

English 2A: Critical Thinking and Writing

Course Information

- Semester & Year: Spring 2024
- Course ID & Section #: D7063
- Instructor's name: Ashley Knowlton
- Location: Pelican Bay, D Facility
- Time: Tuesday, 5:30PM - 8:40PM
- Course units: 3

Instructor Contact Information

- **Office Location:** Del Norte Campus
- **Canvas:** Use our course's "public" discussion forum in Canvas to send a "Question for the Instructor." We will go over how to submit a question on the discussion forum in class. Please note that it takes me approximately 48 hours to respond to a question and that I am unlikely to respond on a Saturday or Sunday.
- **Correspondence:** You have the option of mailing me a formal letter or "Burning Question" through our CR correspondence mailing system for individual support. Please note that if you send me something in the CR correspondence mail, it will likely take approximately one week for you to get a response. However, I try my best to send a response as quickly as I can.

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.

Educational Accessibility & Support

College of the Redwoods is committed to providing reasonable accommodations for qualified students who could benefit from additional educational support and services. You may qualify if you have a physical, mental, sensory, or intellectual condition which causes you to struggle academically, including but not limited to:

- Mental health conditions such as depression, anxiety, PTSD, bipolar disorder, and ADHD
- Common ailments such as arthritis, asthma, diabetes, autoimmune disorders, and diseases
- Temporary impairments such as a broken bone, recovery from significant surgery, or a pregnancy-related disability
- A learning disability (e.g., dyslexia, reading comprehension), intellectual disability, autism, or acquired brain injury
- Vision, hearing, or mobility challenges

Available services include extended test time, quiet testing environments, tutoring, counseling and advising, alternate formats of materials (e.g., audio books, E-texts), assistive technology, on-campus transportation, and more. If you believe you might benefit from disability- or health-related services and accommodations, or if you are unsure whether you qualify, **please contact Disability Services and Programs for Students (DSPS).**

You may also contact Tory Eagles, our CR Pelican Bay Scholars 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.

Required Materials

- Textbook: *Understanding Rhetoric: A Guide to Critical Reading and Argumentation* (2019). Author: Eamon M. Cunningham. ISBN: 1627347054
- Other Provided Materials: Course packets, supplemental readings, relevant forms, loose-leaf paper, individual erasers, pencils or pen-fillers. **Please reach out to Ms. Eagles if you need any of these items.**

Evaluation & Grading Policy

Graded Assignments and Values

| Assignment | Point Value |
|------------|-------------|
| Response 1 | 20 |
| Response 2 | 20 |
| Response 3 | 20 |
| Response 4 | 20 |
| Response 5 | 20 |
| Response 6 | 20 |

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|--------------------------------------|-----|
| Response 7 | 20 |
| Response 8 | 20 |
| Rhetorical Analysis Essay | 200 |
| Visual Analysis Essay | 200 |
| Experience-Based Argumentative Essay | 200 |
| Research-Based Argumentative Essay | 200 |
| Total Semester Points: 960 | |

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. |

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|--------------|--|
| 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, along with my holistic/summative input. 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 “full-credit, some-credit, or no-credit” – you either *did* it, *kind of* did it, or did *not* do it.

Admissions Deadlines & Enrollment Policies

Spring 2024 Important Dates

- January 12: Last day to register for classes (day before the first class meeting)
- January 13: Classes begin
- January 15: Martin Luther King, Jr.'s Birthday Holiday (District-wide closure)
- January 19: Last day to add a class
- January 26: Last day to drop without a "W" and receive a refund
- January 29: Census Date (20% of class)
- February 16: Lincoln's Birthday Holiday (District-wide closure)
- February 19: President's Day Holiday (District-wide closure)
- March 7: Last day to petition to graduate
- March 29: Last day for student initiated withdrawal (62.5% of class)
- March 29: Last day for faculty initiated withdrawal (62.5% of class)
- March 11-16: Spring break (no classes)
- May 4-10: Final Examinations
- May 10: Last day to file for P/NP Option
- May 10: Semester Ends
- May 17: Grades due
- May 24: Grades available

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. **Please reach out to Ms. Eagles in a formal letter or Ask CR Sheet if you'd like to request an EW.**

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, in English:

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 [or person] 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, academic counseling and advising, EOPS services, 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, themes or concepts may arise that are sometimes uncomfortable and/or controversial. Please note that our readings may discuss or acknowledge violence, sexuality, racial tension and racism, misogyny, gender norms or construction, etc. I am aware that these topics may be difficult to read and talk about at times; nonetheless, our topics present an overview of ideas that are typical of a college classroom.

As the instructor, my goal in facilitating these discussions is not to intentionally make anyone uncomfortable or to add any existing traumatic experiences. 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 texts 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.