



Basic Course Information

Semester:	Summer 2025	Instructor Name:	Christina Shaner
Course Title & #:	ENGL 201 Advanced Composition	Email:	christina.shaner@imperial.edu
CRN #:	30070	Webpage (optional):	Canvas course
Classroom:	Online	Office #:	2785
Class Dates:	June 16 to July 24	Office Hours:	N/A in summer term
Class Days:	N/A	Office Phone #:	760.355.6162 (messages will be forwarded to my email)
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

PREREQUISITES: 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



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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 Books

A failure to read Canvas course content, required books, or external (linked) sources will most likely result in a failing grade for the course. The required books are as follows:

- 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.

Book Buying Tips

Visit the bookstore on campus or try the "Purchase Course Textbooks" link in the Canvas course navigation menu to check IVC bookstore prices and compare them with those of commercial retailers.

To confirm that you have found the correct edition of a book for this or any other class, consult the international standard book number for the particular text you need. That number appears with the publication information just after the title page in a physical copy of a book as well as in listings for books on bookseller websites. The ISBN for the Horn book in paperback format is 9781324035947. The ISBN for the Baddiel book in paperback format is 9780008399511.

Given our condensed schedule, you may opt to use a digital/ebook edition of the two required texts. Citation will differ for those formats but, of course, is still required.

I did buy an extra copy of each required book to place on reserve in the library. If there is a delay in the receipt of your books, you may be able to keep up with readings by making time to read there. To access a reserved book for a class at IVC, go to the counter and give a staffer the name of the instructor/professor, the book title, and the author.

MLA Handbook

As you no doubt expect, essays must be prepared in MLA format. To keep costs down, I provide MLA content in the course modules and recommend a credible open-access source (such as the [Online Writing Lab](#) at Purdue University) for more exploration rather than require that you purchase a copy of the *MLA Handbook*.



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However, the following are some possibilities you might explore if you do want access to the full, official *Handbook*:

- schedule time to visit the [IVC library](#) (or another college library) to access a copy of the *MLA Handbook*;
- purchase a copy of the current, ninth, edition of the [MLA Handbook](#) from the retailer of your choice; or,
- sign up for a paid subscription to [MLA Handbook Plus](#).

Course Requirements and Instructional Methods

Assignment Submissions

All assignments must be written and submitted by the student identified and completed according to project instructions. Instructions for the preparation of any required or optional revisions will be provided. Consult the section on plagiarism for more details on use of artificial intelligence.

Partially completed essays or projects without all required sources or evidence most often lead to assignment grades in the D or F range. Late projects may not be accepted.

Feedback and Peer Review

- The typical turnaround time for essays in a university composition course is two weeks but may take longer if there are ethical/plagiarism issues and due to our double teaching load at IVC. Essay grading includes multiple readings, feedback writing, determining the grade, and self-checking.
- Discussions and peer reviews should be graded within one week but may take longer due to ethical concerns.
- Test grading is either immediate or within one week depending on test format and ethical concerns.

Software

- Revisions must 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**. 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

Assignments

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 - 10 points
- essay 2 - 10 points
- essay 3 - 15 points
- essay 4 - 23 points
- proposed sources - 2 points
- discussions - 21 points
- peer review - 2 points
- tests - 17 points

Once you receive notice that an assignment has been graded, it's time to access the rubric for that assignment and review the comments and points. To read comments typed on an essay, you must open the document in Canvas's DocViewer. Instructions for both steps will be included with assignment instructions.

The grades in the rubric will be presented as point totals. To convert a point total to a percentage, divide the number you earned 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%).

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.

Accessibility Statement - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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

Attendance

A college instructor has authority to set policies regarding late work: whether to accept it and what penalties would be accrued. That job does not grant authority to determine which absences are "valid."

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Absence Policy

According to current IVC policy drawn from California educational code, a student may be removed from the roster for consecutive absences in excess of the unit value for that course. In an online, sixteen-week course
Updated 11/2024



valued at three units, the student is then eligible for removal after one and a half weeks of missed activities. In a condensed course like this one, the student is eligible for drop if they miss three days of a four-day school week.

- Unofficial absences: Sick days and personal matters (including both business unrelated to the school and appointments with personnel of the school) *do* count toward the maximum limit of inactive/no-attendance days. It's best to save the few missed classes or inactive days you get for true necessities.
- Official absences: The only absences that *don't* count toward the maximum are those imposed on a student because of an obligation to the school that the student has no ability to arrange around a class schedule. By far, the most common examples of fixed obligations out of the student's control are student athlete travel and game/match times that conflict with face-to-face class meetings.

Medical Privacy

Outside of national health emergencies, as in the special rules related to COVID test result reporting for face-to-face absences and exposure tracking, a college instructor in the United States has no legal standing to ask for details related to a student's medical status.

If you're registered with DSPS, your instructors will be told only what accommodations are needed for you - not the reason/s for them.

Communication

There are no office hours for summer and winter courses; however, I encourage you to communicate with me by email conversations (for specific questions) or scheduled appointments (for longer conversations or more complex topics).

You may send emails to me at christina.shaner@imperial.edu through Canvas or your IVC email account. You should receive a response to an email query within one work day unless I've notified students of an illness/interruption.

- The subject line should include the course and section number as well as the purpose of the message. In the message body, attempt to communicate with clarity and accuracy.
- Do *not* send messages from a personal email address. Since the sender using an outside email address is unconfirmed, grades/performance shouldn't be discussed.

If you wish to schedule a Zoom appointment, I ask that you follow collegiate custom and email your request one full work day prior to the desired date.

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.

If you encounter a technological issue with your IVC email account, notify your instructors and work with IT to resolve it.

Ethics

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

Discrimination

- Historic, bigoted tropes create a hostile work environment in the classroom and impede or discourage sound, nuanced reason; self-critique; and, reality-based assessment of a subject. Our task is to *identify* false logic and manipulation - not weaponize it.
- To address the elephant in the virtual room more directly, many in my profession and others have in the past and present turned to advocating for ideologies such as that behind Jim Crow law or Nazism (the conspiracy theory narrative that Jews are aggressors who represent a grand, inhuman "evil" that must be "exterminated" or subjugated). Members of teachers unions, the press, government bodies, and so forth at various levels have done so. We will study the strategies used by propagandists and sophists - not repeat them.

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. Your writing and reasoning skills are required in this class. Those skills do not improve if you rely on artificial "intelligence" programming. To elaborate, use of artificial intelligence to generate essay text or citations is plagiarism, just as copying and pasting information from a database to create citations is plagiarism. The result is not the student's work and doesn't reflect the student's level of skill, familiarity with MLA, or knowledge of subject. Further, the "suggestions" proposed within word processing software are AI driven. Programs like Grammarly are AI based. If a student can't write the sentence or paragraph without them, the resulting text is not the student's writing.

When might we use any form of AI in this class? We might analyze something like ChatGPT results in response to a prompt. You'll receive instruction in that case.

Types of plagiarism include:

- **False authorship:** False authorship refers to the presenting of someone/something 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 another person or the legality of a piece of software in the U.S. 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.

Other Course Information

Announcements

As indicated in the welcome message, there will be several announcements this term. Be sure to check your notification settings in Canvas so that you don't miss them.



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Announcements, stripped of embedded images and videos, are forwarded to your IVC email account. To access full announcement content, you must scroll to the bottom of the emailed version and select the link "View Announcement."

Canvas Help

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).

The software developer's [student guide](#) is excellent; it provides helpful explanations, how-to videos, and images. There will be some links to and embedded videos from that guide in this course.

Subject Matter Warning

Some of the content we encounter may include traumatic subject matter or violent/bigoted language. We will analyze the biases and ideology involved. You will be given instruction as to how to handle such material if/as needed.

Financial Aid - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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.

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 - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

The following is an outline of the content in the course modules. Details are subject to change.

Week 1: June 16-18 (June 19 holiday)

Unit 0 - welcome, policies, discussion

Unit 1 - review of key terms, discussion

Unit 2 - critical thinking, texts for first essay, MLA review, essay

Unit 3 - review of rhetoric, test, survey

Week 2: June 23-26

Unit 4 - tracking changes, sophistry, fallacies, Toulmin, discussion

Unit 5 - ideology, authoritarianism, populism, texts for second essay, essay

Unit 6 - fascism, totalitarianism, test, survey

Week 3: June 30-July 2 (June 3 holiday)

Unit 7 - background on antisemitism, Baddiel book, discussion

Unit 8 - Gramsci and hegemony, essay

Unit 9 - academic research support, test, survey

Week 4: July 7-10

Unit 10 - academic research support, first half of Horn book, discussion

Unit 11 - checking ethos, source list

Unit 12 - works cited support, test, survey

Week 5: July 14-17

Unit 13 - second half of Horn book, discussion

Unit 14 - research essay

Unit 15 - peer review, test, survey

Week 6: July 21-24

Unit 16 - revisions, MLA quiz, final exam