

Basic Course Information

Semester:	Spring 2019	Instructor Name:	Esmeralda Lopez
Course Title & #:	English 201 Advanced Composition	Email:	Esmeralda.lopez@imperial.edu
CRN #:	21282	Class Days:	Wednesdays
Classroom:	404	Class Times:	6:00 p.m. - 9:10 p.m.
Class Dates:	2/11/19 - 6/7/19	Units:	3
Emergency Contact:			Sara Hernandez (760) 355-6224

Course Description

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

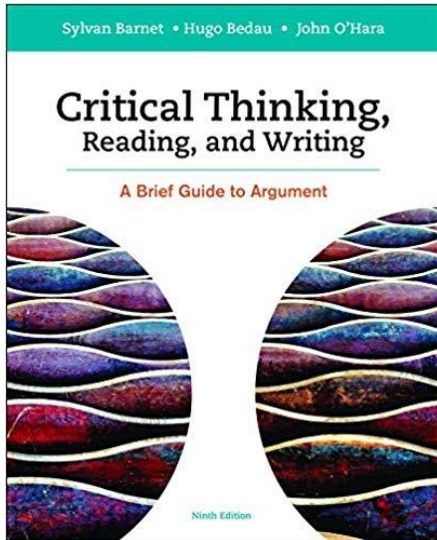
Upon satisfactory completion of the course, students will be able to:

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

Required Book:

- *Critical Thinking, Reading, and Writing*, Ninth Edition by Barnet, Bedau, and O'Hara (ISBN- 978-1-319-03545-7)



Note: You are required to bring your textbook to each class.

Other Materials:

- College-level dictionary (or access to online dictionary)
- Spiral notebook, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters, stapler
- Access to a computer and Internet (homework assignments require access to Canvas)

Course Requirements and Instructional Methods

Class Activities:

This course consists of writing warm-up exercises, journals, lectures, reading assignments, discussions, exams, essay writing, and writing workshops. You will have the opportunity to work with your peers in various group activities. Keep in mind that each class will cover several topics, so attendance is very important. It is also important that you attend class prepared to participate in class discussions. Attendance, preparation, and active participation are your keys to success in this class!

In-class Assignments:

During each class you will practice your critical thinking, reading, and writing skills through various assignments such as writing warm-ups, journals, and reading responses. You can earn up to 10 points for completing your in-class assignments. These assignments are worth 15% of your final grade. Some of the in-class assignments will be based on reading assignments which will be assigned as homework; therefore, it is important that you keep up with the reading assignments so that you are prepared for class activities. Do not forget to bring your textbook to class because some of the activities require it.

Note: If you miss class, you will not be able to make up your missed in-class assignments; however, if you have a valid excuse for missing class, make sure you inform me in advance or as soon as possible so I can give you an alternative assignment.

Discussion Posts:

Online discussion assignments offer you the opportunity to practice your writing, critical thinking, and collaboration skills outside of class. The discussion posts are on the learning management system Canvas. The requirement is that you post a response to your instructor’s post (this is your Initial Discussion Post). You must also respond to at least two of your colleagues’ initial posts (these are your Response Posts). You can earn up to 5 points for your initial post and 5 points for your two response posts. If you only respond to one post, you will not earn 5 points. Review the discussion post rubric in Canvas to ensure your posts meet or exceed the standards. A short post which simply expresses agreement or disagreement is not enough. The post must show analysis of the writer’s ideas and add new ideas to the discussion. The class schedule has the due dates for each discussion post.

Essays:

You will write four formal essays. Essay 1 is worth 50 points (5% of your grade), and it must be 500-750 words in length. You will have the opportunity to work with your colleagues to edit and revise it. Essay 2 is worth 100 points (10% of your grade), and it must be 800-1,000 words in length. This essay requires some research (at least four sources). For this essay, I will have a one-on-one conference with you to give you feedback, and you will have the opportunity to edit and revise it for up to 10 extra points. The third and fourth essays require annotated bibliographies (Essay 3 must have at least six sources and Essay 4 must have at least eight sources). Both essays must be 1,200-1,400 words in length. Essay 3 is worth 150 points (15% of your grade). You will participate in a writing workshop for feedback from your colleagues. Essay 4 is also worth 150 points (15% of your grade). I will have a conference with you to review this essay to help prepare you for the final. All essay due dates are in the class schedule. **Note:** I will deduct points for late submissions and will not accept work more than two weeks late.

Midterm and Final Exam:

The midterm and final will assess your critical thinking, reading, and writing skills. Both will include short essay questions in response to argumentative writing. The midterm exam is worth 100 points, 10% of your final grade, and the final exam is worth 200 points, 20% of your final grade.

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

Assignment/Quantity	Points	Total Points	Percent of Grade
In-class Assignments (15)	10 points each	150	15%
Homework (Discussion Posts) (10)	10 points each	100	10%
Essay 1	50 points	50	5%
Essay 2	100 points	100	10%
Essay 3	150 points	150	15%
Essay 4	150 points	150	15%
Midterm Exam	100 points	100	10%
Final Exam	200 points	200	20%
Total Points		1000	100%

Grading Scale:

Letter Grade	Points	Percent
A	895-1000	90-100%
B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

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.
- 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.

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, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and

(11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

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 importance 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.

- **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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for 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.

Anticipated Class Schedule/Calendar

Tentative Class Schedule

Week/Date	Topic, Activity, and Assignments	Homework
Week 1 2/13/19	<ul style="list-style-type: none">• Syllabus and Introduction• Baseline Essay	<ul style="list-style-type: none">• Discussion Post 1 (initial post due 2/17, response post due 2/19)

Week/Date	Topic, Activity, and Assignments	Homework
Week 2 2/20/19	<ul style="list-style-type: none"> • Biases and Assumptions • Critical Thinking: Generating Ideas 	<ul style="list-style-type: none"> • Discussion Post 2 (initial post due 2/24, response post due 2/26)
Week 3 2/27/19	<ul style="list-style-type: none"> • Critical Thinking: Examining Assumptions • Critical Reading: Active Reading, Previewing, Summarizing, Paraphrasing, and Plagiarism • Review MLA • Assign Essay 1 	<ul style="list-style-type: none"> • Discussion Post 3 (initial post due 3/3, response post due 3/5) • Review Ch. 1 and 2 of <i>Critical Thinking, Reading, and Writing (CTRW)</i>
Week 4 3/6/19	<ul style="list-style-type: none"> • Critical Reading: Persuasion, Argument Procedures, Writing Strategies • Visual Rhetoric • Denotation and Connotation • Essay Workshop on Editing and Revising 	<ul style="list-style-type: none"> • 1st Draft of Essay 1 (due in Canvas on 3/12—bring two typed copies to class on 3/13) • Review Ch. 3 and 4 of <i>CTRW</i>
Week 5 3/13/19	<ul style="list-style-type: none"> • Persuasive Appeals: Ethos, Logos, and Pathos • Critical Writing: Analysis of an Argument • Essay 1 Writing Workshop • Assign Essay 2 	<ul style="list-style-type: none"> • Final Draft of Essay 1 (due in Canvas on 3/19) • Review Ch. 5 of <i>CTRW</i>
Week 6 3/20/19	<ul style="list-style-type: none"> • Critical Writing: Developing Your Own Argument • Research: Finding Evidence, Evaluating and Using Sources, and Creating an Annotated Bibliography • Assign Essay 3 Annotated Bibliography 	<ul style="list-style-type: none"> • Essay 2 (due in Canvas on 3/26) • Review Ch. 6 of <i>CTRW</i>
Week 7 3/27/19	<ul style="list-style-type: none"> • Argument Structures: The Classical Oration • Philosopher’s View: Toulmin Model • Writing Style: Word Choice, Sentence Structure, and Figurative Language 	<ul style="list-style-type: none"> • Discussion Post 4 (initial post due 3/31, response post due 4/2) • Annotated Bibliography for Essay 3 (due in Canvas on 4/2) • Review Ch. 7 and 8 of <i>CTRW</i>
Week 8 4/3/19	<ul style="list-style-type: none"> • Logician’s View: Deduction and Induction • Psychologist’s View: Rogerian Argumentation • Essay 2 Conferences • Midterm Review 	<ul style="list-style-type: none"> • Discussion Post 5 (initial post due 4/7, response post due 4/10) • 1st Draft of Essay 3 (due in Canvas on 4/9—bring two typed copies to class on 4/10) • Study for Midterm
Week 9 4/10/19	<ul style="list-style-type: none"> • Rhetorical Analysis • Invitational Arguments • Essay 3 Writing Workshop • Midterm Exam 	<ul style="list-style-type: none"> • Final Draft of Essay 3 (due in Canvas on 4/16)

Week/Date	Topic, Activity, and Assignments	Homework
Week 10 4/17/19	<ul style="list-style-type: none"> • Arguments of Facts and Definitions • Deduction, Induction, Fallacies Part 1 • Assign Essay 4 Annotated Bibliography 	<ul style="list-style-type: none"> • Discussion Post 6 (initial post due 4/28, response post due 4/30)
<ul style="list-style-type: none"> • Spring Break (campus closed 4/21/19 - 4/27/19) 		
Week 11 5/1/19	<ul style="list-style-type: none"> • The Power of Words • Deduction, Induction, Fallacies Part 2 • Essay 3 Conferences 	<ul style="list-style-type: none"> • Discussion Post 7 (initial post due 5/5, response post due 5/7) • Annotated Bibliography for Essay 4 (due in Canvas on 5/7) • Review Ch. 9 of <i>CTRW</i>
Week 12 5/8/19	<ul style="list-style-type: none"> • Evaluations and Casual Arguments • Arguing About Literature 	<ul style="list-style-type: none"> • Essay 4 (due in Canvas on 5/14) • Review Ch. 11 of <i>CTRW</i>
Week 13 5/15/19	<ul style="list-style-type: none"> • Emotive Language and Propaganda • Proposals • Speeches and Debates 	<ul style="list-style-type: none"> • Discussion Post 8 (initial post due 5/19, response post due 5/21) • Review Ch. 12 of <i>CTRW</i>
Week 14 5/22/19	<ul style="list-style-type: none"> • Free Will, Popular Culture, and Stereotypes 	<ul style="list-style-type: none"> • Discussion Post 9 (initial post due 5/26, response post due 5/28) • Review Ch. 13 of <i>CTRW</i>
Week 15 5/29/19	<ul style="list-style-type: none"> • Final Review • Writing Workshop • Essay 4 Conferences 	<ul style="list-style-type: none"> • Discussion Post 10 (initial post due 6/2, response post due 6/4) • Study for Final
Week 16 6/5/19	<ul style="list-style-type: none"> • Final Exam 	

Note: homework reading assignments will be announced during class.

*****Tentative, subject to change without prior notice*****