

Course Information

Semester & Year: Fall 2022

Course ID & Section #: ENGL-2A-V3471

Instructor's name: Marcos Hernandez

[if synchronous] Day/Time of required meetings: N/A

[if in-person] Location: N/A

[if needed] Number of proctored exams: N/A

Course units: 3

Instructor Contact Information

Office location or *Online: Online

Office hours: by appointment

Phone number: (707) 267-1715

Email address: marcos-hernandez@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 non-fiction 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 (*from course outline of record*)

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

Prerequisites/co-requisites/ recommended preparation

English 1A



Syllabus for English 2A: Critical Thinking and Writing

“My father used to say, ‘Don’t raise your voice, improve your argument.’”
–Desmond Tutu

Course Information

Semester & Year: Fall 2022

Course ID & Section #: Engl-2A-V3471

Instructor’s name: Marcos Hernandez

Day/Time of required meetings: Asynchronous

Location: Online

Course units: 3

Course Texts

You will need to purchase the following textbook for the course. You are welcome to purchase a used copy.

1. Lindemann, Danielle. *True Story: What Reality TV Tells Us about Ourselves*, Farrar, Straus and Giroux, 2022, print. (ISBN# 9780374279028)

All other required texts for the course will be available as PDFs on our *Canvas* site.

Instructor Contact Information

Office location: Online (Zoom)

Office hours: by appointment

Phone number: 707-267-1715 (email or Canvas message is best)

Email address: marcos-hernandez@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 non-fiction 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

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Prerequisites

English 1A

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 the library
- Klamath-Trinity: 530-625-4821 Ext 103

If you take 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 class participation. College of the Redwoods wants every student to be successful.

Primary Focus

In English 2A, you build on the foundation “muscles” you build up in English 1A. You read, analyze, compare, and evaluate complex, interesting, and cutting-edge non-fiction texts as part of a vibrant learning community (your peers and professor). Through personal reflections, online discussions, self-assessments, and collaborative activities, you will ask and answer questions at issue about the ideas you encounter, and then write essays and other texts to move those ideas forward and share with the wider world.

You will be graded based on the following criteria:

Reflections (15% of grade)

Most weeks, you will be asked to write a short reflective journal entry that asks you to consider your past and current beliefs, values, and/or experiences related to reading, writing, research, and other course topics. These reflective journal entries are meant to bring your personal ideas and beliefs about writing to the surface and get you “thinking about your own thinking.” Each reflection is worth 12 points, and you will need to complete 10 to receive the total number of possible points for reflections.

Reading Assessments (15% of grade)

Every week, you will have an opportunity to complete a **reading assessment** of an assigned text from that week. You have two options for completing each reading assessment: (1) you may choose to self-assess your engagement with and understanding of the text; or, (2) you may choose to identify writing techniques used by the author of the text and discuss how you might use them in your own writing. Each reading assessment is worth 12 points, and you will need to complete 10 to receive the total number of possible points for reading assessments.

Skill-Building Activities (15% of grade)

Some weeks, you will be asked to participate in an online activity aimed at helping you practice a variety of reading, writing, and research strategies. These activities will often involve collaboration with other peers in English 2A. Each activity is worth 12 points, and you will need to complete 10 to receive the total number of possible points for skill-building activities.

Critical Media Analysis (semester-long writing project) (40% of grade)

Throughout the semester, you will write a 7 to 10-page **formal essay** that applies critical media studies approaches to a popular culture text (or “texts”) of your choosing. Your essay will analyze one or more examples of a popular culture genre and present a research-driven argument about what our engagement with the genre teaches us about our culture and society. There are four “benchmarks” (or “due dates”) associated with the Critical Media Analysis essay. They are as follows:

1. Annotated Bibliography
2. Research Proposal
3. Down Draft
4. Up Draft

Each major benchmark is worth 30 points, and you will need to complete all four to receive the total number of possible points for the Critical Media Analysis.

Online Engagement (15% of grade)

Active engagement in the online space is key to our shared success in this course. It is important that you participate in online discussions, complete class activities, and maintain timely

communications with your peers and instructor. Your grade for online engagement will be based on a short self-assessment that you will write for me at the end of the semester.

Evaluation & Grading Policy

- **Reflections:** (15%)
- **Reading Assessments:** (15%)
- **Skill-Building Activities:** (15%)
- **Critical Media Analysis:** (40%)
- **Engagement:** (15%)

Grading Scale

A 93–100%

A- 90–92.9%

B+ 87–89.9%

B 83–86.9%

B- 80–82.9%

C+ 77–79.9%

C 73–76.9%

C- 70–72.9%

F < 69.9%

Inclusion, Respect, and Robust Discussion

My primary goal is to facilitate learning for everyone. That includes monitoring discussions to ensure that we treat each other with respect (see the Code of Conduct link). In English 2A, we will practice intellectual virtues like humility and fair-mindedness.

All students should feel welcome, and no one should treat another student with disrespect. But what do we mean by “respect” and “tolerance”?

Part of your task in becoming a better critical thinker is to recognize that your experience shapes your values—and that experience is limited. Other people see the world differently because they experience it differently. They have much to tell us, even when we initially find their ideas wrongheaded or distasteful. Our task is to understand different perspectives and *together* discover what is true and right and just and good.

Tolerance does not mean that “everyone is right in their own way.” Tolerance is the process we use to find common ground. Critical thinking involves holding ideas up to the light of reason

through “the checking of each by each.” We build relationships, listen, and also speak our minds courageously. Only then can we explore the strength of our ideas and become aware of our prejudices and faulty assumptions.

I will strive to protect free expression in this class. It’s okay to bungle your words, to have ideas come out awkwardly, or to be dead wrong as long as you come from a place of intellectual humility and respect for your fellow learners.

Every semester I learn from students’ ideas and reshape my view of the world. Expect to be introduced to new ways of seeing things! Understand in advance that your ideas, values, and beliefs may be respectfully challenged in this class as part of the learning process.

Admissions deadlines & enrollment policies

Fall 2022 Dates

- *Classes begin: 08/20/22*
- *Last day to add a class: 08/26/22*
- *Labor Day (all campuses closed): 09/05/22*
- *Last day to drop without a W and receive a refund: 09/02/22*
- *Census date (or 20% into class duration): 09/06/22*
- *Last day to file P/NP (only courses where this is an option) 09/16/22*
- *Last day to petition to graduate or apply for certificate: 10/27/22*
- *Last day for student-initiated W (no refund): 10/28/22*
- *Last day for faculty-initiated W (no refund): 10/28/22*
- *Veteran’s Day (all campuses closed): 11/11/22*
- *Fall Break (no classes - all campuses closed): 11/21/22 - 11/25/22*
- *Final examinations: 12/10/22-12/16/22*
- *Semester ends: 12/16/22*
- *Grades available for transcript release: approximately 01/06/23*

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](#).

Academic dishonesty is rare at College of the Redwoods, but when it does occur, it is often the result of plagiarism. **Plagiarism** is taking the words and/or ideas of others and presenting them as your own. We will learn how to cite the ideas of others in this class. We will also use Turnitin.com (an app already integrated into Canvas) to guide us. Accidental plagiarism is common and is never punished. Students are invited to revise their work. But deliberate

plagiarism will result in a zero for the assignment and possible removal from the class. So please do not buy a paper online or copy information and/or words from websites to present as your own.

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](#).

Setting Your Preferred Name in Canvas

Students have the ability to have an alternate first name and pronouns 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](#).

Canvas Information

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

Password is your 8-digit birthdate

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 training 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.

Del Norte Campus Emergency Procedures

Please review the [Crescent City campus emergency map](#) for campus evacuation sites, including the closest site to this classroom (posted by the exit of each room). For more information, see the [Redwoods Public Safety Page](#).

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, including

- [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

Week	Lecture Topics & Readings
1	<p><i>Introduction to the Course: Becoming a Reflective Writer</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Review “About English 2A” course module • Naming What We Know: “Writing Is An Activity and a Subject of Study” • Writing Spaces: “Critical Thinking in College Writing: From the Personal to the Academic” <p>Assignments</p> <ul style="list-style-type: none"> • Meet and Get to Know Your Peers • Survey: Getting to Know You • Reflection #1: Name Your Questions, Intentions, and Expectations for English 2A
2	<p><i>Introduction to Unit 1: Critical Reading, Writing, and Research Practices</i></p> <p>Readings</p> <ul style="list-style-type: none"> • Bad Ideas about Writing: “Research Starts with Answers” • Naming What We Know: “Writing Is a Way of Enacting Disciplinarity” • Mack, Robert and Ott, Brian. “Introducing Critical Media Studies” • Mack, Robert and Ott, Brian. “Sociological Analysis” <p>Assignments (due Sunday)</p> <ul style="list-style-type: none"> • Week 2 Reading Assessment • Reflection #2: My Favorite Pop Culture Media • Skill-Building Activity #2: Judge This Book By It’s Cover
3	<p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, “Introduction” • McClure, Randall. “Googlepedia: Turning Information Behaviors into Research Skills.” <p>Assignments</p> <ul style="list-style-type: none"> • Week 3 Reading Assessment

	<ul style="list-style-type: none"> • Reflection #3: Your Research Process • Skill-Building Activity #2: Preliminary Research <p>Note: Census Week. Attend class or contact me so you won't be dropped</p>
4	<p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, Chapter 1-2 • Writing Spaces: "Assessing Source Credibility for Crafting a Well-Informed Argument" <p>Assignments</p> <ul style="list-style-type: none"> • Week 4 Reading Assessment • Reflection #4: How Do You Determine Credibility? • Skill-Building Activity #3: Finding Scholarly Sources through Academic Databases
5	<p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, Chapter 3-4 • Roseberg, Karen. "Reading Games: Strategies for Reading Scholarly Sources" <p>Assignments</p> <ul style="list-style-type: none"> • Week 5 Reading Assessment • Reflection #5: How do you approach scholarly sources? • Skill-Building Activity #4: Unpacking Scholarly Sources
6	<p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, Chapter 5 • Purdue Owl, "Annotated Bibliographies" <p>Assignments</p> <ul style="list-style-type: none"> • Week 6 Reading Assessment • Writing Project: Critical Media Analysis - Annotated Bibliography
7	<p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, Chapter 6-7 • Catherine Savini, "Looking for Trouble: Finding Your Way into a Writing Assignment" • Stephen Lessner and Collin Craig, "Finding Your Way In: Invention as Inquiry Based Learning in First Year Writing" <p>Assignments</p> <ul style="list-style-type: none"> • Week 7 Reading Assessment • Reflection #6: Your Invention Process • Skill-Building Activity #5: Looping as an Invention Strategy
	<p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, Chapter 8-9

8	<ul style="list-style-type: none"> • Kathleen Ryan, “Constructing Scholarly Ethos in the Writing Classroom” <p>Assignments</p> <ul style="list-style-type: none"> • Week 8 Reading Assessment • Reflection #7: Your Personal Connection to Your Research • Writing Project: Critical Media Analysis - Research Proposal
9	<p><i>Introduction to Unit 2: Writing Persuasive Arguments</i></p> <p>Readings</p> <ul style="list-style-type: none"> • <i>True Story</i>, Chapter 10 and Conclusion • Quentin Vieregge, “Exigence: What Makes My Message Indispensable to My Reader” <p>Assignments</p> <ul style="list-style-type: none"> • Week 9 Reading Assessment • Reflection #8: Why My Critical Media Analysis Matters • Skill- Building Activity #6: Introductions/Literature Reviews
10	<p>Readings</p> <ul style="list-style-type: none"> • Cassie Hemstrom and Kathy Anders, “Creating, Using, and Sharing Information in Research Communities” <p>Assignments</p> <ul style="list-style-type: none"> • Week 10 Reading Assessment • Reflection #9: The Research Community I’m Writing Into • Skill-Building Activity #7: Methodology
11	<p>Readings</p> <ul style="list-style-type: none"> • <p>Assignments</p> <ul style="list-style-type: none"> • Week 11 Reading Assessment • Reflection #10 • Skill-Building Activity #8: Analysis and Discussion
12	<p>Readings</p> <ul style="list-style-type: none"> • Ashley Holmes, “Public Writing for Social Change” • “How to Respond -- Really Respond -- To Other Students’ Writing” <p>Assignments</p> <ul style="list-style-type: none"> • Writing Project: Critical Media Analysis - Down Draft
13	<p>Readings</p> <ul style="list-style-type: none"> • Jillian Grauman, “What’s That Supposed to Mean? Using Feedback on Your Writing” <p>Assignments</p> <ul style="list-style-type: none"> • Reflection #11: “Dear Reader” Letter • Skill Building Activity #9: Peer Review

	<ul style="list-style-type: none"> • Week 13 Reading Assessment
14	Fall Break (No Class)
15	<p>Readings</p> <ul style="list-style-type: none"> • Kyle Stedman, “Annoying Ways People Use Sources” <p>Assignments</p> <ul style="list-style-type: none"> • Week 15 Reading Assessment • Reflection #12: Reflecting Back on What I’ve Learned in English 2A • Skill-Building Activity: Strategies for Integrating Sources into Your Writing
16	<ul style="list-style-type: none"> • Writing Project: Critical Media Analysis - Up Draft <p>Finals Week / Course Evaluations Due</p>