



## Welcome to English 201 – Advanced Composition!

I am so looking forward to sharing the semester with you!

### Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	English 201 – Advanced Composition	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	21270 and 21271	Webpage:	<b>None</b>
Classroom:	<b>Fully Online</b>	Office #:	<b>#2786</b>
Semester Dates:	<b>February 10th – June 6th</b>	Office Hours:	Office hours are online via email Tuesday/Thursday 10:30-11:30 p.m. and Monday/Wednesday 11:30-12:30 p.m. I am not on campus this semester
Class Days:	<b>Fully online</b>	Office Phone #:	<b>#760-355-5702 – My classes are online this semester; phone calls are not a recommended point of contact.</b>
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Type of Class:	This class focuses on argument, critical thinking, and advanced composition
Units:	3	Emergency Contact:	<b>cynthia.spence@imperial.edu</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)

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

**This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources  
All reading materials are provided free on Canvas**

Scholars have articulated the rationale for using a **theme based approach** as a “meaningful” way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students’ life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in “fear and horror” themed introductory English classes at a community college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.



The theme for our course is “**Argument Through the Lens of the United States Supreme Court.**” All the course readings and assignments will be based on this theme.

### E-book Provided Free on Canvas

Rubinstein, Justine. *The Supreme Court*. National Highlights Inc, 2020. *EBSCOhost*, <https://search-ebSCOhost-com.ezproxy.imperial.edu/login.aspx?direct=true&db=nlebk&AN=2652055&site=ehost-live>.

## 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. English 201 is a 3-unit college level English class. This means students should expect to spend three hours a week in our Canvas shell and six hours a week outside of the Canvas shell reading, studying, researching, and writing.

## Course Grading Based on Course Objectives

**Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

**\*\*\*I do not round point totals up or down\*\*\***

Text-Dependent Chapter Questions	6 X 20	120
Chapter Research Projects	6 X 20	120
Discussion Threads	12 X 20	240
Amendment Summaries	5 X 20	100
Supreme Court Jurist Case Analysis Essay		100
Traditional Argument Essay		100
Rogerian Essay		100
Quizzes	6 X 20	120
Point Total		1000

I have designed the course in the student’s favor, I tend to grade in the student’s favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

## Course Policies

### 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 by the instructor as of the first official meeting of that class. **The “Check-in Discussion Post” must be completed by Sunday February 16th or you will be dropped from the course.**



## What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor.
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters.
- 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.

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

### 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.

**Academic Honesty** There are many different forms of academic dishonesty. The following examples 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.
- **Asking someone else to write your essay or using an essay writing service is a serious academic honesty infraction.**
- **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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a “0” on the assignment – **enabling another student to cheat is also cheating.** 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

### 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

\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced\*\*\*

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p><b>Week One – February 10<sup>th</sup></b>            Course Introduction, MLA rules review, Scholarly Articles, EBSCOhost, MLA Works Cited review</p>	<ul style="list-style-type: none"> <li>• <b>Check-in Discussion Post One – must be completed by Sunday February 16<sup>th</sup> or you will be dropped from the course.</b> (20 points)</li> <li>• Works Cited Quiz (20 points)</li> <li>• Plagiarism Quiz (20 points)</li> <li>• Introductions Quiz (20 points)</li> <li>• Commas Quiz (20 points)</li> <li>• Words to Avoid in Academic Writing Quiz (20 points)</li> <li>• Paragraph Quiz (20 points)</li> </ul>
<p><b>Week Two – February 17<sup>th</sup></b>            Chapter 1 – “A Visit to the Supreme Court”            Amendments to the Constitution Through the Lens of Argument</p>	<ul style="list-style-type: none"> <li>• Text-Dependent Questions for Chapter One (20 points)</li> <li>• Research Project for Chapter One (20 points)</li> <li>• Amendment Summary One (20 points)</li> <li>• Discussion Thread Two (20 points)</li> </ul>
<p><b>Week Three – February 24<sup>th</sup></b>            Chapter 2 “The History of the Supreme Court” –            Introduction Traditional Argument Essay</p>	<ul style="list-style-type: none"> <li>• Text-Dependent Questions for Chapter Two (20 points)</li> <li>• Research Project for Chapter Two (20 points)</li> <li>• Argument Thesis Approval Thread Discussion Thread Three (20 points)</li> <li>• Discussion Thread Four (20 points)</li> </ul>
<p><b>Week Four – March 3<sup>rd</sup></b>            Amendments to the Constitution Through the Lens of Argument</p>	<ul style="list-style-type: none"> <li>• Amendment Summary Two (20 points)</li> <li>• Discussion Thread Five (20 points)</li> </ul>
<p><b>Week Five – March 10<sup>th</sup></b>            Traditional Argument</p>	<ul style="list-style-type: none"> <li>• Traditional Argument Essay (100 points)</li> </ul>
<p><b>Week Six – March 17<sup>th</sup></b>            Chapter 3 “Cases That Shaped the Court”</p>	<ul style="list-style-type: none"> <li>• Text-Dependent Questions for Chapter Three (20 points)</li> <li>• Research Project for Chapter Three (20 points)</li> </ul>



	<ul style="list-style-type: none"> <li>• Discussion Thread Six (20 points)</li> </ul>
<p><b>Week Seven – March 24<sup>th</sup></b> Amendments to the Constitution Through the Lens of Argument</p>	<ul style="list-style-type: none"> <li>• Amendment Summary Three (20 points)</li> <li>• Discussion Thread Seven (20 points)</li> </ul>
<p><b>Week Eight – March 31<sup>st</sup></b> Chapter 4 “Change and Conflict”</p>	<ul style="list-style-type: none"> <li>• Text-Dependent Questions for Chapter Four (20 points)</li> <li>• Research Project for Chapter Four (20 points)</li> <li>• Discussion Thread Eight (20 points)</li> </ul>
<p><b>Week Nine – April 7<sup>th</sup></b> Amendments to the Constitution Through the Lens of Argument</p>	<ul style="list-style-type: none"> <li>• Amendment Summary Four (20 points)</li> <li>• Discussion Thread Nine (20 points)</li> </ul>
<p><b>Week Ten – April 14<sup>th</sup></b> Chapter 5 “How the Supreme Court Works” Rogerian Argument</p>	<ul style="list-style-type: none"> <li>• Text-Dependent Questions for Chapter Five (20 points)</li> <li>• Research Project for Chapter Five (20 points)</li> <li>• Discussion Thread Ten (20 points)</li> </ul>
<p><b>Spring Break April 21<sup>st</sup> to April 27<sup>th</sup></b></p>	<ul style="list-style-type: none"> <li>• No Assignments Due – Enjoy Your Holiday!</li> </ul>
<p><b>Week Eleven – April 28<sup>th</sup></b> Rogerian Argument</p>	<ul style="list-style-type: none"> <li>• Rogerian Argument Discussion Thread Ten (20 points)</li> </ul>
<p><b>Week Twelve – May 5<sup>th</sup></b> Amendments to the Constitution Through the Lens of Argument Text Analysis Through the Lens of Argument</p>	<ul style="list-style-type: none"> <li>• Amendment Summary Five (20 points)</li> <li>• Discussion Thread Eleven (20 points)</li> </ul>
<p><b>Week Thirteen – May 12<sup>th</sup></b> Supreme Court Juist Analysis Essay</p>	<ul style="list-style-type: none"> <li>• Supreme Court Jurist Case Analysis Essay (100 points)</li> </ul>
<p><b>Week Fourteen – May 19<sup>th</sup></b> Chapter 6 “How a Case is Decided.”</p>	<ul style="list-style-type: none"> <li>• Text-Dependent Questions for Chapter Six (20 points)</li> <li>• Research Project for Chapter Six (20 points)</li> <li>• Discussion Thread Twelve (20 points)</li> </ul>
<p><b>Week Fifteen – May 26<sup>th</sup></b> No new instruction – focus on completing the essays and any outstanding assignments</p>	<ul style="list-style-type: none"> <li>• Rogerian Argument Essay (100 points)</li> <li>• Course Review Extra Credit Discussion Thread (20 points)</li> </ul>
<p><b>Week Sixteen – June 2<sup>nd</sup></b> No new instruction – focus on completing the essays and any outstanding assignments</p>	<ul style="list-style-type: none"> <li>• Submit any late assignments by Friday June 6<sup>th</sup> - 11:59 p.m.</li> </ul>