

Course Syllabus for English 2A: *Critical Thinking and Writing*

Course Information

- Semester & Year: Spring 2023
- Course ID & Section #: D5046
- Instructor's name: Ashley Knowlton
- Location: Pelican Bay, Correspondence
- Time: Correspondence
- Course units: 3

Instructor Contact Information

- Office Location: Del Norte Campus, Faculty Office Building, Room E6
- Office hours: Support provided as needed via Burning Question responses.
- Email address: ashley-knowlton@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.

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

ENGL1A - College Composition

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. Students would be highly unlikely to succeed in English 2A unless they previously earned a passing grade in a course targeting the following objectives and outcomes:

Objectives

- Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose.
- Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support.
- Develop varied and flexible strategies for generating, drafting, and revising essays.
- Analyze stylistic choices in their own writing and the writing of others
- Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
- Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format.
- Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Outcomes

- Analyze argumentative claims.
- Respond to arguments with persuasive critical essays.
- Locate, synthesize, and document sources for use in response to arguments.
- Demonstrate the capacity to read, analyze and evaluate non-fiction texts in support of academic inquiry and argumentation.
- Utilize flexible strategies for writing expository and argumentative college-level essays.
- Incorporate primary and secondary sources into essays using appropriate documentation format.

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, Ms. Eagles, or Disability Services and Programs for Students (DSPS).** Students may make requests for alternative media by contacting DSPS based on their campus location:

- **Pelican Bay State Prison: Contact Tory Eagles, our Program Coordinator, via a formal written letter or an Ask CR Sheet.** Please send your formal letter or Ask CR Sheet to the Pelican Bay Education Department (ATTN: CR Scholars), so that it can be routed through our correspondence mailing system.

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. **If you are taking correspondence classes, DSPS will also email approved accommodations for distance education classes to your instructor.**

Support for Distance Learners During COVID-19

In response to COVID-19, College of the Redwoods moved the majority of its courses online (or through correspondence for our jail and prison programs) to protect student and staff health and safety. As the faculty and students adjust to this change, clear communication about student needs will help everyone be successful. Please let me know about any specific challenges or limitations that might affect your participation in class. I want every student to thrive and be successful in their studies.

While in a correspondence modality, you may send me a formal letter or a question/comment on the provided Burning Question Sheets -- these are to be mailed to the PBSP Education Office (Attn: CR Scholars). I will respond right away; however, keep in mind that there is a mail delay that needs to be accounted for. As a result, it may take me up to a week to respond. Please be patient.

Required Materials

1. Textbook: *Understanding Rhetoric: A Guide to Critical Reading and Argumentation* (2019). Author: Eamon M. Cunningham. ISBN: 1627347054
2. Unit packets, textbook excerpts, supplemental readings, loose-leaf paper, individual erasers, and pencils – *Provided*.

Evaluation & Grading Policy

Graded Assignments and Values

Assignment	Point Worth
Response 1	20
Response 2	20
Response 3	20
Response 4	20
Response 5	20
Response 6	20
Response 7	20
Essay 1: Rhetorical Analysis Essay (1000 Words)	200

Essay 2: Experience-Based Argumentative Essay (1000 Words)	200
Essay 3: Dual Arguments Essay (1500 Words)	200
Essay 4: Research-Based Argumentative Essay (1500 Words)	200
Total	940

For each assignment, the points will be configured into a percentage and a letter value, shown below. The rubric and transparent values should give you a clear understanding, throughout the semester, of how your work is being assessed.

Letter Grade Weight Breakdown

A (100 – 94%)	Defined as “Excellent”: Fulfills all requirements and exceeds expectations.
A- (93 – 90%)	Defined as “Excellent”: Fulfills all requirements and exceeds expectations.
B+ (89 – 87%)	Defined as “Good”: Fulfills all requirements and meets expectations.
B (86 – 84%)	Defined as “Good”: Fulfills all requirements and meets expectations.
B- (83 – 80%)	Defined as “Good”: Fulfills all requirements and meets expectations.
C+ (79 – 77%)	Defined as “satisfactory”: Fulfills most requirements and meets some expectations.
C (76 – 70%)	Defined as “satisfactory”: Fulfills most requirements and meets some expectations.
D (69 – 60%)	Defined as “Poor”: Fulfills some requirements; does not meet expectations.
F (59 – 0%)	Defined as “Failing”: Does not fulfill requirements and expectations.

These are the letter grades that will be given on your assignments, as well as your transcript after the course ends.

Student Feedback Policy

For **MAJOR** writing assignments (essays), I provide feedback using a rubric – this rubric will determine your grade and provide summative feedback. Please note that it takes me approximately 2 weeks to grade your work. If it takes me *longer* than two full weeks to provide feedback on an assignment, you will be notified and provided with a reason for the extended wait.

For **MINOR** writing assignments (responses), I will provide very brief marginal or endnote feedback as the nature of these assignments is typically “credit or no-credit” – you either *did* it, *did not* do it, or *kind of* did it.

Admissions Deadlines & Enrollment Policies

Spring 2023 Dates

- Classes begin: 01/14/23
- Martin Luther King’s Birthday (all campuses closed): 01/16/23
- Last day to add a class: 01/20/23
- Last day to drop without a W and receive a refund: 01/27/23
- Census date: 01/30/23 or 20% into class duration
- Last day to petition to file P/NP option: 02/10/23
- Lincoln’s Birthday (all campuses closed): 02/17/23
- President’s Day (all campuses closed): 02/20/23
- Last day to petition to graduate or apply for certificate: 03/02/23
- Spring Break (no classes): 03/13/23 – 03/18/23
- Last day for student-initiated W (no refund): 03/31/23
- Last day for faculty-initiated W (no refund): 03/31/23
- Final examinations: 05/06/23 – 05/12/23
- Commencement: 05/15/23 (***PB commencement date will likely differ***)
- Semester ends: 05/12/23
- Grades available for transcript release: approximately 05/26/23

Students who have experienced extenuating circumstances can complete & submit the ***Excused Withdrawal Petition*** to request an Excused Withdrawal (EW) grade instead of the current Withdrawal (W) or non-passing (D, F & NP) grades. The EW Petition is available from the Admissions and Records Forms Webpage. Supporting documentation is required.

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 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 realize that you don't have this, so here is a section that applies to us, specifically:

Do not plagiarize. Plagiarism includes, but is not limited to:

1. Using, by paraphrase or direct quotation, of the published or unpublished work of another person without full, clear, and accurate acknowledgment.
2. The unacknowledged use of another writer's ideas without proper citation. Borrowing all or part of another individual's work or using someone else's outline to write your own work.
3. Copying another individual's computer printout and/or computer files and using it as one's own.
4. Using an agency or Internet website engaged in the selling of term papers or other academic materials.

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 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.

Since you do not have the ability to access the above online resources, send a request to Ms. Eagles if you would like a physical copy of the CR Student Code of Conduct. In general, I trust that you know what is and is not acceptable behavior. Be mindful and respectful with your language and actions, always.

If behavior ever becomes an issue, I will have a conversation with our Program Coordinator and our Program Dean, as well as send a CR BIT (Behavioral Intervention Team) referral to figure out the best way to move forward. However, if there is ever a situation in class that threatens the physical safety of others in the classroom, I will need to press the CDCR-issued alarm for intervention.

Student Support Services

For library support, EOPS support, academic counseling and advising, transcript requests, and material requests (Ex: Paper), **send a formal request to Ms. Eagles via a letter or Ask CR Sheet.** Send this to the Education Office (Attn: CR Scholars).

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.

Class Norms

In this class (realistically, every class), students must demonstrate mutual respect in their interactions with both peers (other students in the course) and the instructor (me). In our texts, issues may arise that are sometimes difficult and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms, etc. I am aware that these topics may be difficult to read and write about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom. As the instructor, my goal for facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences – of course not. My goal is to facilitate discussions that develop our critical thinking abilities and develop our abilities to have an appropriate dialog that is necessary in spaces of higher education. This being said, as an academic community, we share a mutual responsibility to create and maintain a supportive environment where students, as well as the instructor, feel able to speak up and respond to the text and course material in a thoughtful and productive way, despite differences in opinions or experiences. This means that each student's ideas, feelings, and questions are valued; the professor's ideas, feelings, and questions are valued. This should ground our interactions with the text and one another throughout the semester. Never hesitate to contact me if something is not sitting well or if you need relevant support.