

English C1001 – Critical Thinking and Writing

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Jennifer Patterson PhD
Course #:	English C1001	Email:	jenn.patterson@imperial.edu
CRN #:	11303 & 11304	Office #:	2795
Classroom:	Online	Office Hours:	Monday 11:00-noon (Zoom) Tuesday 3:00-4:00 Wednesday 4:30-5:30 Thursday 3:00-4:00
Class Dates:	August 11 – December 3		
Class Days:	Asynchronous		
Class Times:	Asynchronous	Office Phone #:	760-355-6486 (msg only)
Units:	3 units	Class Modality:	Online

Course Description

In this course, students receive instruction in critical thinking for purposes of constructing, valuating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in English C1000 Academic Reading and Writing.

Course Learning Objectives

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

1. define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts;
2. reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language;
3. employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority;
4. evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment; and
5. draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

Textbooks & Other Resources or Links

Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson can Teach Us about the Art of Persuasion*, 4th edition, fully revised and updated. Three Rivers Press, 2020.

Book ISBN 978-0-593-23738-0

eBook ISBN 978-0-593-23739-7

- This course is entirely online. The student will need access to their IVC email account, WebSTAR, and Canvas. The student is expected to check her/his IVC email and Canvas Inbox accounts daily. Specific instructions and assignments will be available only in Canvas.
- For this course, the student will need to be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal.
- In addition, the student is expected to have a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.
- Past students have discovered that working with research materials is more effective when the student has a print copy of the article(s) to annotate and highlight. However, this could cause a financial hardship for some students. Therefore, if a student requests, I would be happy to print a hard copy of the identified research article(s) for student use.

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.

Course Requirements and Instructional Methods

This course is set up in 16 weekly modules. Each module contains a variety of content pages providing instruction and support, activities, assignments, quizzes, and discussion prompts.

Students must log into Canvas and enter the ENGL C1001 class. The Home page will welcome the students during the first few days of the semester. Then the Home page will become the Modules page, allowing students easy access to the weekly modules.

Inside the course, students must open the weekly module and work carefully through the content pages of each week's module. Students should watch the tutorial videos and read the instructional content. Students must take careful notes from each video or text provided.

Course Grading Based on Course Objectives

“Education is when you read the fine print; experience is what you get when you don’t.”

- Pete Seeger, musician

Critical Reasoning

The student will participate in and complete exercises in defining, identifying, and using deductive, inductive, and abductive reasoning.

Self-Evaluation

The student will complete self-assessment tool to recognize and identify personal biases and common fallacies. The student then prepare and submit a reflection essay from the results of the self-assessment tool.

Critical Reading / Summary Writing

For each assigned chapter of the required textbook, the student will prepare and submit a brief summary of the chapter’s main idea and main supporting details and examples. Each summary should be written in a professional manner and should demonstrate a clear understanding of the assigned reading. Each summary should be sent to the instructor in the body of an email message (do not attach a separate document).

Do not skip chapters. If you fall behind, continue from wherever you stopped reading. It is important that students read straight through the book without skipping chapters. However, reading ahead is allowed and encouraged.

Grammar, Spelling, and Punctuation (GSP) Examination

Before the student will provide peer editing to other students in this course, the student must demonstrate a basic understanding of sentence structures, subject-verb agreement and verb tenses, spelling of common words, and MLA punctuation rules. This examination can be attempted more than once, but the student must score above 85% before a first draft can be submitted for peer editing.

Peer Editing

The student will provide peer review and editing for another student for each of the three papers (Cause-Effect, Definition, and Problem-Solution). The student will edit for correct grammar, punctuation, in-text citations, and bibliographic documentation. The student will edit for argumentative claim, evidence, and reasoning. The peer edited materials will be returned to the student-author with a copy sent to the instructor.

Comprehensive Outlining

At several points during the course, the student will develop and submit a formal outline for a particular topic or paper. Tutorials are available online to help the student develop mastery of outlining.

Research Paper 1: Cause-Effect (Forensic Argument)

Assignment: *One might expect students to plagiarize in the developmental writing courses as they are learning about research, writing, and plagiarism. What instructors are frustrated with is the amount of cheating in the higher-level classes like this Advanced Composition class. Develop a cause-effect essay in which you explore, through research, some of the issues in academic cheating. In your essay, what do you see as the major cause of academic cheating in an upper division college course? (600 words minimum, no more than 800 words, and at least two credible sources at least one of which is a scholarly peer reviewed journal)*

Research Paper 2: Definition (Demonstrative Argument)

Assignment: *A definition essay gives time and attention to a key term or concept. Within the student's degree program, there are terms and concepts that require definition. After conducting some preliminary research into the student's field of study, the student will develop and submit a definition essay which defines and clarifies the selected term or concept. The student must present a demonstrative claim arguing why this term or concept is important to students in this field of study. (800 words minimum, 1,000 words maximum, and at least three credible sources – at least one of which is a scholarly peer reviewed source)*

Suggested topics from previous student papers:

Administration of Justice – Cruel and Unusual Punishment?
Harassment and Bullying?

Biology – Membrane Potential?

Business – Foreign Direct Investment? Cost Behavior?

Education – Threshold Concepts? Scaffolding? Response to
Intervention (RTI)?

Engineering – Fatigue? Fracture & Damage Mechanics?
Mechatronics?

Nursing – Mid-range Theory? Nursing Theory?

Political Science – Postmodernism? Neo-institutionalism?

Psychology – Good Judgment? Self-Harm Training? Emotional
Intelligence?

Sociology – Hegemony? Pluralism and Diversity?

Research Paper 3: Problem-Solution (Deliberative Argument)

Assignment: *The earth now holds over 8 billion human beings in addition to the countless other creatures that live on this planet. With the addition of climate changes, concerns are now being raised about resource allocation such as clean water and clean air. In an article written several years ago, A.C. Grayling suggested that we must begin discussing global population control. He suggests two options: mandatory limits to childbirth (family size) and mandatory euthanasia (longevity). While citing appropriate research, present your argument for one option or the other. (900 words minimum, 1100 words maximum, and at least four credible sources at least one of which is a scholarly peer reviewed journal)*

***post mortem* Essays**

The Latin term *post mortem* means *after death*. When each of the first three papers are graded and returned to the student, the student-author will review and evaluate the strengths and weaknesses of the paper. The student will then prepare and submit a short essay describing the strengths and weaknesses and describing – in detail – adjustments to be made in preparing the next assigned paper. The *post mortem* essays should be typed in correct MLA format and sent to the instructor as an email attachment.

Discussion

Most weekly assignments will include a Discussion prompt in Canvas. The student is expected to make an initial contribution to the discussion by Wednesday night, and the student is expected to respond to two or more students' posting by Saturday night.

During the first few weeks of the course, there will be only one discussion forum for all students. Beginning in Week 3, however, the student will be working in a small group forum to provide more focus to the discussion. Students will select a small group for Weeks 3-4-5, then Weeks 6-7-8, and then Weeks 9 through 12.

Final Grade Calculation

Critical Reasoning	[50 points]	2 quizzes and a short essay
Self-Evaluation	[20 points]	a short essay
Critical Reading	[50 points]	(2 pts per chapter)
GSP Examination	[50 points]	(85% = all or nothing)
Peer Editing	[30 points]	three edits (10 pts each)
Comprehensive Outlining	[30 points]	three outlines (10 pts each)
Paper 1: Cause-Effect *	[40 points]	800 words & two sources
Paper 2: Definition *	[50 points]	800 words & three sources
Paper 3: Problem-Solution *	[50 points]	900 words & four sources
<i>post mortem</i>	[20 points]	two essays (10 pts each)
Final Examination	[30 points]	vocabulary, fallacies, & grammar
Discussion	[30 points]	
	=====	
Total Points Available:	450 points	

Passing Grade of C: 315 points*

* (The student must submit all three essays to receive a passing grade, regardless of total points earned during the course.)

Warning: The grades in Canvas are not a true account of the student's status in the course. Dr. Patterson maintains some points (such as chapter summaries) separate from the Canvas grades.

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.

Academic Honesty (Cheating, Plagiarism, and 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 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.

“Sometimes if you ask an AI like ChatGPT, Bard or Bing a question, it will respond with great confidence – but the facts it spits out will be false. This is known as a hallucination. One high profile example that emerged recently led to [students who had used AI chatbots to help them write essays](#) for course work being caught out after ChatGPT "hallucinated" made-up references as the sources for information it had provided” (“What is AI?” by Richard Fisher).

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 (words, phrases, ideas, or organization) of others, without citing the source completely and correctly.
 - Failure to identify quoted words with quotation marks is plagiarism.
 - Failure to provide complete and accurate bibliographic information is plagiarism.
 - Incorrect paraphrasing (using words or sentence structure from the original source) is a form of plagiarism called fabrication.
 - Putting your own words in quotation marks and citing a published source is a form of plagiarism called fabrication.
- Students are expected to understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. There is no difference between accidental and intentional plagiarism.
- 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; and/or
- (e) using a commercial term paper service.

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

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. 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. The deadline to drop with "W" is **1 November 2025**.
- Dr. Patterson only drops students on the Opening Day Roster (11 August) and the Census Roster (23 August).

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Dr. Patterson also excuses absences due to court appearances and/or military service.

Anticipated Class Schedule/Calendar

The course is set up by week. Generally, each weekly module will be open in Canvas and available one week early (except for Week 1). Previous weekly modules will remain open for students who are unable to complete the work on time, and the subsequent week will open for those students who are able and wish to work ahead.

Students should plan to log in to the course **2-4 times each week**. Some assignments will be due before midnight on Wednesday to allow for feedback and response time before midnight on Saturday. The student should anticipate **9-10 hours of work each week** (online & offline).

No late work will be accepted after 5:00 p.m. on Friday, 21 November 2025.

Online 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, and (9) use appropriate language.

Financial Aid

Your Grades Matter! 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

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.