ENGL 201: Advanced Composition (Online)

Basic Course Information

Semester	Spring 201	Instructor Name	James Patterson, PhD
CRN #	20970	Email	james.patterson@imperial.edu
Location	Online	Webpage	http://faculty.imperial.edu/james.patterson
		Office	Office 406
Class Days	2-4 times/week	Office Hours	Monday through Thursday, 4:30-5:30 p.m.
Class Times	9-10 hours/week	Office Phone #	760.355.6486
Units	3 units		

Course Description

This class emphasizes critical thinking in reading and writing beyond that achieved in ENGL 110 or ENGL 101. Written argumentation will focus on deduction and induction, an understanding of the fallacies of language and thought, the application of valid evidence, and refutation.

Course Objectives

To ensure successful completion of the course, the student will:
1. Identify the structure of arguments, including the assertions/claims and the proof/support.
2. Analyze arguments critically, evaluating multiple arguments for validity and soundness, distinguishing fact from judgment and knowledge from opinion, and differentiating relevant from irrelevant support.
3. Analyze and construct both deductive and inductive arguments.
4. Write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Identify formal and informal fallacies in language and thought.
6. Recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, punctuation, and documentation.
8. Write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness.
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.
3. Demonstrate command of rules regarding plagiarism and academic ethics.

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Textbooks & Other Resources or Links

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson can Teach Us about the Art of Persuasion*, revised & updated edition. Three Rivers Press, 2013. ISBN 978-0-385-34775-4.

- The student will need access to her/his IVC email account, WebSTAR, and Blackboard. The student is expected to check her/his IVC email account daily. Specific instructions and assignments will be available only through the Blackboard system.

- In this course, students will have opportunities to communicate asynchronously in voice or video recording using a web-based tool called VoiceThread. To participate with voice or video, the student will use the built-in microphone and camera on his/her laptop, or an external USB microphone and webcam on her/his computer, or the student may use his/her smart phone or tablet.

- In addition, the student is expected to have a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.

Course Grading Based on Course Objectives

Essay 1: Cause-Effect *	[40 points]	900 words & two sources
Essay 2: Definition *	[50 points]	1000 words & three sources
Essay 3: Problem-Solution *	[50 points]	1200 words & four sources
Essay 4: Partner Debate *	[60 points]	2000 words & six sources (3x3)
GSP Examination	[50 points]	(85% = all or nothing)
Peer Editing	[60 points]	three edits (20 pts each)
Formal Outlining	[50 points]	five outlines (10 pts each)
post mortem	[30 points]	three essays (10 pts each)
Summary Writing	[40 points]	(2 pts per chapter = 56 possible)
Examination 1	[30 points]	academic vocabulary
Examination 2	[30 points]	identifying fallacies
Final Examination	[30 points]	vocabulary & fallacies
Discussion	[30 points]	

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Total Points Available: 550 points

Passing Grade of C: 440 points*

> * (The student must submit <u>all four essays</u> to receive a passing grade, regardless of total points earned during the course.)

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Essay 1: Cause-Effect
> Assignment: *One might expect students to plagiarize in the developmental writing courses as they are learning about research, writing, and plagiarism. What instructors are frustrated with is the amount of cheating in the higher level classes like this Advanced Composition class. Develop a cause-effect essay in which you explore, through research, some of the issues in academic cheating. In your essay, what do you see as the major cause of academic cheating in an upper division college course?* (1000 words minimum, no more than 1300 words, and at least two sources)

Essay 2: Definition
> Assignment: *A definition essay gives time and attention to a key term or concept. Within every field of study, there are terms and concepts which are debated for clarification. Within the student's degree program, there are terms and concepts that require definition. After conducting some preliminary research into the student's field of study, the student will develop and submit a definition essay which defines and clarifies the selected term or concept.* (1200 words minimum, 1500 words maximum, and at least three sources)
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> Administration of Justice – Cruel and Unusual Punishment? Harassment and Bullying?
> Art – Creativity? Conceptual Art?
> Education – Threshold Concepts? Response to Intervention (RTI)?
> Engineering – Fatigue? Fracture & Damage Mechanics?
> Nursing – Mid-range Theory? Nursing Theory?
> Political Science – Postmodernism? Neo-institutionalism?
> Psychology – Good Judgment? Self-Harm Training? Emotional Intelligence?
> Sociology – the Acolyte Effect? Pluralism and Diversity?

Essay 3: Problem-Solution
> Assignment: *The earth now holds over 7 billion human beings in addition to the countless other creatures that live on this planet. With the addition of climate changes, concerns are now being raised about resource allocation such as clean water and clean air. In an article written several years ago, A.C. Grayling suggested that we must begin discussing global population control. He suggests two options: mandatory limits to childbirth (family size) and mandatory euthanasia (longevity). While citing appropriate research, present your argument for one option or the other.* (1500 words minimum, 1800 words maximum, and at least four sources)

Essay 4: Partner Debate
> Assignment: *With your assigned partner, select a topic which will be debated using deliberative argumentation. Together, research and develop a dialogue paper which presents a formal debate on your selected proposition.* (2300 words minimum, 2600 words maximum, and at least six sources (3 affirmative & 3 opposition))

Grammar, Spelling, and Punctuation (GSP) Examination
> Before the student will provide peer editing to other students in this course, the student must demonstrate a basic understanding of sentence structures, subject-verb agreement and verb tenses, spelling of common words, and MLA punctuation rules. This

examination can be attempted more than once, but the student must score above 85% before a first draft can be submitted for peer editing.

Peer Editing

The student will provide peer review and editing for another student for each of the first three essays (Cause-Effect, Definition, and Problem-Solution). The peer edited materials will be returned to the student author with a copy sent to the instructor.

Formal Outlining

At several points during the course, the student will develop and submit a formal outline for a particular topic or paper. Tutorials are available online to help the student develop mastery of outlining.

post mortem Essays

The Latin term *post mortem* means *after death*. When each of the first three papers are graded and returned to the student, the student-author will review and evaluate the strengths and weaknesses of the paper. The student will then prepare and submit a short essay describing the strengths and weaknesses and describing – in detail – adjustments to be made in preparing the next assigned paper. The *post mortem* essays should be typed in correct MLA format and sent to the instructor as an email attachment.

Summary Writing

For each assigned chapter of the required textbook, the student will prepare and submit a brief summary of the chapter's main idea and main supporting details. Each summary should be written in a professional manner and should demonstrate a clear understanding of the assigned reading. Each summary should be sent to the instructor in the body of an email message (please do not attach a separate document).

Anticipated Class Schedule

The online course is set up by week. As a general rule, each week will be open and available to the student for three weeks. For example, during Week 5, three weeks will be open and available: Week 4, Week 5, and Week 6. The previous week will remain open for students who are unable to complete the work on time, and the subsequent week will open for those students who are able and wish to work ahead.

Students should plan to log in to the course 2-4 times each week. Some assignments will be due before midnight on Wednesday to allow for feedback and response time before midnight on Saturday. The student should anticipate 9-10 hours of work each week (online & offline).

Attendance

- A student who does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class.
- The final deadline to file for a "Withdrawal" from this class is **Saturday, 13 May 2017**. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students.   Certain assignments, such as postings to the Discussion Threads, is due midweek to allow other students to view and comment on the postings before the week's end. As a result, the students are strongly encouraged to log in 2-4 times each week.

Classroom Etiquette

- Online Decorum: In the online environment, the student's presence is primarily through text on the screen. Therefore, appropriate professionalism is expected of all students. Disagreement is expected, since we will be learning about argumentation, but the student is warned to be careful of how the online text might be interpreted by the instructor and fellow students.
- Disruptive Students: Students who disrupt or interfere with a class will be blocked and referred to the Campus Disciplinary Officer. The student will need to meet with the Campus Disciplinary Officer before returning to coursework. Disciplinary procedures will be followed as outlined in the General Catalog.

Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source *correctly*. Any three words or more taken in sequence from a published source must be cited. Students are expected to understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials.   There is no difference between accidental and intentional plagiarism.

- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials which are prohibited or inappropriate in the context of the academic assignment in question.

  Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; and (e) use of a commercial term paper service.

Additional Help

- Login Assistance: use the college's Password Reset Tool here: http://reset.imperial.edu or call the Admissions and Records Front Desk @ 760-355-6101 during business hours.
- Blackboard Assistance: ask your fellow students and your instructors.
- Learning Labs: There are several 'labs' on campus to assist students through the use of computers, tutors, or a combination thereof. Please consult a college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library).
- Library Services: There is more to our library than just books. Students have access to tutors in the Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog.

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials.