

**Basic Course Information**

Semester:	<b>Fall 2015</b>	Instructor Name:	<b>Elizabeth Kemp</b>
Course Title & #:	<b>English 201: Advanced Composition</b>	Email:	<b>Elizabeth.kemp@imperial.edu</b>
CRN #:	<b>10289</b>	Webpage:	<b>Imperial.blackboard.com</b>
Classroom:	<b>2727</b>	Office #:	<b>809</b>
Class Dates:	<b>Aug. 17 – Dec. 11, 2015</b>	Office Hours:	<b>By appointment only</b>
Class Days:	<b>Thursdays</b>	Emergency Contact:	<b>760-355-6224 Sara Hernandez</b>
Class Times:	<b>6:00 – 9:15 pm</b>	Units:	<b>3</b>

**Course Description**

Emphasizes critical thinking in reading and writing beyond that achieved in ENGL 110 or ENGL 101. Written argumentation will focus on deduction and induction, an understanding of the fallacies of language and thought, the application of valid evidence, and refutation. (CSU, UC)

**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. (ILO1, ILO2)
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
3. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

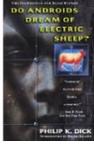
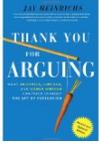
**Course Objectives**

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

1. Student will identify the structure of arguments, including the assertions/claims and the proof/support.
2. Student will analyze arguments critically, evaluating multiple arguments for validity and soundness, distinguishing fact from judgment and knowledge from opinion, and differentiating relevant from irrelevant support.
3. Student will analyze and construct both deductive and inductive arguments.
4. Student will write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Student will identify formal and informal fallacies in language and thought.
6. Student will recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Student will revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.

8. Students will write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing.

### Textbooks & Other Resources or Links



1. Heinrichs, Jay. *Thank You for Arguing: What Aristotle, Lincoln, and Homer Simpson Can Teach Us About the Art of Persuasion*. New York: Three Rivers Press, 2013. Print. ISBN: 9780385347754.
2. Dick, Philip K. *Do Androids Dream of Electric Sheep?* New York: Del Rey, 1996. Print. ISBN: 9780345404473
3. Additional materials will be distributed by instructor and/or posted on Blackboard.

### Course Requirements and Instructional Methods

Students will write 4 major essays about themes or ideas presented in class readings, all including properly documented (in MLA format) sources. Also, students will be required to compose a journal entry on Blackboard each week applying persuasive or argumentative concepts from the textbook to real life situations or examples. There will be a midterm and final for the course, as well as various in-class assignments, activities, and readings. Reading quizzes may be assigned at instructor's discretion.

All assignments must be completed and submitted at the beginning of each class session. An absence is not an extension.

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 Grading Based on Course Objectives

<b>Essays</b>	50%
<b>Journals</b>	15%
<b>Assignments</b>	10%
<b>Midterm</b>	10%
<b>Final</b>	15%
<b>Total</b>	<b>100.00%</b>

### 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.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### 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.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

### Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

### Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

<b>Date</b>	<b>In Class Schedule and Due Dates</b>	<b>Reading Schedule and Homework</b>
<b>Week 1 Aug. 20</b>	<b>Syllabus and introductions</b>	Get books Read Chapter 1-3 in <i>Thank You for Arguing</i>
<b>Week 2 Aug. 27</b>	<b><i>Arguing</i> Ch. 1-3</b>	Read Chapters 4-7 in <i>Arguing</i> Journal entry due on Blackboard Write Essay 1 Rough Draft
<b>Week 3 Sept. 3</b>	<b><i>Arguing</i> Ch. 4-7 Essay 1 Peer Review</b>	Read Chapters 7-10 in <i>Arguing</i> Journal entry due on Blackboard Revise Essay 1
<b>Week 4 Sept. 10</b>	<b>Essay 1 Due <i>Arguing</i> Ch. 7-10</b>	Read Chapters 11-14 in <i>Arguing</i> Journal entry due on Blackboard
<b>Week 5 Sept. 17</b>	<b><i>Arguing</i> Ch. 11-14</b>	Read Chapters 15-18 in <i>Arguing</i> Journal entry due on Blackboard Write Essay 2 Rough Draft
<b>Week 6 Sept. 24</b>	<b><i>Arguing</i> Ch. 15-18 Essay 2 Peer Review</b>	Read Chapters 19-22 in <i>Arguing</i> Journal entry due on Blackboard Revise Essay 2
<b>Week 7 Oct. 1</b>	<b><i>Arguing</i> Ch. 19-22 Essay 2 Due</b>	Review concepts and terms in <i>Arguing</i> . Also review personal error patterns to strengthen writing for midterm
<b>Week 8 Oct. 8</b>	<b>Midterm</b>	Finish chapters in <i>Arguing</i> Journal entry due on Blackboard
<b>Week 9 Oct. 15</b>	<b><i>Arguing</i> Ch. 23-28</b>	Start reading <i>Do Androids Dream of Electric Sheep</i> Write Essay 3 Rough Draft
<b>Week 10 Oct. 22</b>	<b>Androids Ch. 1-3 Essay 3 Peer Review</b>	Read chapters 4-8 in <i>Androids</i> Journal due on Blackboard Revise Essay 3
<b>Week 11 Oct. 29</b>	<b>Androids 4-8 Essay 3 Due</b>	Read Chapters 9-13 in <i>Androids</i> Journal due on Blackboard
<b>Week 12 Nov. 5</b>	<b>Androids 9-13</b>	Read Chapters 14-18 in <i>Androids</i> Journal due on Blackboard
<b>Week 13 Nov. 12</b>	<b>Androids 14-18</b>	Finish <i>Androids</i> Write Essay 4 Rough Draft
<b>Week 14 Nov. 19</b>	<b>Androids 19-22 Essay 4 Peer Review</b>	Revise Essay 4
<b>THANKSGIVING BREAK – CAMPUS CLOSED</b>		
<b>Week 15 Dec. 3</b>	<b>Final Review Essay 4 Due</b>	
<b>Week 16 Dec. 10</b>	<b>Final</b>	

All due dates and assignments are subject to change without prior notice.