

Course Information:

English 2A E4686

Spring 2023

M/W 1:15-2:40

Humanities Room 114

3 units

Instructor Contact Information:

Kendra Dwelley Guimaraes

Email: kendra-guimaraes@redwoods.edu

Office Hours: Tuesdays 1:30-2:30 and Wednesdays 3:00-4:00

Office Location: 333 Sixth St., Suite A in Eureka (CR's downtown campus) and CA129

Course 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 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.

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:

Successful completion of 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 Links to an external site.](#)(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.

Course Materials:

Required:

All We Can Save: Truth, Courage, and Solutions for the Climate Crisis Edited by Ayana Elizabeth Johnson and Katharine K Wilkinson ISBN 9780593237083

Humankind: A Hopeful History by Rutger Bergman ISBN 9780316418522

Sister Outsider by Audre Lorde ISBN 1580911863

Course Policy:

All final essays must be typed, double-spaced, using a standard 12-point font like Times New Roman or Calibri with one-inch margins. Every paper will have a single-spaced MLA format heading to be placed on the top left side of your paper. No header needed. It should look like this:

Student Name

Kendra Guimaraes

English 2A

Essay 1

August 27, 2022

Late Work Policy: All assignments are due within a week's time or by the due date listed and should be submitted to Canvas on Mondays before midnight. Late work may be submitted by Friday without penalty. Late work may not always receive the same detailed feedback as classwork submitted in a

timely manner. Please communicate to me about late work, so I can be aware of and/or help you through any difficulties.

Rewrites: All essays may be rewritten for a higher grade. You will be awarded the score given on your rewrite for work that has been revised and improved upon. Every student has the opportunity to improve upon their graded work in the class.

Cell phones and laptops: During lecture, group discussion, and class activities, your attention should be on the class and not on your phone or laptop. Class discussion and lecture are times when you can enhance your understanding of the reading in order to deepen the content of your essay assignments. Your participation either by speaking with your classmates or by active listening to me and your classmates is vital. You are welcome to check your cell phone on break or before class starts and use your laptop or phone to work on assignments. However, if I find you are being too distracted from class work, I will ask you to power off either of the above.

Requirements:

Essay 1: Analyzing an Argumentative or Expository Essay

Essay 2: Writing an Argumentative or Expository Essay

Essay 3: Analyzing an Argumentative Essay and/or Exposing Logical Fallacies

Essay 4: Analyzing an Argumentative or Expository Essay or Writing an Argumentative or Expository Essay

Final Portfolio

Grading:

All assignments and activities will be graded as complete or incomplete except for the essays and final portfolio which will be graded on the following four point scale. Each of these graded assessments will be evaluated with rubrics linked to Student Learning Outcomes.

4- Exceeded the standard (A)

3- Met the standard (B)

2- Student has key gaps in his/her/their understanding of the standard (C)

1-Student is unable to demonstrate B or C levels without assistance (D)

0-No evidence (F)

Things to Know about the Course:

Reading: All textbook reading should be read before class on each day listed in your schedule. Be an active reader! Underline, highlight, ask questions, or jot notes in the margins of your textbook. You will read 40-50 pages per week. And through this reading, you will sharpen your critical thinking skills and be able to evaluate the quality of visual and textual arguments. The reading is structured to examine our collective and individual relationship to earth, to each other as humans as well as our intimate relationship with ourselves in hopes that we may cultivate a deeper level of care in these relationships. As writer and activist Audre Lorde wrote, "Caring for myself is not self-indulgence. It is self-preservation, and that is an act of political warfare."

Discussion: Each week we will take part in discussion and activities around reading, writing, and self-evaluation that will help you engage with the textbooks on a deeper level and will facilitate your essay writing for individual assignments. Critical thinking and animated discussion of the reading results in clear writing about the class material. In our discussions with each other, I expect that students will be respectful of each other's different views, and I hope that you can learn not only from the intersection of your life experience and those of the author you are reading but also from the interplay of your classmate's diverse identities and life experiences and their understanding of the reading. Through these discussions and activities, we will build a community. As author and cultural critic bell hooks writes, "Enjoying the benefits of living and loving in community empowers us to meet strangers without fear and extend to them the gift of openness and recognition. Just by speaking to a stranger, acknowledging their presence on the planet, we make a connection." Your participation in discussion is a vital part of our composition classroom and a way to forge connection.

Essays: You will write a total of four essays for this class. For each essay, you will receive guidance on various aspects of crafting/evaluating an argument, respond to and create questions that will deepen your understanding of the reading and prompt new ways of thinking about your beliefs/the reading. The first two essays will be 4-5 pages, and the last two essays will be 5-6 pages. As philosopher and educator Paulo Freire observed, "Reading the word and learning to write the word, so one can later read it are preceded by learning how to write the world that is of having the experience of changing the world and touching the world."

Exams: There will be no exams in this course. The "final exam" will consist of your final portfolio.

Final Portfolio: The final portfolio will include 8-12 pages of revised work from the essays you have written for this class. Your revisions will be based on a combination of my comments and your own editing process. You will also include a one-page reflection letter about what you've learned about yourself as a writer/thinker: your thinking process, writing process, revision process, the way you evaluate an author's claims in a text or other key areas of growth.

How to Succeed in the Class:

General Tips from past students on being in English class:

1. Ask for help from your instructor- It might be terrifying, but trust me, it HELPS SO MUCH.
2. Show up to class as much as you are able.
3. Learn the way you can understand the best.

4. It's ok to recognize when you don't understand.
5. Talk to your fellow classmates and ask for help when you need it.
6. Participate in discussions - participating or even just listening will help with your essays in the future.
7. Tutors are everywhere, you just have to reach out to them.
8. Your teacher is there to help you, not to criticize you.

Tips from past students on reading:

1. Keep up with the reading! Budget time, when broken down daily the reading isn't too overwhelming. If you are like me and have a hard time remembering things, highlight important passages if possible or write down key words that will help you remember a part of the text.

2. If you don't like the book, try to find at least *one* aspect of it to relate to. You don't have to love the book but enjoying it will make reading it easier.

3. Participate in the readings - the books Kendra hands out are amazing and eye-opening. I learned a lot about people and perspectives that I never would've known if I didn't read the books.

4. Always have a pencil on you to underline and note quotes and things you find interesting while reading.
5. Everyone has their own idea on the same topic, so don't be afraid to share yours.

Tips from past students on writing:

1. Don't procrastinate essays - I did this a lot and feel I would've written stronger material and made more progress as a writer if I would've focused a bit more.
2. Use class time to bust out assignments and understand material better - I don't know how long the next English class time will be, but in my class we had over 2 hours together. This really helped me get some assignments out of the way. It's also beneficial to do work in class because you have the teacher to help direct you when you're stuck.
3. Be time efficient - space out readings over the week (read 10 pages a night), dedicate 30 minutes to essays a day, use your time wisely. It will greatly benefit your overall grade in the class and help your writing and reading skills improve at a college level.
4. Don't be afraid to ask for help (especially from Kendra, she's really chill).
5. If there's something that stands out to you or catches your interest while reading, make sure to remember it! It could be used later to potentially help you write your essay. The essay writing process definitely is a lot easier when you're invested and passionate about what you're writing.

6. Read your essay aloud! Detach yourself from your idea that it's perfect as is. It's all about making an effort to "get over yourself." Your writing is beautiful, now push yourself out of the way and rewrite it.

7. Try to relax and have fun with the essays. There is a lot of freedom with what you write in this class.

In addition, The Academic Support Center 707 476-4154 located in the Student Services building provides tutoring and writing support for all students.

Academic Integrity Policy:

Academic dishonesty is defined as an act of deception in which a student claims credit for the work or effort of another person or uses unauthorized materials or fabricated information in any academic work. Any evidence of academic dishonesty/plagiarism will result in a conference with me and the student redoing whatever work has been plagiarized to demonstrate their own proficiency on the subject. If you are ever unsure about how to quote another person's work, talk to me, and I will be happy to help. It can be tempting to scout around online for material to craft your essays, but please avoid doing this. I am interested in hearing your writer's voice, your perceptions, your opinions regarding our class material. For our first essay, you will cite only your primary text. The rest of your essays can and will include outside research and cite the research in an annotated bibliography, so you will be free to explore books, journals, data bases, and credible online sources. All of your essays will go through Turnitin.com which will help you avoid plagiarism and keep your writing authentically yours.

Acts of academic dishonesty include but are not limited to the following:

Cheating—unauthorized copying or collaborating on a test or assignment.

Plagiarism—representing someone else's words, ideas, artistry, or data as your own (including published and unpublished material, and/or material from the internet, or presenting someone else's opinions as your own).

Assisting—assisting another student in an act of academic dishonesty.

Course Schedule:

This schedule is subject to change depending on student pace of reading/learning. We may need to spend more time in one area or another, but this will give you a general idea of the schedule including due dates for essays. I will, of course, keep you posted in class with any changes.

Week One:

1/16 Martin Luther King's Birthday No class Introductions

1/18 Introductions

Writing: What is an Argument and the Rhetorical Triangle and Tips for Reading Critically

Week Two:

1/23 Read “Begin” and Choose 3 essays and 1 poem from the section **Root** in *All We Can Save* (AWCS-All We Can Save)

Writing: Aristotelian Rhetoric and Tips for Summarizing an Argument

1/25 Read 3 essays of your choice and 1 poem from the section **Advocate** in (AWCS)

Writing: Ethos, Pathos, Logos and Tips for Evaluating an Argument

Week Three:

1/30 Read 3 essays of your choice and 1 poem from the section **Reframe** in (AWCS)

Writing: Stasis Theory

2/2 Read 3 essays of your choice and 1 poem from the section **Reshape** (AWCS)

Writing: Rogerian Argument

Week Four:

2/6 Read 3 essays of your choice and 1 poem from the section **Persist** (AWCS)

Writing: The Toulmin Model of Argument

2/8 Read 3 essays of your choice and 1 poem from the section **Feel** (AWCS)

Writing: Three Sorts of Claims and Tips for Analyzing an Argumentative Essay

Assign Essay One: Analysis of an Argument from (AWCS)

Week Five:

2/13 Read 3 essays of your choice and 1 poem from the section **Nourish** (AWCS)

Writing: Working on Essay One

2/15 Read 3 essays of your choice and 1 poem from the section **Rise** and “Onward” (AWCS)

Writing: Working on Essay One

Week Six:

2/20 Watch Gather

Writing: Tips for Evaluating Visual Rhetoric

Essay One Due

2/22 Possible Visit from Librarian and/or Research Brainstorming Session

Read Prologue to p. 38 (*Humankind*)

Writing: Writing your Own Argument and Organizing your Own Argument

Week Seven:

2/27 Read: p. 43-91(*Humankind*)

Writing: Taking a Look at Evidence

Assign Essay Two-Argumentative or Expository Essay on a Topic Related to either our Relationship with the Earth or Our Relationship with Each Other as Humans

3/1 Read: p. 94-134 (*Humankind*)

Writing: Taking a Look at Appeals to Needs and Values

Week Eight:

3/6 Read: p. 137-178(*Humankind*)

Writing: Taking a Look at Assumptions

3/8 Read: p. 180-221(*Humankind*)

Writing: Inductive Reasoning vs. Deductive Reasoning

3/13-3/18 Spring Break No class

Week Nine:

3/20 Read: p. 224-262(*Humankind*)

Writing: Logical Fallacies

Essay Two Due

3/22 Read: p. 264-295(*Humankind*)

Assign Essay Three: Analysis of an Argument Examining Arguments in *Humankind* or Exposing Logical Fallacies within an Argumentative Text of your choice

Week Ten:

3/27 Read: p. 298-317(*Humankind*)

Writing: Working on Essay Three

3/29 Read: p.321-363(*Humankind*)

Working on Essay Essay Three

Week Eleven:

4/3 Read: p.366-397(*Humankind*)

Essay Three Due

4/5 Watch Feminist on Cell Block Y

Week Twelve:

4/10 Catch Up Day

Writing: Assign Essay Four: Analyze Lorde's Central Claims in (SO) or Use a concept from Lorde's Text to Craft your own Argumentative Essay

4/12 Read: "Poetry Is Not a Luxury" and "Transformation of Silence" from *Sister Outsider* (SO)

Week Thirteen:

4/17 Read: "Uses of the Erotic: The Erotic As Power" and "An Open Letter to Mary Daly" or "Man Child: A Black Lesbian Feminist's Response" (SO)

4/19 Read: "The Master's Tools Will Never Dismantle the Master's House" and "An Interview: Audre Lorde and Adrienne Rich" or "Age, Race, Class, and Sex: Women Redefining Difference" or "The Uses of Anger: Women Responding to Racism" (SO)

Week Fourteen:

4/24 Read: "The Master's Tools Will Never Dismantle the Master's House" and "An Interview: Audre Lorde and Adrienne Rich" or "Age, Race, Class, and Sex: Women Redefining Difference" or "The Uses of Anger: Women Responding to Racism" (SO)

4/26 Read: "Learning from the 60s" and "Eye to Eye: Black women, Hatred, Anger" or "Grenada Revisited: An Interm Report" (SO)

Essay Four Due

Week Fifteen:

5/1 Catch Up Day

Writing: Work on Final Portfolios

5/3 Watch Audre Lorde PBS Documentary

Finals Week: 5/8-5/12