

Imperial Valley College Course Syllabus English 201 Instructor Spence

Basic Course Information

Semester:	Spring 2018	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English 201	Email:	cynthia.spence@imperial.edu
CRN #:	20287	Webpage (optional):	None
Classroom:	2727	Office #:	2799
Class Dates:	February 15-June 7	Office Hours:	Tues 4:45-5:15 in the 2600 lab Wed 3:00-5:00 in my office Thurs 4:45-5:45 in the 2600 lab Sat 12:30-1:00 in my office
Class Days:	Thursday	Office Phone #:	760-355-5702
Class Times:	6:00-9:10 pm	Emergency Contact:	Email is best.
Units:	3		

Course Description

ENGL 201 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. (CSU, UC)

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. (ILO1, ILO2)
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
3. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Student will identify the structure of arguments, including the assertions/claims and the proof/support.
2. Student will 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. Student will analyze and construct both deductive and inductive arguments.
4. Student will write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Student will identify formal and informal fallacies in language and thought.
6. Student will recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Student will revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.
8. Students will write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing.

Textbooks & Other Resources or Links

Supreme Court Decisions by Richard Beeman and Jay M. Feinman. Publication date August 28, 2012. ISBN Number: 9780143121992

My Beloved World by Sonia Sotomayor. Publisher: Knopf Doubleday Publishing Group. Publication date January 7, 2014. ISBN-13: 9780345804839

My Own Words by Ruth Bader Ginsburg . Publisher: Simon & Schuster. Publication date October 4, 2016. ISBN-13: 9781501145247

Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

Grading Scale 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A

<i>Supreme Court Decisions</i> Summary/Reflection	6 X 30	180
Paper One – Case Analysis Past		100
Paper Two - Case Analysis Present		100
Supreme Court Jurist/Case Analysis Presentation		100
Supreme Court Jurist/Case Analysis Essay		100
Sonya Sotomayor Essay Questions		100
Ruth Bader Ginsburg - In Class Readings	11 X 20	220
Ruth Bader Ginsburg Essay		100
Total		1000

Attendance

- A student who fails to attend the first meeting of a class or 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. 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. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

Imperial Valley College Course Syllabus English 201 Instructor Spence

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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; (e) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

Imperial Valley College Course Syllabus English 201 Instructor Spence

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You 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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid

assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Imperial Valley College Course Syllabus English 201 Instructor Spence

Anticipated Class Schedule/Calendar

Date	In Class Activity, Assignment, and/or Topic	Homework/Assignments
Thursday February 15	Syllabus & Introduction – Critical Thinking, Plato’s Cave, Logical Fallacies, Logos, Pathos, Ethos, Recognizing Bias	*****
Thursday February 22	Visual Argument, deductive and inductive arguments, denotation and connotation, emotive language, figures of speech, Literary Terms handout Ruth Bader My Own Words in Class Reading One	*****
Thursday March 1	Plagiarism, MLA, Works Cited handout, Quotations handout, Words to Avoid handout, Capitalization handout, Satire, Irony, Parody	*****
Thursday March 8	No Class – Instructor Obligation	*****
Thursday March 15	<i>Supreme Court Decisions: Government</i> Ruth Bader My Own Words in Class Reading Two	<i>Supreme Court Decisions: Government</i> pages 1-30 Summary/Reflection due
Thursday March 22	<i>Supreme Court Decisions: Freedom of Speech</i> Ruth Bader My Own Words in Class Reading Three	<i>Supreme Court Decisions: Freedom of Speech</i> pages 31-59 Summary/Reflection due
Thursday March 29	<i>Supreme Court Decisions: Freedom of Speech</i> Ruth Bader My Own Words in Class Reading Four	Paper One Due – Case Analysis Past
Thursday April 5	Spring Break	*****
Thursday April 12	<i>Supreme Court Decisions: Freedom of Religion</i> Ruth Bader My Own Words in Class Reading Five	<i>Supreme Court Decisions: Freedom of Religion</i> pages 60-88 Summary/Reflection due
Thursday April 19	<i>Supreme Court Decisions: Civil Rights</i> Ruth Bader My Own Words in Class Reading Six	<i>Supreme Court Decisions: Civil Rights</i> pages 89-109 Summary/Reflection due
Thursday April 26	<i>Supreme Court Decisions: Civil Rights</i> Ruth Bader My Own Words in Class Reading Seven	Paper Two Due – Case Analysis Present
Thursday May 3	<i>Supreme Court Decisions: The Right to Privacy</i> Ruth Bader My Own Words in Class Reading Eight	<i>Supreme Court Decisions: The Right to Privacy</i> pages 110-128 Summary/Reflection due
Thursday May 10	<i>Supreme Court Decisions: The Right to Privacy</i> Ruth Bader My Own Words in Class Reading Nine	
Thursday May 17	<i>Supreme Court Decisions: Criminal Justice</i> Ruth Bader My Own Words in Class Reading Ten	<i>Supreme Court Decisions: Criminal Justice</i> pages 129-145 Summary/Reflection due
Thursday May 24	<i>Supreme Court Decisions: Criminal Justice</i> Ruth Bader My Own Words in Class Reading Eleven	
Thursday May 31	Supreme Court Jurist/Case Analysis Presentations	Supreme Court Jurist/Case Analysis Paper Due
Thursday June 7	Sonya Sotomayor Essay Questions Due/Class Discussion	Ruth Bader Ginsburg Paper Due