



**Justin Behrens – ENGL201 – Advanced Composition**

**Basic Course Information**

Semester:	<b>FA2023</b>	Instructor Name:	<b>Justin Behrens</b>
Course Title & #:	<b>ENGL201 – Advanced Composition</b>	Email:	<b>justin.behrens@imperial.edu</b>
CRN #:	<b>10136</b>	Webpage (optional):	
Classroom:	<b>2731</b>	Office #:	<b>2792</b>
Class Dates:	<b>Aug 14, 2023 – Dec 09, 2023</b>	Office Hours:	<b>T, R : 1:00pm – 3:00pm</b>
Class Days:	<b>T,R</b>	Office Phone #:	
Class Times:	<b>11:20am – 12:45pm</b>	Emergency Contact:	<b>email</b>
Units:	<b>3</b>	Class Format:	<b>Face-to-Face (On Ground)</b>

**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. Limitation on Enrollment: Course not open to students with a C or higher in English 204. (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 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**

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

ZTC Course (Zero Textbook Cost). No textbooks are required for the course.

### 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.

- 1 – Lecture
- 2 – Individual and Group in-class activities/discussions
- 3 – Formative and Summative Assessments
- 4 – Writing Assignments: Informal writing and Formal Essays

Late Assignments: Late assignments will only be accepted with prior instructor approval on a case-by-case basis. Note that some assignments require in-class participation and as such cannot be “made-up” at a later date.

### Course Grading Based on Course Objectives

**Grades are determined based on standard 100 –point scale.**

**Grading Scale: 100-90 = A / 89-80 = B / 79-70 = C / 69-60 = D / 59-0 = F**

Determination of final course grades are based on the following:

- |                                   |     |
|-----------------------------------|-----|
| 1 – Formal Essays                 | 40% |
| 2 – Writing Prompts               | 20% |
| 3 – In-class Exercises/Discussion | 20% |
| 4 – Formative Assessments         | 20% |

As noted above: late assignments will only be accepted with prior instructor approval on a case-by-case basis.

## Course Policies

- 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.
- **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

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.

### Use of Artificial Intelligence

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification

### Other Course Information

### 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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Unit 1	<b>Orientation</b>  Syllabus & Introduction Canvas	
Unit 2	<b>Building an Argument: Argumentative Essay Structure</b>  Inquiry Based Writing Claims and Support Understanding Appeals (Ethos, Logos, Pathos) Logic and Reasoning: Abductive, Deductive, Inductive Argumentative Fallacies	
Unit 3	<b>Formal Essay 1 – Factual Argument (Is any fact really a fact?)</b>  Formal Essay Structure: Factual Argument Rhetorical Analysis Formative Assessment Writing Workshop	Formal Essay Factual Argument Rough Draft for Peer Review  Final Draft: Factual Argument Essay



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Unit 4	<p><b>Formal Essay 2 – Definition Argument</b>  <i>(What we call things matters.)</i></p> <p>Formal Essay Structure: Definition Argument            Rhetorical Analysis            Formative Assessment            Writing Workshop</p>	<p>Formal Essay Definition            Argument Rough Draft for            Peer Review</p> <p>Final Draft: Definition            Argument Essay</p>
Unit 5	<p><b>Formal Essay 3 – Causal Argument</b>  <i>(Figuring out why.)</i></p> <p>Formal Essay Structure: Causal Argument            Rhetorical Analysis            Formative Assessment            Writing Workshop</p>	<p>Formal Essay Causal            Argument Rough Draft for            Peer Review</p> <p>Final Draft: Causal            Argument Essay</p>
Unit 6	<p><b>Formal Essay 4 – Proposal Argument</b>  <i>(This is what we should do, and this is why we should do it.)</i></p> <p>Formal Essay Structure: Proposal Argument            Rhetorical Analysis            Formative Assessment            Writing Workshop</p>	<p>Formal Essay Proposal            Argument Rough Draft for            Peer Review</p> <p>Final Draft: Proposal            Argument Essay</p>

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