



## Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Olivia Garcia</b>
Course Title & #:	<b>English 201: Advanced Composition</b>	Email:	<b>olivia.garcia@imperial.edu</b>
Units:	<b>3</b>	Office #:	<b>2791</b>
CRN #:	<b>20656</b>	Office Phone #:	<b>(760) 355-6518</b>
Class Dates:	<b>Feb. 10-June 6, 2025</b>	Office Hours:	<b>Monday: 2:30 pm-3:30 pm Tuesday: 10:00 am-11:00 am Wednesday: 2:30 pm-3:30 pm Thursday: 10:00 am-11:00 am</b>
		Class Format/Modality:	<b>Asynchronous Online</b>

## Course Description

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)

PREREQUISITES: ENGL 105 or ENGL 110 or ESL 108 - 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. 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

### REQUIRED TEXTS

- **"Critical Thinking: What It Is and Why It Counts" by Peter A. Facione**
  - A PDF is provided on Canvas in the Course Orientation Module on the "Participation, Required Texts/Materials, Course Requirements, Grades" page
  - You will be REQUIRED to print a hard copy of this article to use for at least one assignment to show annotations. The PDF is a total of 31 pages, but the required information is pages 1-26. You may print front and back sided to keep the printout to 13 pages.
- **[The Coddling of the American Mind](#) by Greg Lukianoff and Jonathan Haidt**
  - Though there are a Kindle and audio version option through Amazon (and other illegal versions available online), **you will be required to show HANDWRITTEN annotations for a number of assignments. This will be easiest on a book that you will purchase and not return.** If you are purchasing the Kindle or other online version or any audiobook, you will not be able to make notes directly on the pages in order to turn in to the assignments. There are some options provided on the assignments, but all require handwritten notation and writing apart from the book will make the work a bit more time-intensive and much more care as I will need to easily understand what connects where.
    - **If alternative needs are required, please speak with me directly through email ASAP.**
- Other readings will be required to be researched on your own to use alongside the chapters of the CT article, the book, and whatever topic is chosen to write about.
- **MLA style handbook** (those listed below are the books and website I use):
  - [MLA Handbook 9th Edition](#) OR
  - [A Pocket Style Manual](#) (9th edition) by Diane Hacker and Nancy Sommers (personal preference) OR
  - [The OWL: Purdue Online Writing Lab](#) (personal preference)
- **Good college-level dictionary**; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

## Course Requirements and Instructional Methods

The 16 weeks of the semester are separated into The Course Orientation and Spring 2025 Project Modules and the 5 UNITS breaking down the writing process. The topic focus will come from the article "**Critical Thinking: What It Is and Why It Counts**" and the book *The Coddling of the American Mind* and the writing process itself. A brief outline follows below:

- **The Course Orientation UNIT (Wk 1):**
  - **REQUIRED TO REMAIN IN CLASS:**
    - Read through the information pages: **each must be marked "done"** (button at the bottom of each page) to move throughout module
    - Read "**Critical Thinking: What It Is and Why It Counts**" by Peter Facione
    - Complete **Course Orientation Quiz; Discussion 1; and Reading Assignment #1**

**\*This CO UNIT must be completed to remain in class; if all the requirements are not met by their respective due dates listed on each assignment, you will be dropped from the class.**

- **UNIT 1: PREWRITING** (Wks 1-10):
  - Continue reading "**Critical Thinking: What It Is and Why It Counts**" by Peter Facione
  - Read the book *The Coddling of the American Mind* by Greg Lukianoff and Jonathan Haidt
    - Submit weekly discussions about the book
    - Submit weekly writing assignments
      - Research Annotation #1 and Research Annotation #2 focus on outside research to use for essay support
    - Review and mark as "done" **UNIT 1 Overview** and submit **The Coddling Book Version, Research Annotation #1 and #2 assignments to move on to UNIT 2**
- **UNIT 2: DRAFTING** (Wks 11-13):
  - Complete the Rough Outline, the Formal Outline, and Rough Draft 1
  - Read **UNIT 2 Overview** and submit the **Formal Outline** and **Rough Draft 1 to move on to UNIT 3.**
- **UNIT 3: REVISING** (Wks 14):
  - Complete revision of Rough Draft 1
  - Read **UNIT 3 Overview** and submit **Rough Draft 2 to move on to UNIT 4.**
- **UNIT 4: EDITING** (Wk 15):
  - Complete editing of Rough Draft 2
  - Read **UNIT 4 Overview** and submit the **Rough Draft 3 to move on to UNIT 5.**
- **UNIT 5: EVALUATION** (Wk 16):
  - Complete the class final that *self-evaluates* your Final Draft
  - Read **UNIT 5 Overview** and **Final Grade Explanation** and submit the **Final Draft (for instructor)** and **Final Draft: Self-evaluation to complete the class.**

Within each unit, you will see these assignments:

- **Discussions:** brainstorming and drafting exercises that should be used to gain perspectives from other classmates and group members. There is one discussion per week from Week 1-Week 12 for a total of 12 discussions.
  - Discussions must meet minimum requirements to receive full credit (such as a word count and topic relevance)
  - **Discussions close at the end of each week and cannot be accessed again, nor can they be made up.**
- **Assignments:** draft writings that build to the Final Draft: Self-evaluation; each UNIT focuses on a step of the writing process, as do the assignments
- **Surveys/Quizzes:** assignments that provide some "easy padding" to your grade
  - Survey assignment to submit book version
  - A few surveys throughout the semester to gauge understanding of course setup
- **Tutoring Review Sessions:** continuous, ongoing reviews for assignment maintenance.
  - Required: ONE session, every TWO weeks: total of 7 reviews by the end of the semester (Wks 1 and 16 NOT included)
  - Must show *proof* of attendance
    - Review options:
      - Instructor office hours
      - IVC Tutoring
  - **TRS must be submitted within the two-week period and cannot be made up**
  - Additional reviews per two-week time frame can be used for "extra credit";
    - Full explanation in "Grading" section of **SPRING 2025 PROJECT INFORMATION** and each **Tutoring Reviews** assignment

## Course Grading Based on Course Objectives

Grade Breakdown with Percentages: Standard A-F (100%-0%) grading scale

Assignment Group	Weight (% of class)
Surveys	5%
Discussions	10%
Tutoring Reviews	10%
UNIT 1: PREWRITING	30%
UNIT 2: DRAFTING	15%
UNIT 3: REVISING	15%
UNIT 4: EDITING	5%
UNIT 5: EVALUATION	10%
TOTAL	100%

### LATE WORK

*Communicate. With. Me. First. And. Always.*

There are NO late deadlines for any assignment, discussion, survey, or tutoring review. You are given **ONE “free” late pass** for a **writing assignment** of your choosing, but you must disclose your use of the late pass **no later than the due date** of the assignment for which it is being used.

- This late pass is only good for **one extra week** and must be used within that week of time for the particular writing assignment.
  - It **cannot** be used for discussions, as those require interaction with classmates/group members; nor can it be used for tutoring, as that is an on-going, biweekly requirement.
- The late pass does not automatically assign full credit to an assignment but will allow for eligibility of full credit through to the late submission.
  - Should the work meet the requirements of the assignment fully, then it can receive full credit.
  - Should the work *not* meet the requirements of the assignment fully, then it will receive partial credit according to the grading standards of the assignment.
    - Even if the assignment does not receive full credit, once the late pass has been used, there is no additional opportunity to submit late.

If you keep your late pass to the end of the semester, it does not get “turned in” for any additional credit. It is simply an accommodation offered for that “emergency” moment.



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## EXTRA CREDIT

None.

With one "exception": additional Tutoring Review Sessions beyond the required one every two weeks will receive added credit. See explanations for extra reviews in the next page **About the Class: Tutoring Review -- SEMESTER REQUIREMENT**, the "Grading" section of the **PROJECT PREPARATION UNIT**, and the **Tutoring Review** assignments.

## Academic Honesty (Artificial Intelligence -AI)

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.

## Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

## Course Policies

### ACADEMIC HONESTY

Academic honesty in the advancement of knowledge 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.



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## How do I show academic honesty and integrity in an online “classroom”?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and *will do so without the assistance of others* (unless directed by the instructor).

### Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

## Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## 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.



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## Anticipated Class Schedule/Calendar

Week/Date Tues.-Mon.	Assignment	Due Date (Discussions Closing Date listed as second date in series)
WEEK 1 (Mon.) Feb. 10- <b>Feb. 17</b> <b>Washington's Day Holiday</b>	Course Orientation Quiz Discussion: Introduce Yourself Reading Assignment #1 (RA1): CT article <b>ALL MUST BE COMPLETED TO REMAIN IN CLASS</b>	2/12/2025, 11:59 pm 2/17/2025, 11:59 pm 2/17/2025, 11:59 pm <b>ASSIGNMENTS CLOSE</b>
WK 2 Feb. 18-Feb. 24	*CT article: Discussion (D)2 Reading Assignment (RA) 2	2/20 & 2/24/2025, 11:59 pm 2/24/2025, 11:59 pm
WK 3 Feb. 25-Mar. 3	* <i>The Coddling</i> : Intro D3 RA3 Tutoring Review Session (TRS) 1	2/27 & 3/3/2025, 11:59 pm 3/3/2025, 11:59 pm 3/3/2025, 11:59 pm
WK 4 Mar. 4-Mar. 10	* <i>The Coddling</i> : Ch. 1-3 D4 RA4	3/6 & 3/10/2025, 11:59 pm 3/10/2025, 11:59 pm
WK 5 Mar. 11-Mar. 17	* <i>The Coddling</i> : Ch. 4-5 D5 RA5 TRS2	3/13 & 3/17/2025, 11:59 pm 3/17/2025, 11:59 pm 3/17/2025, 11:59 pm
WK 6 Mar. 18-Mar. 24	* <i>The Coddling</i> : Ch. 6-8 D6 RA6	3/20 & 3/24/2025, 11:59 pm 3/24/2025, 11:59 pm
WK 7 Mar. 25-Mar. 31	* <i>The Coddling</i> : 9-11 D7 RA7 TRS3	3/27 & 3/31/2025, 11:59 pm 3/31/2025, 11:59 pm 3/31/2025, 11:59 pm
WK 8 Apr. 1-Apr. 7	* <i>The Coddling</i> : 12-Conclusion D8 RA8	4/3 & 4/7/2025, 11:59 pm 4/7/2025, 11:59 pm
WK 9 Apr. 8-Apr. 14	D9 <b>RA9: Research Annotation #1 (Must complete to move to UNIT 2)</b> TRS 4	4/10 & 4/14/2025, 11:59 pm 4/14/2025, 11:59 pm 4/14/2025, 11:59 pm
WK 10 Apr. 15- <b>Apr. 28 (after Spring Break)</b>	D10 Topic Choice with Informal Thesis <b>RA10: Research Annotation #2 (Must complete to move to UNIT 2)</b>	4/17 & <b>4/28/2025, 11:59 pm</b> <b>4/28/2025, 11:59 pm</b> <b>4/28/2025, 11:59 pm</b>
<b>SPRING BREAK APRIL 20-26, 2025</b>		
WK 11 Apr. 29-May 5	D11 UNIT 2: Writing Assignment (WA) 1: Rough Outline TRS5	5/1 & 5/5/2025, 11:59 pm 5/5/2025, 11:59 pm 5/5/2025, 11:59 pm
WK 12 May 6-May 12	D12—Last Discussion <b>WA2: Formal Outline (Must complete to move to UNIT 3)</b>	5/8 & 5/12/2025, 11:59 pm 5/12/2025, 11:59 pm
WK 13 May 13-May 19	<b>WA3: Rough Draft 1 (Must complete to move to UNIT 3)</b> TRS6	5/19/2025, 11:59 pm 5/19/2025, 11:59 pm
WK 14 May 20- <b>May 26 (Memorial Day Holiday)</b>	<b>UNIT 3: WA4: Rough Draft 2 (Must complete to move to UNIT 4)</b>	<b>5/26/2025, 11:59 pm</b>
WK 15 May 27- <b>SUNDAY, JUNE 1</b>	TRS7 <b>UNIT 4: WA5: Rough Draft 3 (Must complete to move to UNIT 5)</b>	<b>SATURDAY 5/31/2025, 11:59 pm</b> <b>SUNDAY, 1/1/2025, 11:59 pm</b>
WK 16 June 2- <b>WEDNESDAY, June 4</b>	<b>FINALS WEEK</b> <b>WA6: Final Draft (Instructor use)</b> <b>WA7: Final Draft Self-Evaluation – CLASS FINAL</b>	<b>Last day to submit:</b> <b>WEDNESDAY, 2/4/2025, 11:59 PM</b>

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