

### Basic Course Information

Semester:	Spring 2018	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 201	Email:	nbeope@gmail.com
CRN #:	20285	Webpage:	Canvas
Classroom:	2726	Office #:	N/A
Class Dates:	Feb 12 – Jun 8	Office Hours:	N/A
Class Days:	M/W	Office Phone #:	760-592-5359
Class Times:	9:40 – 11:05 AM	Emergency Contact:	Instructor or English Department
Units:	3		

### Course Description

ENGL 201 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

Required:

“Citizen: An American Lyric” by Claudia Rankine, Graywolf Press, 2014

“Writing Arguments, A Rhetoric with Readings”, Ramage, Bean, Johnson. Concise 7th Edition. Pearson, 2016

### Course Requirements and Instructional Methods

**Assignment #1:** An analytical research paper. (Letter grade)

**Assignment #2:** An argumentative research paper focusing on an ethical claim. (Letter grade)

**Assignment #3:** An argumentative research paper focusing on mixed claims. (Letter grade)

**Midterm & Final:** An in-class essay responding to issues found in “Citizen: An American Lyric”. (Quiz Grade)

**Presentation:** Towards the due date of essays, each student will give a 4-6 minute presentation on his or her essay topic. Only one presentation throughout the semester is required. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with (Power Point, etc.), to more experimental ones such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given beforehand. Presentations are in no way a substitute for the assigned essays, so choose which topic you would like to present on wisely. (Letter grade)

**Annotated Bibliography:** One assignment will ask you to write an annotated bibliography instead of a works cited page. Following MLA guidelines, list sources and describe specifically what part of each source is relevant to your research paper and why/how you used it. (Letter grade)

**Extra Credit:** Throughout the semester there will be many ways to receive extra credit points. These points will only influence homework and quiz scores.

**1) In-class writing/group activities:** There will be a number of in-class writing assignments and group activities that are required and integral to the class. It is your responsibly to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade. These exercises cannot be made up.

**2) All assignments (homework and essays) are due on the assigned date at the beginning of class.**

**3) Barring emergencies, late papers/homework will be marked down a letter grade for each class session they are missing.** Assignments turned in late will also be handed back to students later than usual. If you have unusual circumstances discuss them with me.

4) All assignments must be **completed satisfactorily**. An assignment that does not follow instructions or is incomplete will receive **zero** credit.

### Course Grading Based on Course Objectives

10%: Participation (includes in-class writings, rough drafts and peer presentation grades)

10%: Homework, Quizzes (unannounced), Midterm & Final

20%: First essay assignment

20%: Second essay assignment

20%: Third essay assignment

10%: Presentation

10%: Annotated Bibliography

Grading system:

90 + = A    80 – 89 = B    70 – 79 = C

60 – 69 = D    59 – = F

### Attendance

- A student who fails to attend the first meeting of a 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 (3)** may be dropped. Students who meet or exceed this number will automatically receive zero credit for their participation grade.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

### Classroom & Email Etiquette

- Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones **will lose participation points** without warning. If you find it necessary to use a laptop, you must sit near one of the front rows.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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. Students who are found to be chatting amongst each other—this includes signing— during lecture will also lose participation points without warning. If the problem is consistent they will also be asked to leave the classroom.
- Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Email: Please email me at the address found above. Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work

late. **Under no circumstances should students email assignments**, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Canvas for handouts, or ask your peers for lecture notes.

### 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.

- **Canvas Support Site.** The Canvas 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

#### Week 1

Feb 12, 14

#### Introduction to course and course materials

Analysis

(HW\*: Analysis ex.

Readings\*\*: Syllabus, Berry, Beer, Smith handouts)

\* All homework is due the following class meeting unless otherwise specified.

\*\* Readings will be quizzed and discussed the following class unless otherwise specified.

#### Week 2

Feb 19, 21

#### Monday Holiday

Assignment #1 handout, examples and discussion

Establishing expertise and authority

(Readings: Introductions & conclusions handout

Bakker handout, “How to Date a...” by Junot Diaz)

#### Week 3

Feb 26, 28

Creating introductions and conclusions

Writing with imagination, understanding figurative language

Diction and tone

(HW: Description ex.

Readings: Introduction and conclusion handouts, diction and tone handouts)

**Week 4**

Mar 5, 7

Structuring paragraphs

Wed: Due rough draft (Must meet page count)

Presentation 1 signups

Moves of revision

(HW: Paragraph ex.

Readings: Moves of revision handout

“Writing Arguments” Chap 1, 2)

**Week 5**

Mar 12, 14

Monday: Due assignment #1

Group 1 presentations

Rhetorical appeals

(Readings: Logos, Pathos, Ethos handout

“Writing Arguments” Chap 3, 4, 6)

**Week 6**

Mar 19, 21

Assignment #2 handout, examples and discussion

Constructing a thesis statement

Toulmin’s warrant

Ethical claims

(HW: Punching Nazi’s FAQ

Readings: Types of claims handout

“Writing Arguments” Chap 10 & 13)

**Week 7**

Mar 26, 28

Fallacies in argument

Inductive and deductive reasoning

Evaluating internal and external credibility

(HW: Fallacy ex.

Readings: Fallacy handout, Internal/external credibility handout

“Writing Arguments” Chap 5, Appendix I & II)

**Week 8**

Apr 2, 4

**Spring break**

(Readings: “*Invisible Man*” prologue

“Writing Arguments” Chaps 7, 8)

**Week 9**

Apr 9, 11

Counterarguments

Rogerian model

Citing Sources

(Readings: Counterarguments handout

Citing sources handout  
“*Invisible Man*” prologue  
“*Citizen*” pgs. 1 – 37)

**Week 10**

Apr 16, 18

Mon: Due rough draft (Must meet page count)  
Wed: Due assignment #2  
Presentation 2 signups  
Assignment #3 handout, examples and discussion  
Creating a bibliography  
(Readings: Annotated bibliography handout  
“*Citizen*” pgs. 41 – 55)

**Week 11**

Apr 23, 25

Mon: Due group 2 presentation  
Wed: Midterm  
Assignment #3 examples and discussions cont.  
(Readings: Luke Cage article  
*Citizen* pgs. 59 – 79  
“Writing Arguments” Chap 12)

**Week 12**

Apr 30, May 2

Causal claims  
(Readings: “Prejudice makes us see innocent people as threats”  
*Citizen* pgs. 82 – 135  
“Writing Arguments” Chap 14)

**Week 13**

May 7, 9

Policy claim  
(Readings: “The End of the College Essay”  
Finish reading *Citizen*  
“Writing Arguments” Chap 11)

**Week 14**

May 14, 16

Resemblance/Definition claims

Week 15

May 7, 9

Wed: Due rough draft (Must meet page count)  
Presentation 3 signups  
Review: *Citizen*

**Week 16**

May 21, 23

Mon: Due assignment #3

Wed: Due group 3 Presentations

**Week 17**

May 28, 30

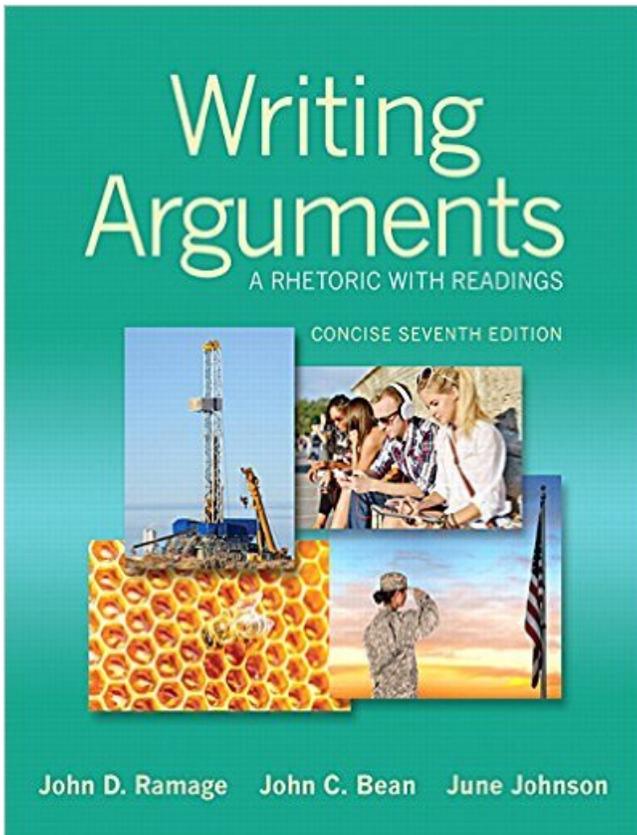
**Monday – Holiday**

Semester review

**Week 18 – Finals week**

Mon, June 4 Extra credit quiz (optional)

Wed, June 6 Final



# CITIZEN

AN AMERICAN LYRIC

CLAUDIA RANKINE

**Note:** Instructor reserves the right to change any scheduled instruction or assignment depending on needs or speed of class.