-92
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 73-76
- C- 70-72
- F 0-69

Grades often create a lot of anxiety for students, especially in a writing class. Over the years, students have shared with me many horror stories about cruel comments and red-penned corrections that previous English teachers have made about their writing and their ability. Please know that you will never hear or see these kinds of comments from me, and if you ever feel that I have been inconsiderate, I urge you to contact me so that we can talk about it—I mean that! I care about students improving their writing and critical thinking skills, and not about achieving some impossible ideal standard. As long as your work meets the basic requirements set forth in each assignment and summarized on each rubric, you will earn full credit. My number one goal for every student is to complete this course a more confident writer, reader, and researcher.

Please contact me as soon as possible, if you are experiencing difficulty completing coursework, or if extenuating circumstances are affecting your participation or academic performance. I am here to help, and I want everyone to be successful in this course!

Activities and Workshops (15%)

Students will complete a variety of activities and workshops online to work with new concepts, try out new techniques, develop new strategies, and collaborate with peers. These assignments should be completed asynchronously on Canvas during the week in which they are assigned.

Critical Reading | Writing | Reflection (25%)

Most weeks students will read and annotate selected texts located in our textbook and on our Canvas site. Reading discussions, quizzes, reflections, and other assignments associated with assigned texts will be posted to Canvas. There is a considerable amount of reading assigned in English 2A, so look ahead to the weekly module to plan adequate time for reading assignments.

Essay and Research Units (60%)

Students will complete three academic essay/research units consisting of a series of assignments referred to as the *writing process*. These assignments may include prewriting, drafts, revisions, workshops, activities, exercises, research, conferences, as well as feedback from instructors, peers, and writing tutors.

Rhetorical Analysis Essay

For the first unit, students will collaborate with a small group of classmates to read, analyze, and research one of the texts from “Section 2: What are the Costs of Racism?” in our textbook *So What? The Writer’s Argument*.

Then students will individually compose a detailed rhetorical analysis of the selected text. Students will continue to collaborate by serving as peer reviewers for each other’s essays in preparation for submitting a revised draft.

Argumentative Essay

In the second unit, students will select texts from “Section 3: What Makes Us Happy?” in our textbook *So What? The Writer’s Argument* to begin exploring questions-at-issue (QAI) relevant to happiness. After this initial exploration, students will propose a topic and QAI regarding some specific aspect of happiness to research and analyze. This process will result in a thesis-driven argumentative essay supported by multiple cited sources.

Reflection on Learning (ROL)

In this final essay, students will reflect on the work of the entire semester in this course (and possibly even other related courses) to articulate their developing knowledge of critical reading, writing and thinking and how they have come to see themselves as apprentice scholars. This metacognitive text will require students to assert and support claims about prior and new knowledge by citing evidence from course content and their body of work throughout the semester.

TENTATIVE Course Schedule

See the Canvas modules each week for the detailed schedule of assignments, readings, activities and deadlines. This schedule is subject to change based on extenuating circumstances.

Week 0	Welcome, Introductions, Student Survey, Meet Your Classmates
Week 1	Becoming a Scholarly Apprentice: Letter of Introduction, Reading, and Workshop/Activity
Week 2	Reading Like a Scholar: Reading, Discussion, and Workshop/Activity
Week 3	Writing Like a Scholar: Reading, Discussion, and Workshop/Activity
Week 4	Arguing Like a Scholar: Reading, Discussion, and Workshop/Activity
Week 5	Analyzing Arguments: Reading, Discussion, and Workshop/Activity
Week 6	Drafting and Reviewing a Rhetorical Analysis: Reading, Rough Draft, and Peer Review
Week 7	Revising and Reflecting on a Rhetorical Analysis: Revised Draft and Reflective Letter
Week 8	Conducting Scholarly Research: Reading, Discussion, and Workshop/Activity
Week 9	Composing Research Questions and Thesis Statements: Topic Proposal, Reading, Workshop/Activity
Week 10	Planning an Argument: Reading, Discussion, and Workshop/Activity
Week 11	Drafting and Supporting an Argument: Reading, Rough Draft, and Peer Review
Week 12	Revising an Argument: Reading, Revised Draft, and Workshop/Activity
Week 13	Reflecting on an Argument: Reflective Letter, Reading, and Workshop/Activity
Week 14	Reflection on Learning: Looking Back, Reading, Rough Draft, Peer Review
Week 15	Reflection on Learning: Taking Stock, Reading, Revised Draft
Week 16	Reflection on Learning: Final Reflection (this assignment replaces a final exam)

Admissions Deadlines and 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*

ADDITIONAL COLLEGE RESOURCES AND INFORMATION

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.

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

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.