

ENGL 201 – Advanced Composition

Basic Course Information

Semester:	Fall 2018	Instructor:	James Patterson, PhD
Course #:	English 201	Email:	james.patterson@imperial.edu
Section:	CRN 10289 Room 2727 Thursdays 6:00-9:10 p.m.	Webpage:	http://faculty.imperial.edu/james.patterson
Section:	CRN 11269 online	Office #:	Office 406
Units:	3 Units	Office Hours:	Monday through Thursday, 1:30-2:30 p.m.

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 causal 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.

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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.

Textbooks & Course Requirements

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson can Teach Us about the Art of Persuasion*, revised & updated **3rd edition**. Three Rivers Press, 2013. ISBN 978-0-8041-8993-4.

- The student will need access to her/his IVC email account, WebSTAR, and Canvas. The student is expected to check her/his IVC email account daily. Specific instructions and assignments will be available only through the Canvas system.
- For this online course, the student will need to be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal.
- In addition, the student is expected to have a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.

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.

There are no shortcuts to good writing.

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Course Grading Based on Course Objectives

Essay 1: Cause-Effect (Forensic Argument)

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? (900 words minimum, no more than 1100 words, and at least two credible sources at least one of which is a scholarly peer reviewed journal)*

Essay 2: Definition (Demonstrative Argument)

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. (1000 words minimum, 1200 words maximum, and at least credible three sources at least one of which is a scholarly peer reviewed journal)*

Administration of Justice – Custody? Evidence?

Art – Creativity? Conceptual Art?

Biology – Molecular Cohesion?

Business – Workforce Management?

Computer Science – Data Structures?

Education – Threshold Concepts? Response to Intervention (RTI)? Scaffolding?

Engineering – Fatigue? Fracture & Damage Mechanics?

Nursing – Mid-range Theory? Nursing Theory?

Political Science – Postmodernism? Neo-institutionalism?

Psychology – Suicidal Ideation? Self-Harm? Emotional Intelligence? Growth Mindset?

Sociology – the Acolyte Effect? Pluralism and Diversity?

Essay 3: Problem-Solution (Deliberative Argument)

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. (1200 words minimum, 1500 words maximum, and at least four credible sources at least one of which is a scholarly peer reviewed journal)*

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Essay 4: Partner Debate (Deliberative Argument)

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. (2000 words minimum, 2300 words maximum, and at least six credible sources (3 affirmative & 3 opposition) at least one of which is a scholarly peer reviewed journal)*

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.

Comprehensive 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).

Do not skip chapters. If you fall behind, continue from wherever you stopped reading. It is important that students read straight through the book without skipping chapters. However, reading ahead and allowed and encouraged.

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Discussion

Most weekly assignments will include a Discussion prompt in Canvas. The student is expected to make an initial contribution to the discussion by Wednesday night, and the student is expected to respond to two or more students' posting by Saturday night.

During the first few weeks of the course, there will be only one discussion forum for all students. Beginning in Week 3, however, the student will be working in a small group forum to provide more focus to the discussion. Students will select a small group for Weeks 3-4-5, then Weeks 6-7-8, and then Weeks 9-12.

Grades in Canvas

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)
Comprehensive Outlining	[50 points]	five outlines (10 pts each)
<i>post mortem</i>	[30 points]	three essays (10 pts each)
Summary Writing	[50 points]	(2 pts per chapter = 60 possible)
Examination 1	[30 points]	academic vocabulary
Examination 2	[30 points]	identifying fallacies
Final Examination	[30 points]	vocabulary, fallacies, & grammar
Discussion	[30 points]	
	=====	
Total Points Available:	560 points	

Passing Grade of C: 400 points*

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

“Education is when you read the fine print; experience is what you get when you don’t.”
- Pete Seeger, musician

Warning: The grades (points) in Canvas are not a true account of the student's status in the course. Dr. Patterson maintains some points (such as chapter summaries) separate from the Canvas grades.

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.

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- It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details. The deadline to drop with "W" is **3 November 2018**.
- Dr. Patterson only drops students on the Opening Day Roster (14 August) and the Census Roster (26 August).
- Attendance is Participation (in the face-to-face class as well as online). Dr. Patterson has identified key points along the course where student participation will be reviewed. Students who are not participating in the course at these key points may be dropped as no longer participating in the course.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Anticipated Class Schedule/Calendar

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).

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, and (9) use appropriate language.

Communication & Response Times

The best way to reach me is through email, and you can send messages through the Canvas Inbox or directly to my campus address: james.patterson@imperial.edu. Particularly during the first weeks of the semester, I will be checking my email several times each day to provide responses as soon as possible.

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Because I prefer email communication, I will not be posting a lot of announcements in Canvas. When there is an announcement to be made, I'll push it out through the Canvas Inbox. I encourage everyone to update your Canvas Notifications so you receive a text message any time something arrives in your Canvas Inbox.

Later in the semester, when we're all tired, my response times may slip. However, this semester I have adjusted my Canvas Notifications to send me a text message whenever something arrives in my Canvas Inbox. I hope this will improve my response times, especially later in the semester.

The four research papers will be due before 11:30 p.m. on a Saturday, uploaded into Canvas. I will spend the next week grading papers. The graded papers will be returned through Canvas by the end of the next week.

Cause-Effect Paper	Due: September 15	Returned: September 23
Definition Paper	Due: October 6	Returned: October 14
Problem-Solution Paper	Due: October 27	Returned: November 4

I try to respond to your chapter summaries, your outline submissions, and your *post mortem* reports within 24 hours to provide you with feedback and address any problems I see before you move on to the next assignment.

For Discussion Forums, I expect students to make initial posts before 11:30 p.m. on Wednesdays (sometimes Thursday), and I expect students to check back and respond to other students' postings before 11:30 p.m. on Saturday. Some students work on the weekends, so the initial postings by Wednesday evening allow those students to return on Thursday/Friday to respond to other students' posting.

The topic for the Discussion Forum will determine my level of involvement. During the early weeks of the semester, I will contribute to the forums to help us all build connections with one another. In later weeks, I will step back and allow the students to drive the discussions.

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.

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- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source completely and correctly.
 - Failure to identify quoted words with quotation marks is plagiarism.
 - Failure to provide complete and accurate bibliographic information is plagiarism.
 - Putting your own words in quotation marks and citing a published source is a form of plagiarism called fabrication.
- 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 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; and/or
- (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.

- **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.

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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

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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](#).

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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.