



IMPERIAL VALLEY COLLEGE

Syllabus: Reading 111

Semester:	Spring 2023	Instructor Name:	Audrey A. Morris
Course Title & #:	READ 111	Email:	Audrey.morris@imperial.edu
CRN #:	20966	Webpage (optional):	None
Classroom:	Online	Office #:	2700-2796
Class Dates:	Feb 14 – June 11, 2023	Email Office Hours:	M&T / 5-6 pm W&R / 7-8 pm
Class Days:	Online	Office Phone #:	760 355-6354
Class Times:	Online	Emergency Contact:	760 355-6224
Units:	3	Class Format:	Asynchronous Online

“The important thing is not to stop questioning.– Albert Einstein
“To read without reflecting is like eating without digesting.” – Francis Bacon

Course Description

Designed to help adequate readers become superior readers. Recommended for college transfer students who wish to develop the critical reading and thinking skills necessary for all types of college level reading. Includes substantial practice in analysis and criticism of opposing stands on perennial social issues. (Formerly ENGL 111) (CSU)

This course is an asynchronous online course. Students must have access to a computer and The Internet. All instruction can be found on Canvas, which you can access from the dropdown “Student” Menu on the IVC Webpage.

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

ENGL 105 or
ENGL 110 and
READ 019 with a grade of "C" or better or appropriate placement.

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. Identify the three main persuasive appeals in selective texts.
2. Show growth in the ability to distinguish and identify word meanings appropriate to the college-transfer level.
3. Identify persuasive techniques in print or visual or aural media.
4. Identify, analyze, and critique inference and its effects.

Course Objectives

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

1. Locate, paraphrase, and outline the main idea and supporting detail and supporting detail of expository prose.
2. Demonstrate the ability to take accurate notes from textbooks.
3. Identify patterns of development in expository prose.
4. Accurately analyze and criticize both inductive and deductive arguments.
5. Recognize and identify common fallacies in argumentation.

6. Demonstrate an ability to criticize argumentation by identifying hidden premises and assumed values in argumentation.
7. Show an understanding of techniques used to persuade.
8. Develop speed and a flexibility of reading skills appropriate to university demands.
9. Show growth in the ability to distinguish and identify word meanings.

Textbooks & Other Resources or Links

Required

Barnet, Sylvan, Hugo Bedau and John O'Hara. *From Critical Thinking to Argument: A Portable Guide*.

- *Paperback*: ISBN 978-1-319-19443-7
- *Digital*: Visit www.macmillanlearning.com/college/us/englishdigital
- *EBook*: Visit www.macmillanlearning.com/ebooks

Nisbett, Richard E. *The Geography of Thought*. ISBN 978-0-7432-1646-3

Optional

Browne, M. Neil and Stuart M. Keeley. *Asking the Right Questions: A Guide to Critical Thinking*; 12th Edition. ISBN 978-0-13-443199-4

Course Grading Based on Course Objectives

I will evaluate your mastery of course objectives through a variety of assignments including discussions, reading responses, projects, and quizzes. Your final grade will be weighted according to the categories below:

- Reading Projects (50%)
 - Project 1: Position Paper (10%)
 - Project 2: Visual Analysis (10%)
 - Project 3: Rhetorical Analysis (15%)
 - Project 4: Argument (15%)
- Reading Responses (15%)
- Discussions (15%)
- Assignments (10%)
- Quizzes (10%)

Total = 100%

Grading system: 90+ = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D, 59 – 0 = F

Course Policies

Read 111 students are responsible for completing weekly reading assignments at the beginning of each week and turning in all assignments on or before the due date. Learning activities include listening to brief lectures, reading, taking notes, answering questions, collaborating on group tasks, and creating written analyses and essays.

Out of Class Assignments: The Department of Education policy states that each (1) credit hour should represent one hour in class and not less than (2) hours out-of-class work each week, which is a total of three (3) hours for each unit. WASC has adopted a similar requirement. Since this is a three (3) unit asynchronous online course, the minimum amount of time that should be dedicated to this class each week is nine hours (3 x 3 = 9 hours). That amount is an estimate. If you are still working on pre-requisite skills, you may need to commit more time.

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. 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.
- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. 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, as will absences due to medical emergencies.
- Acceptable indications of attendance are:
 - Student submission of an academic assignment or discussion
 - Student submission of an exam
 - Student participation in an instructor-led Zoom conference
 - Documented student interaction with class postings, such as a tutorial or computer-assisted instruction
 - 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.

Note: Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Netiquette

- Netiquette is a set of guidelines for behaving properly online and includes internet manners, online etiquette, and digital etiquette.
- Students should comply with the following when emailing or taking part in discussions:
 - Identify yourself by first and last name
 - Include a subject line
 - Respect others' opinions and privacy
 - Use appropriate language (think PG or PG-13)
 - Do not use ALL CAPS or multiple exclamation marks (!!!!)

Academic Honesty

Academic honesty 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.

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

See Canvas for the details of weekly assignments, including discussions, reading responses, and quizzes.

Date or Week	Content	Read	Major Assignments & Quizzes
Week 1 Feb 13-19	What does it mean to think critically? <ul style="list-style-type: none"> • Metacognition • Critical Thinking • Asking Questions 	Syllabus Orientation Lecture	Week 1 Quiz: Syllabus
Week 2 Feb 20 - 26	<ul style="list-style-type: none"> • Thinking Through an Issue • Multiple Perspectives • Obstacles to Critical Thinking • Anticipating Counterarguments 	FCTtA – Ch. 1A. (3-15) <i>Geography</i> , Introduction (AtRQ* – Ch. 1 & 2)	
Week 3 Feb 27 - Mar 5	<ul style="list-style-type: none"> • Generating Ideas • Responding to Issues • Classical Topics and Invention 	FCTtA – Ch. 1B. (16-34) <i>Geography</i> , Ch. 1 (AtRQ* - Ch. 3)	Week 3 Quiz: CTtA Ch. 1
Week 4 Mar 6 – Mar 12	What does it mean to read analytically? <ul style="list-style-type: none"> • Prereading • Reading <ul style="list-style-type: none"> ○ Annotating 	FCTtA – Ch. 2A. (40-63) <i>Geography</i> , Ch. 3	Week 4 Quiz: <i>Geography</i> Introduction & Ch. 1
Week 5 Mar 13 – Mar 19	<ul style="list-style-type: none"> • Post Reading <ul style="list-style-type: none"> ○ Summarizing ○ Defining Terms ○ Ambiguity 	FCTtA – Ch. 2B (64-84) <i>Geography</i> , Ch. 4 (AtRQ* - Ch 4)	Week 5 Quiz: CTtA Ch. 2
Week 6 Mar 20 – Mar 26	<ul style="list-style-type: none"> • The Toulmin Model <ul style="list-style-type: none"> ○ Claims/Grounds/Warrants/Backing ○ Rebuttals 	FCTtA – Ch. 8 <i>Geography</i> , Ch. 5	Week 6 Quiz: CTtA Ch. 8
Week 7 Mar 27 – Apr 2	What does it mean to read critically? <ul style="list-style-type: none"> • Rhetorical Appeals (Logos, Pathos, Ethos) • Induction & Deduction • Sound Arguments 	FCTtA – Ch. 3A (85-98) <i>Geography</i> , Ch. 6	Week 7 Quiz: <i>Geography</i> Ch. 3 & 4
Week 8 Apr 3 – Apr 9	<ul style="list-style-type: none"> • Definitions • Assumptions • Types of Evidence • Non-Rational Appeals 	FCTtA – Ch. 3B (98-135) <i>Geography</i> , Ch. 7 (AtRQ* - Ch. 7, 8, 10)	Week 8 Quiz A: CTtA Ch. 3 Week 8 Quiz B: <i>Geography</i> Ch. 5 & 6
(Apr 10 – 16)	SPRING BREAK	NO Classes	

Date or Week	Content	Read	Major Assignments & Quizzes
Week 9 Apr 17 - 23	<ul style="list-style-type: none"> Identifying and Avoiding Fallacies 	FcTtA – Ch. 9B (370-396) <i>Geography</i> , Ch. 8* Epologue (AtRQ* Ch. 6, 9, 11)	Week 9 Quiz: CTtA – Ch. 9B Project 1: Position Paper (Due Sat)
Week 10 Apr 24 - 30	What does it mean to “read” and analyze an image? <ul style="list-style-type: none"> Uses of Visual Images Analysis of Images 	FCTtA – Ch. 4A (136-148)	
Week 11 May 1 - 7	<ul style="list-style-type: none"> Levels of Images Responding to Ads, Photographs, Political Cartoons Writing about Images 	FCTtA – Ch. 4B (149 - 176)	Week 11 Quiz: CTtA Ch. 4 Project 2: Image Analysis(Due Sat)
Week 12 May 8 - 14	What steps should a reader follow to analyze an argument? <ul style="list-style-type: none"> Focus on the author Organization 	FCTtA – Ch. 5A (177-187)	
Week 13 May 15 - 21	<ul style="list-style-type: none"> Writing a Rhetorical Analysis 	FCTtA – Ch. 5B (188-198)	Week 13 Quiz: CTtA Ch. 5 Project 3: Rhetorical Analysis (Due Sat)
Week 14 May 22 - 28	What steps are involved in planning and composing an argument? <ul style="list-style-type: none"> Planning an Argument 	FCTtA – Ch. 6	
Week 15 May 30 – Jun 4	<ul style="list-style-type: none"> Drafting an Argument Using Sources 	FCTtA – Ch 7	Week 15 Quiz: CTtA Ch. 6 & 7
Week 16 Jun 5 – Jun 9	<ul style="list-style-type: none"> Presenting the Views of Others Presenting Your Own Views Putting it All Together 	FCTtA – Appendix (SG1 – SG11)	Project 4: Classical Argument (Due W)

- CTtA = *From Critical Thinking to Argument* (Barnet, Bedau, and O’Hara)
- *Geography* = *The Geography of Thought* (Nisbett)
- (AtRQ*) = *Asking the Right Questions* (Browne and Keeley) *OPTIONAL

****Subject to change without prior notice****