



IMPERIAL VALLEY COLLEGE

Basic Course Information

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| Semester: | Spring 2021 | Instructor Name: | Christina Shaner |
| Course Title & #: | Advanced Composition / ENGL 201 | Email: | christina.shaner@imperial.edu |
| CRN #: | 21282 | Webpage (optional): | Canvas |
| Classroom: | n/a | Office #: | n/a |
| Class Dates: | 2.16.21-6.11.21 | Office Hours: | 6:00-7:00 p.m. MTWR |
| Class Days: | n/a | Office Phone #: | 619.658.0707 / Ext. 6162 |
| Class Times: | n/a | Emergency Contact: | email preferred |
| Units: | 3 | Class Format: | online |

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. (C-ID ENGL 105/ENGL 115) (CSU/UC)

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

ENGL 105 or
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 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 Texts

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Penguin, 2006. Penguin Classics. [ISBN: 9780143039884]

Atwood, Margaret. *The Handmaid's Tale*. Anchor, 1986. [ISBN: 9780385490818]

Subject Matter Warning

Some of the content we encounter will include bigoted and/or traumatizing language or claims. I will endeavor to warn you about specific types of content as we proceed. We will analyze the biases and ideology present in such text. Supremacist (identity-based) slurs will be partly redacted using MLA format in any content from me and must be redacted in any writing of yours; however, your textbook authors have preserved such language.

Course Requirements and Instructional Methods

Evaluation

All major projects must be written and submitted by the student according to project instructions. Each essay may be revised and resubmitted one time. (See “Ethics” section for plagiarism exception.) Partially completed essays or projects without all required sources will earn failing grades. Late essays may not be accepted.

While you should consult the professor with specific questions about your work, it’s up to you to monitor your overall effort, progress, and points. Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on).

Course Grading Based on Course Objectives

Assignment distribution will be as follows:

- synthesis essay — 15 points
- annotation essay — 15 points
- argument essay — 20 points
- peer reviews — 10 points
- MLA quiz — 5 points
- fallacy quizzes — 10 points
- reading quizzes/posts — 15 points
- final exam — 10 points

To convert a percentage or letter grade to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn a “B” on a project worth 15 points, multiply to find 85% of 15 ($.85 \times 15 = 12.75$ points).

In Canvas you likely will see the points earned rather than percentages. To figure out what letter grade corresponds to the points earned, divide the number by the total possible for the assignment ($12.75/15 = .85$ or 85%).

To check your current course grade, divide your overall points earned by the number of points possible for all assignments due

Course Policies

Email Policy



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More immediate replies to email will be possible during scheduled hours. Otherwise, email responses to student queries will be sent intermittently as the professor checks messages. Chat may also be employed, as needed or beneficial.

Emails must be sent from the student's IVC email account--i.e., direct from your IVC account or through Canvas. Email "subject" lines should identify the specific course and the topic of the message in language that you or the recipient would likely use if either were to search for the message at a later time.

Non-IVC email account names, beyond the risk of embarrassment and ethos problems for the student, provide no reliable sender information to a professor or a colleague. They could belong to anyone, so no personal/confidential business--including grades and projects--should be discussed by them without risk of violating privacy law.

If you encounter a technological issue with your IVC email account, notify the professor and work with IT to resolve it.

If you want the convenience of student email fed straight to your phone, consider downloading the Outlook app so that you may access IVC communications without mixing your personal life and your professional/student life.

Ethics

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject.

Plagiarism

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

False authorship. Obtaining by any means another's work and using that work in an assignment presented for a grade. Common attempts to disguise it include inserting minor word changes and translating from text in another language.

Unacknowledged collaboration. Allowing outside influence or re-writing of the student's work. Cooperation is irrelevant.

Misrepresentation of source. Distorting or altering the meaning of a source text in order to promote an assumption.

Insufficient citation. Using excerpts or paraphrased content from another's work with faulty, or no, citation.

Recycling. Submitting all or part of a text prepared by the student for some other purpose.

Attendance

In an online format, attendance must be determined by participation and/or completion of assigned tasks each week. Missing all activities for two weeks will result in removal from the course.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Tentative Schedule

Feb 16-19

MLA quiz
critical thinking key terms
fallacy list

Feb 22-26

critical thinking excerpts
essay 1 instructions
fallacy quiz



Mar 1-5

citation/MLA review
reading post
essay 1 due

Mar 8-12

essay 1 peer review
vocabulary: ideology, authoritarianism, fascism
Arendt, *Eichmann in Jerusalem*, Ch. II-VI
reading quiz

Mar 15-19

Arendt, *Eichmann in Jerusalem*, Ch. VII-XV
fallacy quiz

Mar 22-26

research guide
essay 2 and 3 instructions
vocabulary: literary terms
fallacy quiz

Mar 29-Apr 2

Atwood, *The Handmaid's Tale*, Ch. I-VI
reading post

Apr 5-9

Spring Break (holiday)

Apr 12-16

Atwood, *The Handmaid's Tale*, Ch. VII-XI
reading quiz
source check

Apr 19-23

Atwood, *The Handmaid's Tale*, Ch. XII-"Historical Notes"
reading quiz
essay 2 due

Apr 26-30

essay 2 peer review
fallacy quiz

May 3-7

essay 3 due
essay 3 peer review

May 10-14

MLA quiz
make-ups and grade queries

May 17-21

essay 1 revisions due

May 24-28

essay 2 revisions due

May 31-Jun 4

Memorial Day (holiday on Monday, May 31)
essay 3 revisions due

Jun 7-11

final exam



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