



## Basic Course Information

Semester:	Winter 2026	Instructor Name:	Christina Shaner
Course Title & #:	Critical Thinking and Writing ENGL C1001	Email:	christina.shaner@imperial.edu
CRN #:	15294	Webpage (optional):	Canvas
Classroom:	Canvas	Office #:	2785
Class Dates:	1/5/26 to 2/4/26	Office Hours:	none in winter term
Class Days:	n/a for online class	Office Phone #:	760.355.6162*
Class Times:	n/a for online class	Emergency Contact:	Email
Units:	3	Class Format/Modality:	asynchronous online

\*Calls go to voicemail since I work primarily from home. Messages are converted (sometimes with convoluted results) to text by our system and sent to my IVC email address. You'll get a quicker response with less likelihood of miscommunication if you send an email. Further, a newer member of faculty sometimes uses my desk as that person doesn't yet have a dedicated space. Her name is currently on my office door should you ever try to catch me on campus.

## Course Description - not written by the professor

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 ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. (Formerly ENGL 201)(C-ID: ENGL 105) (CSU/UC)

Additional Description Information:

Limitation on Enrollment: Course not open to students with a "C" or higher in English 204.

## Course Prerequisite(s) and/or Corequisite(s) - not written by the professor

**PREREQUISITES:** - College-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, including, ENGL 105 or ENGL C1000 or ESL 108 - with a grade of "C" or better.

## Student Learning Outcomes - not written by the professor



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 by the professor

Upon satisfactory completion of the 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 and thought.
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.
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

Content related to reasoning and evidence, with particular emphasis on induction, will be addressed in the Canvas course modules. Some support texts or content for specific assignments, such as a short quoted passage from Karl Popper or a YouTube interview with a former Soviet agent, will be provided via links embedded in Canvas.

Writing assignments are to employ sound logic (including grammatical logic) and MLA style. I provide assignment-specific MLA assistance in Canvas. For more support, I recommend that you consult the OWL or [Online Writing Lab](#) maintained by faculty at Purdue University or a copy of the current *MLA Handbook* at IVC's Spencer Library.

If you'd prefer to buy the current *MLA Handbook*, you might first check prices in the Apple bookstore or [Amazon](#) (for paper and Kindle editions).

### Course Requirements and Instructional Methods

English C1001 is what's known in the field of English as a "rhetoric/composition" or "rhet/comp" course. Students will read a variety of content on rhetoric; write essays and discussion posts; review peer essays; and, take quizzes and exams.



## Course Grading Based on Course Objectives

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.

### 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.

### 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 - 25 points
- discussions - 12.5 points
- peer reviews - 15 points
- syllabus quiz - 2.5 point
- MLA quiz - 5 points
- midterm - 10 points
- final - 10 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. Assistance 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%).



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) - first part not written by the professor

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.

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### Ethics

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

### Discrimination

Historic, bigoted tropes and conspiracy narratives 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 employ it.

### 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.

While artificial intelligence has already begun to offer a variety of benefits for military, medical, and commercial use, essay text, citations, or exam answers resulting from AI don't reflect the student's level of skill, familiarity with MLA, or knowledge of subject. To help students improve, a teacher has to review their current skills and depth of understanding. This advisory would apply to AI programs like ChatGPT or Grok; the "suggestions" proposed within word processing software; and, so-called writing programs like Grammarly.

We might *analyze* an AI's response to a prompt for an activity. 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 an 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.



## Accessibility Statement - not written by the professor

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

Per new instruction from the government, as explained by IVC administration and financial aid leadership, accessing a Canvas course or "viewing" a page in Canvas is not sufficient to prove attendance. Instead, a student must complete a graded assignment to be counted as "present." Surveys are anonymous and ungraded, so they won't establish attendance.

In this extremely condensed course, students should be removed for nonattendance after **five** consecutive inactive days. Holidays and weekends (Saturdays and Sundays) are exempted.

### Announcements

Announcements, stripped of embedded images and videos, should be forwarded from Canvas to your IVC email account. To access full content, login to Canvas and select "Announcements" in the navigation menu or scroll to the bottom of the emailed version and select the link "View Announcement." If you don't receive announcements via email, check your Canvas settings.

### Email

Email is the preferred means of communication and one that provides a record for both professor and student.

Privacy law prevents discussion of student performance with an unconfirmed/unknown party, and IVC administrators would now prefer that we relay course-specific messages through Canvas rather than sending direct to/from our Outlook IVC mailboxes. Keep in mind that using Canvas to forward email means that there will sometimes be a slight delay in both directions.

If you'd like to schedule a Zoom appointment for a more extensive conversation about a reading or writing assignment, send me a message. With that meeting request, you might include the days and blocks of time during which you would be available. As in any workplace, it's best to ask for meetings in advance rather than the day or the night before you'd like to talk.



If you encounter a technological issue with your IVC email account or your Canvas mailbox, it's best to notify your instructors and contact IT (for help with Outlook) or [Ed Tech](#) (for help with the Canvas mailbox) to resolve the problem without delay.

## Other Course Information

### Canvas Help

If you feel a little lost with the software and need guidance, or you simply run into a technical problem with Canvas that's new to you, you might select the floating question mark or select the the "Help" icon in the account navigation bar (the dark grey bar with white icons on the left side of the Canvas page).

As I've indicated elsewhere, the [Canvas Student Guide](#) is an excellent resource for all types of tasks to be completed in Canvas; that resource provides explanations, how-to videos, and screen images. There will be some links to and embedded videos from that guide in this course.

### Medical Privacy and DSPS

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 the [Disability Support Programs and Services](#) office, your instructors will be told only what accommodations are needed for you (e.g. extra time for tests, specific types of technology) not the reason/s for them. If you aren't yet affiliated with DSPS but think that you should be, please go to the DSPS portion of the IVC site as soon as possible to read about services provided and learn how to submit an application.

## Financial Aid - not written by the professor

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings 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 - not written by the professor

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 an overview of the content in the course modules. Each unit corresponds to one week. Details and/or sequence are subject to change.



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### **WEEK 1: January 5-9**

Unit 0 - welcome, policies, discussion

Unit 1 - review of key terms and MLA format, essay

Unit 2 - Canvas tools, peer review

### **WEEK 2: January 12-16**

Unit 3 - review of rhetoric and Toulmin method, discussion

Unit 4 - sophistry, fallacies, midterm, survey

### **WEEK 3: January 20-23**

Unit 5 - ideology, authoritarianism, populism, essay, peer review

Unit 6 - research support, essay, peer review

### **WEEK 4: January 26-30**

Unit 7 - essay revisions, MLA quiz, discussion

### **WEEK 5: February 2-4**

Unit 8 - final exam