Basic Course Information

Semester:	Spring 2024	Instructor Name:	Christina Shaner
Course Title & #:	201 Advanced Composition	Email:	christina.shaner@imperial.edu
CRN #:	201.20620	Webpage (optional):	Canvas
Classroom:	online	Office #:	2785
Class Dates:	February 12 to June 7	Office Hours:	8:00 - 9:00 a.m. MTWR
Class Days:	n/a	Office Phone #:	760.355.6162
Class Times:	n/a	Emergency Contact:	email
Units:	3	Class Format/Modality:	online / asynchronous

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) - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

ENGL 105 or ENGL 110 or ESL 108 - with a grade of "C" or better.

Student Learning Outcomes - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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 - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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

1. Critically read, analyze, and evaluate complex arguments for validity and soundness, distinguishing fact from opinion, and differentiating relevant from irrelevant support
2. Demonstrate an understanding of formal and informal fallacies in language and thought and identify such fallacies in the writings of others
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
4. Recognize and analyze rhetorical methodologies such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos

5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis

6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using MLA documentation without plagiarism

7. 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

8. Write argumentative and analytical papers composing a total of at least 5,000 words of formal writing

Textbooks & Other Resources or Links

English 201 is what's known in the field of English as a "rhetoric/composition" or "rhet/comp" course. The basics of reasoning and evidence, with particular emphasis on induction, will be addressed in the Canvas course modules. Additional readings or content for assignments may be provided via links and screenshots.

While content I provide in the Canvas course will serve as your textbook on rhetoric and composition, you must acquire two books that will serve as the basis for your major research project:

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.

The ISBN for the Horn book in paperback format is 9781324035947. The ISBN for the Baddiel book in paperback format is 9780008399511.

A failure to read Canvas course content, the required book, or external (linked) sources will lead to misunderstanding and inadequate outcomes on assignments.

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 required or optional 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.

Software

Revisions will be prepared using the "**track changes**" features available in **Microsoft Word** or **Apple Pages**. Since Google Docs does not support the exporting of a document with changes marked, you must use Word or Pages to generate essays for this class. Written and video instructions for track changes features will be provided when needed.

An online version of Word is accessible via the Canvas course menu; however, you may have difficulty preserving editing marks with that version of the software. As a student at this institution, you should be

eligible to install **Microsoft 365** on your personal device at no added cost. To do so, go to [Microsoft](#) to confirm your IVC student status and follow the instructions provided.

Course Grading Based on Course Objectives

Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). A student begins the semester with zero points and increases their total with each graded assignment.

Assignment point distribution will be as follows:

• essay 1 - 15 points
• essay 2 - 15 points
• essay 3 - 10 points
• essay 4 - 20 points
• discussions - 20 points
• activities - 5 points
• unit quizzes - 10 points
• final - 5 points

To convert a percentage to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn an 85% on a project worth 15 points, multiply to find 85% of 15 (.85 x 15 = 12.75 points).

To convert a point total to a percentage, divide the number by the total possible for the assignment. For example, if you earn a 12.75 out of 15 possible for an assignment, divide 12.75 by 15 (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 graded by that date.

Academic Honesty (Artificial Intelligence -AI) - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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.

Course Policies

Ethics

There are two major concerns in this section. One involves abuse and the other involves cheating.

Discrimination

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. There is no "freedom" or "right" to abuse members of an identity group. We will study some attempts to use such propaganda and tie it to claims of "belief" or "culture."

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:** False authorship refers to the presenting of someone else's ideas and/or words as your own 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:** Unacknowledged collaboration refers to instances of excessive influence on or re-writing of your work. The cooperation of an another person is irrelevant.
- **Misrepresentation of source:** Misrepresentation refers to the distorting or altering of meaning in a source text in order to promote an assumption. It may be performed through unconscious bias.
- **Insufficient citation:** Insufficient citation refers to the appearance of someone else's work with faulty, or no, citation. It may appear due to lack of attention to MLA format.
- **Recycling:** Recycling refers to the reuse of text prepared by the student for some other purpose without approval or acknowledgement.

Attendance

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 an online course valued at four units, the student is then eligible for removal after two weeks of missed activities. Illness and personal matters count toward the missed days allowed. An instructor has no right to require paperwork or details related to a personal absence.
For absences or deadline conflicts due to required attendance at an IVC event, make arrangements in advance with the professor. Personal meetings with IVC staffers/faculty do not apply.

Email

My IVC email is as follows: christina.shaner@imperial.edu

- **How to email a professor:** Send email through Canvas or from your college email account - not from a personal address. Be sure to include the specific purpose of the message in the subject line. In the message, attempt to communicate with clarity and accuracy in complete sentences. Don't forget to identify yourself and the course.
- **Why you shouldn't use a personal email account:** Personal email accounts provide no reliable sender information. The name/address itself can diminish the student's credibility and/or imply a kind of immaturity or unprofessionalism. Since the sender could be anyone, no confidential business (including grades and projects) may be discussed.

- **How to make emailing quicker and easier:** 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. Alternatively, you may download the Canvas app to email through Canvas as questions occur to you. If you encounter a technological issue with your IVC email account, notify your instructors and work with IT to resolve it.

Other Course Information

If you experience difficulty with Canvas, use your cursor or trackpad to select the floating question mark or the "Help" icon in the account navigation bar (the dark grey bar with white icons on the left side of the Canvas page).

Alternatively, you may navigate directly to the software developer's [student guide](#).

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

The following is a general outline of course topics. Deadlines and assignment specifics appear in relevant Canvas modules. The sequence and details below are subject to change.

You will receive announcements to remind you of spring break and the Lincoln, Washington, and Memorial Day holidays.

Unit 1 Topics: Weeks 1 to 3
- review of argument
- criticism, judgment, support
- ethos, pathos, logos,
- dialectic, rhetoric
- species of rhetoric
- critical thinking
- MLA layout
- essay checklist
- review of MLA format
- texts for analysis (Foucault and Popper)

Unit 2 Topics: Weeks 4 to 6
- sophistry
- fallacies
- propaganda

- Toulmin
- ideology
- authoritarianism
- populism
- texts for analysis (Foucault, Lorde, and Said)

Unit 3 Topics: Weeks 7 to 9
- fascism
- totalitarianism
- Britt article
- Umberto Eco article
- hegemony
- Gramsci
- Baddiel
- IHRA definition of antisemitism
- Alice Walker and antisemitism

Unit 4 Topics: Weeks 10 to 12
- race science propaganda
- academic research
- databases
- ProQuest
- checking ethos
- in-text citation resource
- Horn (introduction and chapters 1 through 7)

Unit 5 Topics: Weeks 13 to 15
- EBSCOhost
- GALE
- track changes
- Horn (chapters 8 through 12)

FINALS WEEK

Subject to change without prior notice