

## Imperial Valley College Course Syllabus

**Basic Course Information**

Semester:	<b>Spring 2017</b>	Instructor Name:	<b>Judy Cormier</b>
Course Title & #:	<b>English 201</b>	Email:	<b>judy.cormier@imperial.edu</b>
CRNs #:	<b>21157</b>	Website:	<b>Cormier, Judy</b>
Classrooms:	<b>2900</b>	Office #:	<b>2797</b>
Class Dates:	<b>Feb. 13-June 5, 2017</b>	Office Hours:	<b>1:00-1:30 MW 1:00-2:00, 4:15-4:45 TuTh</b>
Class Days:	<b>MW</b>	Office Phone #:	<b>(760) 355-5709</b>
Class Times:	<b>2:00-3:25</b>	Emergency Contact:	<b>Use email</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:

- Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness. (ILO1, ILO2)
- Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
- 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

Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions* 11th. ed  
Bedford/St Martin's, 2017. ISBN: 978-1-319-07588-0.

**This book is required, so bring it to every class meeting. We will be using it extensively.**

There will be some copying expenses.

## 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. (Translated: A four unit class like this one could require eight hours of homework per week for a semester-length class. )

## Course Grading Based on Course Objectives

### Homework and Late Work:

- ❖ **Essays require class conferencing and peer-editing credit. Papers that are submitted without this credit will lose points. Bring two copies of typed papers.**
- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points. Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals' week; however, I may make exceptions.
- Work that is unreasonably late may lose extra points (up to a full grade).
- If I detect a pattern of late work coming in or a lack of engagement in the mandatory prewriting activities, I may stop accepting your work. Please make a good faith effort to stay on our schedule.
- I may make changes in the outline or portfolio as needed.
- Please do *not* email late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

### Essay Criteria and Scoring Rubric:

#### *Criteria for a high-quality ("A") paper*

#### ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement or claim is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

#### DEVELOPMENT:

Internal points are fully developed and multiple specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

**CRITICAL THINKING:**

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper shows an understanding of the appropriate argumentative model. Paper avoids clichés like the plague.

**RESEARCH:**

This paper follows MLA format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. There is no plagiarism in this paper.

**MECHANICS AND LANGUAGE:**

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no grammar or punctuation errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper shows appropriate tone. Student demonstrates a command of sentences by using sentence variety and sentence combining skills. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typos and other typing errors.

*Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.*

**Scoring Rubric:****5.8-6.0 ("A+") Excellent**

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

**5.0-5.7 ("A") Very good**

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

**4.0-4.9 (“B”) Commendable**

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

**3.2-3.9 (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

**2.9-3.1 ( “ D+/C-” ) Borderline**

This paper is on the edge and not really acceptable. It is written at an English 09 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent grammar and punctuation errors. Lack of effort, lack of preparation, or lack of editing may be showing.

**2.0-2.8 (“D”) Not acceptable : Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol.

**1.0-1.9 (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

**0 (“F”) Missing or not accepted for scoring**

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism.

## Assignment Portfolio

I may make changes in this portfolio. Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances

**Grading:** Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A    4.9-4.0=B    3.9-3.0=C    2.9-2.0=D    1.9-1.0=F    0=Missing, incomplete or unacceptable

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### Assignments

Essays 70%

Preparation/participation/attendance 20%

Portfolio of summaries and chapter outlines 10%

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In a student-centered discussion forum, preparation and participation are *very* important in order for the class to function properly.

The preparation / participation score works like this:

You will receive a grade based on the following:

- Coming *on time* to class and staying until the groups are dismissed
- Not exceeding the three absence maximum (More than three absences is considered excessive, and groups cannot function if the team members are not present.)
- Active and serious participation in the group discussion
  - Did you do the readings in advance so that you have had time to understand the material and can contribute intelligently to the group discussion?
  - Do you have notes on the material?
  - Do you have your book and note paper?

If you are not actively participating, or if you are coming late to class frequently, I will subtract up to 20% from your cumulative grade (½ to one full grade) at the end of the semester. This could lower your grade substantially, so please be prepared for class. Your input is both expected and valued.

## 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.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.
- **Reminder: Excessive absences (more than 3) negatively affect your participation score.**

## 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. No soda cups with straws and no coffee cups. 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.
- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume *everyone* in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊

## 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.

**Do your own reading summaries. Don’t merely copy from your team mates.**

## Additional Student Services and Support

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.

- **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.

### *Resources:*

- The skeleton lecture notes can be found on my website and on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- All of our online materials can be found in the **Modules** link on Canvas
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:  
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or [ww.roanestate.edu/owl](http://ww.roanestate.edu/owl)
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

## Disabled Student Program and Services (DSP&S)

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 Course Schedule / Calendar

MW

English 201 Class Outline

Spring 2017

I may add, change, or eliminate topics and assignments in order to better serve the needs of the class. Pages reference Barnet, Sylvan and Hugo Bedau. *Current Issues and Enduring Questions* 11th. ed ,Bedford/St Martin's, 2017.

## February

13

DUE: **Survey**

TOPICS: Introduction to class. Survey. Conferences

- HW: Read *Working with Language* on Canvas  
 (Spend time on this. You will be using this background material extensively)
- Establishing Style, Tone and Voice
  - Common Rhetorical Devices, Descriptive Language and Figures of Speech
  - Using Modifiers for Description and Clarity
  - *Ethos, Pathos* and *Logos*

Print out handout package and bring it to class

Make at least 10 copies of the peer-editing conferencing chart in the handout package

Keep these copies in your folder

15

DUE: -----

TOPICS: Hallmarks of Informality  
 Denotation and connotation  
 Facts vs opinions

HW: -----

20



Washington's Birthday

22

DUE: -----

TOPICS: Effective essay introductions

HW: Read Chapter 1("Critical Thinking") pp. 3-30

27

DUE: -----

TOPICS: Effective essay conclusions

HW: Read pp.47-56 on summarizing and paraphrasing

**March**

1

DUE: -----

TOPICS: Writing summaries

How to do detailed formal outlines

Discuss, outline and summarize Chapter 1. Oral presentations

HW: Type up summary and outline and place it in your portfolio  
(Portfolios will be collected at the end of the semester.)

6

DUE: -----

TOPICS: **Instructions for essay #1 (Evaluative essay)**

Explanation of guide questions

Introduction to argumentative vocabulary: Stasis theory, claims, theses and warrants

HW: Do essay #1 (Evaluative essay. Analyzing effective writing)

8

DUE: -----

TOPICS: Developing points for college papers

Writing effective thesis statements and argument claims

HW: Work on essay #1  
Read Chapter 3 ("Critical Reading: Getting Deeper into Arguments" deduction, induction, definition) pp. 80-138

13

DUE: -----

TOPICS: Inferential reasoning (pp 346-347)

Discuss, outline and summarize Chapter 3. Oral presentations

HW: Work on essay #1  
 *Bring **two** copies of your typed essay for editing next class*  
Papers that do not have peer-editing credit will lose points

15

DUE: **Essay #1 due for conferencing**

TOPICS: Conferencing and peer-editing of essay #1

HW: Final draft essay #1

Read Chapter 9 (“A Logician’s View: Deduction, Inductions, Fallacies”) pp. 335-372

20

DUE: **Essay #1**

TOPICS: What is an argument?

Inductive reasoning, deductive reasoning, syllogisms and refutation

HW: Read Chapter 6 (“Developing an Argument of Your Own”) pp. 221-267

22

DUE: -----

TOPICS: Discuss, outline and summarize Chapter 9. Oral presentations

HW: Read Chapter 7 (“Using Sources”) pp. 261-308

*Review any areas of research paper writing that you are weak in*

27

DUE: -----

TOPICS: Kinds of evidence

Discuss, outline and summarize Chapter 6. Oral presentations

HW: -----

29

DUE: -----

TOPICS: Formatting MLA research papers review. Avoiding plagiarism

HW: Read Chapter 8 (“A Philosopher’s View: The Toulmin Model”) pp. 325-334

**April**

3

DUE: -----

TOPICS: Logical fallacies. (Exercise pp. 363-365)

HW: -----

5

DUE: -----

TOPICS: Definition vs description

The Toulmin model of argument

**Instructions for essay #2** (Toulmin inductive definition essay)

HW: Do essay #2

Read “Executions Should be Televised” pp. 62-63

“The Victim Will Not Get Equal Time” (article in handout package)

“A First Amendment Junkie” pp. 57-61

10

DUE: -----

TOPICS: Discuss, outline and summarize Chapter 8. Oral presentations

Discuss, outline and summarize readings

HW: Work on essay #2

Read Chapter 5 (“Writing an Analysis of an Argument”) pp. 181-187

“Animal Liberation” pp. 205-216

12

DUE: -----

TOPICS: Discuss, outline and summarize Chapter 5. Oral presentations

Discuss, outline and summarize reading

HW: Work on essay #2

 *Bring two copies of typed essay and the articles you used next class*

17-21 Spring Break



24

DUE: **Essay #2 and articles due for conferencing**

TOPICS: Conferencing and peer-editing of essay #2

HW: Work on essay #2

Read Chapter 10 (“A Psychologist’s View: Rogerian Argument”) pp. 373-383

“Communication: Its Blocking and Its Facilitation” pp. 375-380

“Letter to a Southern Baptist Minister” pp. 380-383

26

DUE: -----

TOPICS: Discuss, outline and summarize Chapter 10. Oral presentations  
 Discuss, outline and summarize readings

HW: Final draft essay #2

Read "We Have No 'Right to Happiness'" pp. 747-751

"In Pursuit of Unhappiness" pp. 737-739

"Does Fatherhood Make You Happy?" pp. 731-732

"The One-Sided Culture War against Children" pp. 444-448

## May

1

DUE: **Essay #2**

TOPICS: **Instructions for essay #3** (Rogierian deductive causal analysis essay)  
 Discuss, outline and summarize readings

HW: Do essay #3

Read "A College Education: What is Its Purpose?" pp. 463-467

"We Don't Need More Humanities Majors" pp. 469-471

"We Need More Humanities Majors" pp. 471-474

"No, It Doesn't Matter What You Majored In" pp. 467-469

3

DUE: -----

TOPICS: Discuss, outline and summarize readings

HW: Work on essay #3

Read "The Cradle to Prison Pipeline" pp. 587-590

"Why I Teach Plato to Plumbers" pp. 474-477

"The Education-Technology Revolution Is Coming" pp. 427-429

8

DUE: -----

TOPICS: Discuss, outline and summarize readings

HW: Work on essay #3

 *Bring two copies of typed essay and the articles you used next class*

10

DUE: **Essay #3 and articles due for conferencing**

TOPICS: Conferencing and peer-editing of essay #3

HW: Final draft essay #3

Read “Is Facebook Making Us Lonely?” pp. 545-555

“I Know What You Think of Me” pp. 536-538

“Eat, Pray, Post” pp. 533-535

15

DUE: **Essay #3**TOPICS: **Instructions for essay #4 (argument of fact problem/solution research essay)**

(5 pages+ works cited)

Discuss, outline and summarize readings

HW: Do essay #4

Read “Debate on Student Loan Debt Doesn’t Go Far Enough” pp. 422-424

“Forgive Student Loans? Worst Idea Ever” pp. 425-426

“Is Forgiving Student Loan Debt a Good Idea?” pp.129-131

17

DUE: -----

TOPICS: Discuss, outline and summarize readings

HW: Work on essay #4

Read “Are We Slaves to Our Online Selves?” pp. 530-532

“Cyberslacking in Shanghai: What My Students Taught Me” pp. 430-434

“How Social Media is Having a Positive Impact on Our Culture” pp. 554-556

22

DUE: -----

TOPICS: Discuss, outline and summarize readings

HW: Work on essay #4

Read Chapter 11 (“A Literary Critic’s View: Arguing about Literature”) pp. 384-408

*Bring two copies of typed essay and the articles you used next class****Bring works cited page!***

24

DUE: **Essay #4 (including works cited) and articles due for conferencing**

TOPICS: Conferencing and peer-editing of essay #4

HW: Work on essay #4

29

Memorial Day



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31

DUE: -----

TOPICS: Discuss, outline and summarize Chapter 11. Oral presentations

HW: Final draft essay #4 (5 pages + works cited)

★ *Finish portfolio*

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**June**

5

DUE: **Essay #4. Portfolio of reading outlines and summaries**

TOPICS: How to work with literature. "To His Coy Mistress" (pp. 397-399)

Last day!



Have a great vacation!