



Basic Course Information

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| Semester: | spring 2023 | Instructor Name: | Professor Christina Shaner |
| Course Title & #: | Advanced Composition 201 | Email: | christina.shaner@imperial.edu |
| CRN #: | ENGL 201.20129 | Webpage (optional): | Canvas course page |
| Classroom: | 2727 | Office #: | 2785 |
| Class Dates: | 2/14/23 to 6/8/23 | Office Hours: | 9:45 to 11:15 a.m. MW 9:00 to 9:30 a.m. TR |
| Class Days: | TR | Office Phone #: | 760.355.6162 |
| Class Times: | 9:40 to 11:05 a.m. | Emergency Contact: | email |
| Units: | 3 | Class Format: | in person |

Course Description

(Content as in course description. Not written/edited by the professor in this class.)

This course offers advanced instruction in argumentation and critical thinking in reading and writing through the evaluation and analysis of primarily non-fiction texts. Limitation on Enrollment: Course not open to students with a C or higher in English 204. (C-ID: ENGL 105) (CSU/UC)

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

(Content as in course description. Not written/edited by the professor in this class.)

ENGL 105 or ENGL 110 or ENGL 101 with a grade of "C" or better.

Student Learning Outcomes

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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.

Course Objectives

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

1. Write argumentative and analytical papers composing a total of at least 5,000 words of formal writing
2. Use style, diction, and tone appropriate to a diverse academic community and to the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, or punctuation does not impede clarity
3. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using MLA documentation without plagiarism
4. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis
5. Recognize and analyze rhetorical methodologies such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos
6. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
7. Demonstrate an understanding of formal and informal fallacies in language and thought and identify such fallacies in the writings of others
8. Critically read, analyze, and evaluate complex arguments for validity and soundness, distinguishing fact from opinion, and differentiating relevant from irrelevant support

Textbooks & Other Resources or Links

Rhetoric content will be posted to the Canvas course and/or made available by the professor. It is required reading.

There will be two required books this term:

Baddiel, David. *Jews Don't Count: How Identity Politics Failed One Particular Identity*. TLS, 2021.
Horn, Dara. *People Love Dead Jews: Reports from a Haunted Present*. Norton, 2022.

Those who disregard assigned readings can expect to earn failing grades on projects and, eventually, the class. In a k12 class, teachers and students share responsibility for motivation. As a student moves through high school, the obligation shifts in their direction. In a college/university class, the responsibility for motivation rests fully on the student. In other words, a college class is not compulsory education. It's a choice. While specific sources of stress can limit your performance, don't blame a prof. for a simple/general lack of effort, engagement, or intellectual curiosity. We can discuss the way sexism factors in to such excuses or rationalizations when the professor is a woman.



Course Requirements and Instructional Methods

All assignments must be written and submitted by the student according to project instructions.

Instructions for the preparation of any essay revisions will be provided.

Partially completed essays or projects without all required sources will lead to significant point reductions.

Late essays may not be accepted. If you have difficulty with a project and wish to request an extension, do so before the deadline for the essay.

Course Grading Based on Course Objectives

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). Assignment distribution will be as follows:

- **essay 1** - 10 points
- **essay 2** - 10 points
- **essay 3** - 10 points
- **essay 4** - 20 points
- **peer review** - 5 points
- **quizzes** - 35 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 by that date.

Canvas may count any ungraded assignments already due as “0” scores while I grade them or while you complete multi-part assignments. In that case, the overall total provided by Canvas will be incorrect. It is, once again, up to you to keep track of what assignments will be required this semester and your totals for each one

Course Policies

Announcements



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There will be some announcements about upcoming course deadlines, professor sick days (if any), and new materials. Be sure to check your notification settings in Canvas so that you don't miss them. (There is a section in Canvas to help you.)

Email

Face-to-face communication is usually best. While office hours and appointments are best for lengthy conversations about course projects, email is the most efficient means of communication between class meetings for specific questions with focused answers.

• Guidelines:

1. Emails should be sent through Canvas or direct from the student's college email account.
2. The email "subject" line should identify the specific purpose of the message.
3. If emailing direct from your college email account, rather than through Canvas, it can be helpful to indicate the course.

• It's Not "Personal" Communication:

1. Personal (non-IVC) email accounts often have account names that would diminish the sender's credibility.
2. Personal email accounts provide no reliable sender information. In other words, the instructor won't know if they're communicating with a specific student. The sender could be anyone - even if the address includes some version of your legal name.
3. If the identity of the sender is uncertain, no confidential business (including grades and projects) may be discussed by that account without risk of violating federal privacy law.

• Technology:

1. If you encounter a technological issue with your IVC email account, notify the professor right away and work with IT to resolve it.
2. If you want the convenience of official student email fed straight to your smartphone, consider downloading the Microsoft 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. In this class, we will study some attempts to get away with abuse by calling it "culture" or some form of group "belief."

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:



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- **False authorship.** Obtaining by any means someone else'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 someone else's work with faulty, or no, citation.
- **Recycling.** Submitting all or part of a text prepared by the student for some other purpose.

Attendance Policy

For absences due to required attendance at an IVC event, make arrangements in advance with the professor. Personal meetings with IVC staffers/faculty do not apply and would count against you for drop.

If you skip a class, contact a classmate (not the professor) to request notes or updates. There is no need to notify the professor or provide explanations/evidence. The professor has no authority to determine whether an absence not for an IVC event was for a "good reason."

According to current school policy, a student may be removed from the roster for consecutive absences in excess of the unit value for that course. In this case, a student would be eligible for removal after the fourth absence.

Other Course Information

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 biases and ideology. Any supremacist (identity-based) slurs you try to analyze must be partly redacted in MLA format. Details will be provided.

IVC Student Resources

(Not written/edited by the professor in this class.)

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

WEEK 1

syllabus and crash codes

review of basic vocabulary for argument

WEEK 2

rhetoric and MLA layout

ESSAY 1

WEEK 3

fallacies

QUIZ 1

WEEK 4

readings for next essay

ESSAY 2

WEEK 5

Baddiel

ideology and authoritarianism

QUIZ 2

WEEK 6

Baddiel

QUIZ 3

WEEK 7

Baddiel

QUIZ 4

WEEK 8

Horn

QUIZ 5

SPRING BREAK

WEEK 9

Horn

QUIZ 6

WEEK 10

Horn

QUIZ 7

WEEK 11

Horn

ESSAY 3

WEEK 12

research prep
source list

WEEK 13

drafting
ESSAY 4

WEEK 14

fallacy activity

WEEK 15

PEER REVIEWS

WEEK 16

content review
FINAL