

### Basic Course Information

Semester:	Summer 2018	Instructor Name:	Lewenstein, Jay
Course Title & #:	ENGL 201	Email:	jay.lewenstein@imperial.edu
CRN #:	30109	Webpage (optional):	<a href="http://www.planetmexicali.org/">http://www.planetmexicali.org/</a>
Classroom:	400 Building - 404	Office #:	n/a
Class Dates:	18 JUN 2018 to 26 JUL 2018	Office Hours:	n/a
Class Days:	MTWRF	Office Phone #:	760-355-6224
Class Times:	1000-1210pm	Emergency Contact:	Sara Hernandez: 760-355-6224
Units:	3.00		

### 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)

### Course Prerequisite(s) and/or Corequisite(s)

/ENGL 110 or ENGL 101 with a grade of "C" or better.

### 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)

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

- i. Ballenger, Bruce. *The Curious Researcher*. 8<sup>th</sup> Edition. New Jersey: Pearson.
- ii. Hwang, David Henry. *M Butterfly*. New York: Plume ( Division of Penguin.)

### Course Requirements and Instructional Methods

#### Course Requirements:

##### Students will:

1. Actively read, annotate, discuss and respond to a variety of texts from different genres throughout the course.
2. Actively participate in/contribute to course *Discussions*.
3. Participate in informal discussion/critical inquiry through collaboration via *Canvas, Discussions*
4. Complete both in-class quizzes and CANVAS quizzes within the required timeframes.
5. Write Short Essay (SE) response papers that are a MINIMUM of 2-3 pages in length plus a Work/s Cited page and adhere to **MLA formatting** and submit these essays to plagiarism checks through Canvas/TurnItIn.
6. Write critical/analytical Formal Essays (FE) that are a MINIMUM of 6-8 pages in length plus a Reference/s page and adhere to **MLA formatting** and submit these essays to plagiarism checks through Canvas/TurnItIn.
7. Create original multimedia Formal Projects— Class Blogs - assignment length will be determined by the type of project you choose.

### Course Grading Based on Course Objectives

#### Course Evaluation:

Standard grading scale applies. Grades are available through Canvas LMS throughout the semester (

**Pre-writing Assignments: Annotations, Research Questions, outlines, etc (5).**

- 50 points each

**Discussion Board Topics: “Two Truths and One Lie,” “Book out of Your Past,” Summaries, Cause and Effect, Personal Anecdotes, etc (15).**

- 100 points each

**Short Essay Assignments/MLA-formatted: Visual Analysis, “Cities of the World,” Midterm Exam, Final Exam, etc (4).**

- 300 points each

**Formal Essay Assignments/MLA –formatted: Film/History Research Project (1).**

- 800 points each

**Formal Projects/Multimedia Assignments: Class Blog Posts (6).**

- 300 points each

**Online Reading Response Quiz (Qz): M Butterfly, Favorite Authors, Sentence Construction (20).**

- 60 points each

## 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, only students enrolled in the class may attend; children are not allowed.

## Online Netiquette

- What is 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, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## **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**

Date or Week	Reading Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<p>Week Sandra June 18 – 21</p>	<p>Read “Only Daughter,” “Geraldo With No Last Name,” “Woman Hollering Creek.”</p> <p>”Daughter” link:  <a href="https://www.cabrillo.edu/academics/english/100resources/'Only%20Daughter'.pdf">https://www.cabrillo.edu/academics/english/100resources/'Only%20Daughter'.pdf</a></p> <p>”Geraldo” link: <a href="http://mrfrick.com/wp-content/uploads/2016/08/Geraldo-No-Last-Name-by-Sandra-Cisneros.pdf">http://mrfrick.com/wp-content/uploads/2016/08/Geraldo-No-Last-Name-by-Sandra-Cisneros.pdf</a></p> <p>”Woman” link: <a href="http://www.iaispl.edu.pl/documents/1479490/29437798/Cisneros-Woman-HC-02_V_Popescu.pdf">http://www.iaispl.edu.pl/documents/1479490/29437798/Cisneros-Woman-HC-02_V_Popescu.pdf</a></p> <p><b>Blog Check #1:</b></p> <ul style="list-style-type: none"> <li>• Visual Analysis</li> <li>• “About Me” Page</li> </ul>	<p>Essay Assignment #1: Visual Analysis – Movie Poster - 2-3 pages</p>
<p>Week T.C June 25-28</p>	<p>Read “The Love of My Life,” “Modern Love.”</p> <p>LOML link: <a href="http://www.newyorker.com/magazine/2000/03/06/the-love-of-my-life">http://www.newyorker.com/magazine/2000/03/06/the-love-of-my-life</a></p> <p>ML link: <a href="http://www.nytimes.com/books/first/b/boyle-stories.html">http://www.nytimes.com/books/first/b/boyle-stories.html</a></p> <ul style="list-style-type: none"> <li>• Read “Madame Butterfly” – the story of Puccini’s opera – in-class handout</li> <li>• Read <i>M Butterfly</i> – Act One – Scenes 1-5</li> </ul> <p><b>Blog Check #2:</b></p> <ul style="list-style-type: none"> <li>• “Blogs I’m Following” Page</li> <li>• Film Summary post</li> <li>• Book Out of My Past</li> </ul>	<p>Writing Assignment: Research Questions and Answers – Film History Project</p> <p>Writing Assignment: Summary of Research Article – Film History Project”</p>
<p>Week Joyce July 2-5</p>	<p>Read "Where Are You Going Where Have You Been?"</p> <p>Link: <a href="https://www.d.umn.edu/~csiqler/PDF%20files/oates_going.pdf">https://www.d.umn.edu/~csiqler/PDF%20files/oates_going.pdf</a></p> <ul style="list-style-type: none"> <li>• Read <i>M Butterfly</i> – Act One – Scenes 5-13</li> <li>• Read <i>M Butterfly</i> – Act Two– Scenes 1-4</li> </ul> <p><b>Blog Check #3:</b></p> <ul style="list-style-type: none"> <li>• Character Analysis</li> <li>• List Post</li> </ul>	<p>Writing Assignment: Character Analysis</p>



Date or Week	Reading Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<b>Week Ray</b> July 9-12	Read "Cathedral." Link: <a href="http://www.giuliotortello.it/ebook/cathedral.pdf">http://www.giuliotortello.it/ebook/cathedral.pdf</a> <ul style="list-style-type: none"> <li>• Read <i>M Butterfly</i> – Act Two– Scenes 5 -11</li> </ul> Blog Check #4: <ul style="list-style-type: none"> <li>• Homepage</li> <li>• Link post – table of contents</li> </ul>	Writing Assignment: Mood and Tone
<b>Week Sherm</b> July 16-19	Read "" <b>This Is What It Means To Say Phoenix, Arizona</b> " Link: <a href="https://www.esuus.org/esu/programs/english_in_action/newyork/BookClub/This-Is-What-It-Means-to-Say-Phoenix-Arizona:en-us.pdf">https://www.esuus.org/esu/programs/english_in_action/newyork/BookClub/This-Is-What-It-Means-to-Say-Phoenix-Arizona:en-us.pdf</a> <ul style="list-style-type: none"> <li>• Read <i>M Butterfly</i> – Act Three – Scenes 1-3</li> </ul> Blog Check # 5: <ul style="list-style-type: none"> <li>• <b>M Butterfly Post</b></li> <li>• "Soundtrack of your Reading" Post</li> </ul>	Final Exam: Setting

<b>Week Amy</b> <b>July</b> 23-28	Read Amy Tan's "Mother Tongue" Link: <a href="http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf">http://theessayexperiencefall2013.qwriting.qc.cuny.edu/files/2013/09/Mother-Tongue-by-Amy-Tan.pdf</a>	Writing Assign: "Are You My Butterfly Wiki
---	--	---

\*\*\*Tentative, subject to change without prior notice\*\*\*