

Course Information

Semester & Year: Fall 2022
Course ID & Section #: ENGL-2A-V3473
Instructor's name: Laura Gorman
Day/Time of required meetings: N/A
Location: Remote
Course units: 3.00

Instructor Contact Information

Phone number: 707-601-7139
Email address: laura-gorman@redwoods.edu

Required Materials

Textbook Title: They Say I Say
Edition: 5th
Author: Gerald Graff and Cathy Birkenstein
ISBN: 0393538737

Recommended Materials

Textbook Title: *Understanding Rhetoric: A Guide to Critical Reading and Argumentation*
Edition: N/A
Author: Eamon M. Cunningham
ISBN: 978-1-62734-705-1

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.

Co-requisites

N/A

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

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.

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://www.redwoods.edu/online/Help-Student>

Canvas online orientation workshop: <https://www.redwoods.edu/online/Home/Student-Resources/Canvas-Resources>

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](#).

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.

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

Admissions deadlines & enrollment policies

Fall 2022 Dates

- Classes begin: 8/20/22
- Last day to add a class: 8/26/22
- Last day to drop without a W and receive a refund: 9/02/22
- Labor Day Holiday (all campuses closed): 09/05/22
- Census date: 9/06/22 or 20% into class duration
- Last day to petition to file P/NP 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): 11/21/22 – 11/25/22
- Thanksgiving Holiday (all campuses closed): 11/23/22 – 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

Evaluation & Grading Policy

Letter Grade Breakdown

A (100-93%) / A- (92-90%):

Fulfills all requirements and exceeds expectations.

B+ (89-87%) / B (86-83%) / B- (82-80%):

Fulfills requirements and meets expectations.

C+ (79-77%) / C (76-73%) / C- (72-70%):

Fulfills most requirements and meets most expectations.

D+ (69-67%) / D (66-63%) / D- (62-60%):

Fulfills some requirements; does not meet expectations.

F (59-0%):

Does not fulfill requirements and does not meet expectations

Assignment Breakdown

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| Essays | 60% |
| Required Reading Discussions | 20% |
| Portfolio | 20% |

Assignment Descriptions

Rhetorical Analysis (1,200-word minimum)

You will be asked to analyze a secondary document to identify how the author or rhetor constructed their argument. The purpose of this inquiry is to develop your analytic skills when reading non-fiction texts.

Persuasive Speech (1,500-word minimum)

You will be asked to choose a topic that you can take a stance on and write a persuasive speech. The purpose of this inquiry is to develop your argumentation skills.

Researched Argument (1,800-word minimum)

You will be asked to choose a topic that interests you to research and draft an argumentative paper about the topic. The purpose of this inquiry is to practice inquiry-driven research.

Required Reading Discussions (150-word minimum)

All required reading discussions ask students to formulate clear, complete thoughts about course readings that they will share with their peers. Students will be expected to actively engage with their peers' discussion posts to earn full credit, which will mean students will submit a response on Thursday by 11: 59 pm of the week the discussion is assigned and reply to two of their peers by Sunday 11: 59 pm of the week the discussion is assigned.

Portfolio

Each student will be responsible for revising their three earlier essays with instructor feedback in mind. You will then turn in the three essays again as a complete portfolio, which will include a page-long cover letter.

Academic dishonesty

In the academic community, the high value placed on truth implies a corresponding intolerance of scholastic dishonesty. In cases involving academic dishonesty, the 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](#).

Late Work

Late work will not be accepted unless arrangements for an extension were made in advance (prior to the assignment due date). I understand life happens, and very often we find ourselves overwhelmed at the most inopportune of times; however, deadlines should be respected when possible. In order to provide quality, timely feedback I must receive work on time or be given notice that work will be late.

To request an extension I ask that students do the following:

Utilizing canvas messaging, draft a message to me with "Extension [Assignment Name]" in the subject line. In the body of your message explain the situation and then tell me your plan. Do you plan to turn it in tomorrow? Two days? Do you need an additional week?

This information will help me to negotiate with you a revised due date that will fit within both of our schedules. Keep in mind, extensions are granted on a case-to-case basis. I may not always be able to grant an extension. Further, I will not grant an extension after the due date has passed.

Feedback

Quality, timely feedback will be given on all major assignments. Student should expect feedback to come within one week following the assignment's due date. All feedback will be available through canvas.

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.

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.

- Do not leave site, unless it has been deemed safe by the person in command. Student Support Services (required for online classes)

Fall 2022

ENGL-2A Calendar (Subject to Change)

Assignments Due Dates are Available in Canvas, but All Due Dates Fall on a Wednesday or a Friday. If you have questions or concerns do not hesitate to contact me.

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| Week One: | Welcome to English-2A! <i>Syllabus, Introduction, and Rhetorical Reading</i> | Required Reading: Haas and Flower “Rhetorical Reading Strategies and the Construction of Meaning” & They Say / I Say Chpt. One |
| Week Two: | <i>Lecture One, Rhetoric and Rhetorical Analysis</i> | Required Reading: Rhetorical Analysis Page and They Say/ I Say Chpt. Two |
| Week Three: | <i>Lecture Two and Establishing a Dialogue with a Text</i> | Required Reading: Rhetorical Analysis Example & Rhetorical Analysis Example’s Original Source |
| Week Four: | <i>Lecture Three, Writing an Analytic Essay, and Developmental Drafts</i> | Assigned Reading: Chapter Four: Reading an Analytic Essay (<i>Understanding Rhetoric</i> Electronic file given to you through Canvas). |
| Week Five: | <i>Lecture Four and Contemporary Models of Argumentation</i> | Required Reading: Chapter Ten: Contemporary Models of Argumentation & They Say / I Say Chp. Seven. |
| Week Six: | <i>Lecture Five and Errors in Reasoning—Logical Fallacies</i> | Required Reading: Chapter Eleven: Errors in Reasoning—Logical Fallacies & Persuasive Speech Page. |
| Week Seven: | <i>Lecture Six and Argumentation and the Persuasive Speech</i> | Required Reading: Persuasive Speech Examples |
| Week Eight: | <i>Performance</i> | Required Reading: TBA |
| Week Nine: | <i>Lecture Seven and Generating Ideas for Research</i> | Required Reading: TBA |
| Week Ten: | <i>Lecture Eight and Finding and Analyzing Sources</i> | Required Reading: TBA |

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| Week Eleven: | <i>Lecture Nine and Integrating Sources</i> | Required Reading: TBA |
| Week Twelve: | <i>Writing the Source-Based Argument</i> | Required Reading: TBA |
| Week Thirteen: | <i>Revision Strategies of Experienced Writers</i> | Required Reading: TBA |
| Week Fourteen: | <i>Lecture Ten and Cover Letters</i> | Required Reading: TBA |
| Week Fifteen: | <i>Portfolios</i> | Required Reading: TBA |
| Week Sixteen: | <i>Finals Week</i> | Assignments: Portfolio and any additional credit opportunity assignments. |