

***Thank you for choosing IVC! We are so happy to join you in your educational journey!***

### Basic Course Information

Semester:	<b>Fall 2020</b>	Instructor Name:	<b>Judy Cormier</b>
Course Title & #:	<b>English 201 (online)</b>	Email:	<b>Judy.cormier@imperial.edu</b>
CRN #:	<b>10286, 11542, 11324</b>	Webpage (optional):	
Classroom:	<b>online</b>	Office #:	<b>email</b>
Class Dates:	<b>Aug. 17-Dec. 10, 2020</b>	Office Hours:	<b>M-Th 8pm-9pm or as needed via email</b>
Class Days:		Office Phone #:	
Class Times:		Emergency Contact:	<b>Use email</b>
Units:	3		

**When emailing me, be sure to include your full name and which class you in.**

### 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)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. If you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills **before** starting English 201. However, if you need help with any specific sentence problems, I will be happy to work with you individually.

### Course Prerequisite(s) and/or Corequisite(s)

ENGL 110 or ENGL 101 with a grade of "C" or better

### Student Learning Outcomes

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

- Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness. (ILO1, ILO2)
- Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
- 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

Materials and reading links available on Canvas

You need WORD on your device. All of our materials are in WORD. You can download it for free. (See Canvas modules if you don't know how to do this)

### 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.

#### What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

#### Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect

-Please do not leave any trash behind

**-No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

### Course Grading Based on Course Objectives

#### Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points (up to ½ grade.) Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals' week; however, I may make exceptions.
- Work that is unreasonably late may lose extra points (up to a full grade).
- I may add, change or eliminate assignments in the portfolio in order to better serve the needs of the class. **Changes may be made without advance notice.** Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances

The following is meant to help clarify what the scores mean. However, papers are evaluated on overall quality, including:

- Development of points
- Focus and coherency
- Effective use of examples
- Proper use of research materials including MLA 8 formatting (as assigned)
- Understanding of and application of the structure for the assigned argument model
- Effectiveness of the rebuttal or refutation
- Understanding of and appropriate use of *logos*, *pathos* and connotation (emotive language)
- Avoidance of logical fallacies
- Analysis of causal relationships
- Understanding of and appropriate use of assigned reading materials
- Appropriate use of inductive and/or deductive reasoning
- Presentation of appropriate thesis and internal claim points
- Demonstration of college-level grammar, punctuation and language usage

**Any paper that shows shaky basic writing skills will receive a low score, so edit grammar and punctuation carefully.**

#### Scoring Rubric:

**100%-98% ("A+") Excellent**

This paper demonstrates advanced skills. You rock!

**97%-90% (“A”) Very good**

This paper demonstrates solid writing skills. Very good.

**89%-80% (“B”) Commendable**

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

**79%-70% (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

**69%-68% (“D+/C-”) Borderline**

This paper is on the edge and not really acceptable. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent grammar and punctuation errors. Lack of effort, lack of preparation, or lack of editing may be showing.

**67%-60% (“D”) Not acceptable : Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol.

**59%-1% (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for this advanced class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources.

**0% (“F”) Missing or not accepted for scoring**

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Peer-editing materials may be missing or incomplete. **Papers need to be submitted into Canvas Uni-check before they will be scored.**

I may add, change or eliminate topics or assignments in the class outline in order to serve the needs of the class. Changes may be made without advance notice. Be careful not to miss any assignments. Late work loses points, and late work may or may not be accepted during finals week at my discretion.

<b>Attendance</b>
-------------------

- 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.

### **What does it mean to "attend" an online class?**

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.

### **Physical 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, only students enrolled in the class may attend; children are not allowed.

### **How do I act differently if I have an on-ground class during COVID?**

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
  - a. Even if your symptoms are mild, stay home.

- b. Email your instructor to explain why you are missing class.
  - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
  - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
  - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
    - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
  - 3. BRING A MASK TO CLASS (and always wear it).**
    - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
  - 4. GO DIRECTLY TO YOUR CLASSROOM.**
    - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).
  - 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
    - a. Your classroom is equipped with cleaning supplies. Use them as needed.
  - 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
    - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
  - 7. BRING YOUR OWN FOOD AND DRINKS.**
    - a. There is no food service currently offered on campus.

## 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 (!!!!)].

### How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

**1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

**2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

**3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

**4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.

**5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.
- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

**6) Be READY TO LEARN AND PAY ATTENTION**

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

**7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.

**8) REMEMBER TO UNMUTE WHEN SPEAKING**

- a. Follow your instructor’s directions about using the “**raise hand**” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

**9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.

**10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

**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.

### **How do I show academic honesty and integrity in an online "classroom"?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

NOTE: Do not use the chat room during tests.

## Additional Services for Students

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

### How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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](#).** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#).** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **[Career Services Center](#).** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **[Child Development Center](#).** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### Resources:

- The lecture notes can be found on Canvas along with audio lectures and transcripts
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:
- <http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or [ww.roanestate.edu/owl](http://ww.roanestate.edu/owl)
- To check you final semester grade, go to Webstar ► Student services ► Unofficial transcripts or Final grades.

### 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. When campus is open, the DSP&S office is 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, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

#### **What if I cannot afford food, books, or need other help?**

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### **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**

## English 201 Class Outline (Online)

Fall 2020 rev. 8-17-20

---

**I may add, change or eliminate topics or assignments in order to serve the needs of the class. Changes may be made without advance notice.**

All materials can be found in **modules** in Canvas.

**HINT:** If you take the background materials in the order they are listed and do a few each day, you should be able to effectively manage your time and avoid getting overwhelmed

**NOTE:** We will be actively using the assigned background materials, so be sure to read them. Also, we will be having a midterm exam on these concepts, so you need to spend some time on them. Listen to any attached audio lectures.

---

### **Class orientation August 24 via Zoom**

- Introduction to class and syllabus
  - Tech. Support Sheet for Students
  - First day assignment
- 

### **Week 1 August 18-21 we need to combine weeks one and two**

---

#### **Week 2 August 24-28**

- Composition Vocabulary
  - Working with Language
  - Working with Tone
  - What is Critical Thinking and How Do We Do It?
  - Inferential Reasoning and Assumptions
  - Rebuttals, Refutation and Qualifiers
  - The Writing Process: Tips for Becoming a Successful Writer
  - Development and Quality of Points in a Paper
  - Superficial *vs* Full Development
  - Eliminating Redundancy
  - Rhetorical *Ethos*, Social *Ethos*, *Logos* and *Pathos*
-

### Week 3 August 31- September 4

- Rationalization
  - Logical Fallacies and Establishing Credibility
  - Working with Summaries and Paraphrases
  - Embedding Quotations: Signal Phrases and Parenthetical Citations (and avoiding plagiarism)
  - Formatting and Embedding Samples (NCLB)
  - Responding to Articles and Readings
  - **Instructions for paper #1**
  - **Read assigned article and work on paper #1: Aristotelian evaluative argument**
- 



### Week 4 September 7- 11 (The 7<sup>th</sup> is Labor day)

- Hallmarks of Informality (formalizing our writing to college standards)
  - Short Sample Essay Introduction Models
  - Conclusions
  - **► Draft of paper #1 due Sept 11**
    - If you need help with editing, check out *Grammarly*
- 

### Week 5 September 14-18

- Avoiding Quotation Fragments and Writing Hypothetical Situations
  - Correcting Comma Splices and Run-on Sentences
  - Declarations of Intent vs Thesis Statements vs Claims
  - Introduction to Argumentative Vocabulary: Stasis Theory, Claims, Theses, Warrants
  - Forming Thesis Statements
  - Forming Academic Titles
  - **Keep working on paper #1**
- 

### Week 6 September 21-25

- **► Paper #1 due Sept. 23**
  - Inductive and Deductive Reasoning
  - Toulmin Argument
  - **Instructions for paper #2: Toulmin argument**
  - **Read assigned article and work on paper #2**
- 

### Week 7 September 28 - October 2

#### Keep working on paper #2

- Transitions list
  - Definition vs Description
  - From Weak Questions to Powerful Statements
-

### Week 8 October 5-9

- How to Target an Intended Audience
  - ► **Draft of paper #2 due Oct. 7**
  - Midterm review ► *Midterm exam is Oct. 14 (I will email you the time)*
- 

### Week 9 October 12-16

- ► **Midterm exam is Oct. 14**
  - **Keep working on paper #2**
- 

### Week 10 October 19-23

- ► **Paper #2 is due Oct. 22**
  - What is a Research Paper?
  - Distinguishing Legitimate from Fake Information
  - Kinds of Evidence
  - Finding Sources (variety)
    - **NOTE: The library also has tutorials for you to use to help with research**
  - Works Cited Pages
  - MLA Research Card Example
  - **Instructions for paper #3: Rogerian problem-solution research paper**
- 



### Week 11 October 26-30 Happy Halloween!

- **Keep working on paper #3**
- 

### Week 12 November 2-6

- **Keep working on paper #3**
- 



### Week 13 November 9-13 (The 11<sup>th</sup> is Veterans day )

- ► **Draft of paper #3 is due Nov. 9**
- 

### Week 14 November 16-20

- ► **Paper #3 is due Nov. 20**
  - **Instructions for final project: Arguments in Alternate Media**
- 



### November 23-27 Thanksgiving

---

**Week 15 November 30 - December 3**

- Keep working on final project
- 

**Week 16 December 7-10**

- ►Final project is due Dec. 7. Last day of class



Have a great break!