Basic Course Information

Semester:	Fall 2018	Instructor Name:	Scott Simpson
Course Title & #:	READ 111	Email:	scott.simpson@imperial.edu
CRN	10300	Emergency Contact:	English Department secretary
Classroom/ Class Dates & Times:	Room 2751 M/W from 1:00 – 2:25 PM	Office #:	2794
Dates	August 13 – December 5	Office Hours:	M/W: 12:00 – 12:50 in office _____ online via Skype via SKYPE ID: live:englonline_1 T/TH 9 - 10AM
Units	3	Office Phone #:	760 355-6164

Course Description

Designed to help adequate readers become superior readers. Recommended for college transfer students who wish to develop the critical reading and thinking skills necessary for all types of college level reading. Includes substantial practice in analysis and criticism of opposing stands on perennial social issues. (Formerly ENGL 111) (CSU)

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

1. ENGL 110 or ENGL 101 with a grade of "C" or better and
2. READ 019 (Formerly ENGL 019) or ENGL 089 with a grade of "C" or better or appropriate placement.

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) Identify the three main persuasive appeals in selective texts. (ILO1, ILO2)
2) Show growth in the ability to distinguish and identify word meanings appropriate to the college transfer level. (ILO1, ILO2)
3) Identify persuasive techniques in print or visual or aural media. (ILO2, ILO4)
4) Identify, analyze, and critique inference and its effects. (ILO1, ILO2)

Course Objectives

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

1. Locate, paraphrase, and outline the main idea and supporting detail and supporting detail of expository prose.
2. Demonstrate the ability to take accurate notes from textbooks.
3. Identify patterns of development in expository prose.
4. Accurately analyze and criticize both inductive and deductive arguments.
5. Recognize and identify common fallacies in argumentation.
6. Demonstrate an ability to criticize argumentation by identifying hidden premises and assumed values in argumentation.
7. Show an understanding of techniques used to persuade.
8. Develop speed and a flexibility of reading skills appropriate to university demands.
9. Show growth in the ability to distinguish and identify word meanings.

Textbooks & Other Resources or Links

These are the mandatory textbooks for our course:

1) *"Asking the Right Questions with Readings"* by M. Neil Browne & Stuart M. Keeley

ISBN-13: 978-0-205-64928-0   or ISBN-10: 0-205-64928-9

2) "Ponzi Schemes, Invaders From Mars & More: Extraordinary Popular Delusions and the Madness of Crowds" ISBN-10: 0-517-58830-7 (also found under the title: "More Extraordinary Popular Delusions and the Madness of Crowds"-- ISBN-10: 9780595003907 -- it's the exact same book) by Joseph Bulgatz

Optional text: (found for free online) *Extraordinary Mass Delusions and the Madness of Crowds* by Charles Mackay (1852)

Also known as *Memoirs of Extraordinary Popular Delusions and the Madness of Crowds*

Available *free* on various websites including

https://babel.hathitrust.org/cgi/pt?
id=mdp.39015016777453;view=2up;seq=6;skin=mobile

and

http://www.gutenberg.org/ebooks/24518?msg=welcome_stranger

Course Requirements and Instructional Methods

Lecture   Demonstration   Discussion   Group Activity
Individual Assistance

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. The Western Association of Schools and Colleges (WASC) has adopted a similar requirement. Since this class is a 3-unit class, expect to devote six hours of study outside the classroom.

Course Grading Based on Course Objectives

Making Sense of Opposing Views (five short reports): 25%
ARQ (textbook abbreviation) multi-chapter exams: 24%
ARQ reading clusters: 20%
Bulgatz chapter summaries: 18%
Final exam: 10%
Other: 3%

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 out of reach and out of sight 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.

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.

Regarding work written by a given student outside the classroom that is substantially different in quality from the work written in the classroom, the instructor reserves the right not to accept such work and/or to grade the paper as a zero.

Helpful tutoring is available at IVC and elsewhere, but if the student receives help to the degree that the transformed written work can reasonably be seen as a co-write, the instructor reserves the right not to accept such work and/or to grade the paper as a zero.

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.

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.

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

Week	Topics & Assignments
Week 1: Aug 13 - 15	Syllabus & Introduction Brainology/Mindsets Carol Dweck
Week 2: Aug 20 - 22	Brainology/Mindsets Carol Dweck (continued)
Week 3: Aug 27 - 29	Asking the Right Questions with Readings (abbreviation used below: ARQ) Chapter 1: The Benefit of Asking the Right Questions Example of "Making Sense of Opposing Views"
Week 4: Sept 5 (M = holiday)	ARQ Chapter 2: Critical Thinking as a Social Activity Chapter 15 reading cluster: Should We Protect Our Children from Advertising? Making Sense of Opposing Views: Health

Week 5: Sept 10 – 12	ARQ Chapter 3: What Are the Issue and the Conclusion? Should We Protect Our Children from Advertising? (continued)
Week 6: Sept 17 – 19	ARQ Chapter 4: What Are the Reasons? Should We Protect Our Children from Advertising? (continued) Ponzi & Company • Example of Mass Delusion/Madness of Crowds Making Sense of Opposing Views: Technology
Week 7: Sept 24 – 26	Chapter 16 reading cluster: What Is the Proper Role of Government in Improving the Quality of Families in Our Culture?
Week 8: Oct 1 - 3	What Is the Proper Role of Government in Improving the Quality of Families in Our Culture? (continued) Making Sense of Opposing Views: Topic • Global Warming
Week 9: Oct 8 - 10	The Destruction of the Xhosas • Example of Mass Delusion ARQ Chapter 5: What Words or Phrases Are Ambiguous?
Week 10: Oct 15 - 17	ARQ Chapter 6: What Are the Value and Descriptive Assumptions The Nacirema
Week 11: Oct 22 - 24	ARQ Chapter 7: Are There Any Fallacies in the Reasoning? ARQ Chapter 8: How Good Is the Evidence? Intuition, Personal Experience, Testimonials, and Appeals to Authority *The Lottery* by Shirley Jackson Tulipomania/The Tulipmania Revisited • Example of Mass Delusion/Madness of Crowds

Week 12: Oct 29 – 31	ARQ Chapter 9: How Good Is the Evidence? Personal Observation, Research Studies, Case Examples, and Analogies Soccer • Example of Mass Delusion/Madness of Crowds
Week 13: Nov 5 – 7	ARQ Chapter 10: Are There Rival Causes? Making Sense of Opposing Views: Topic • Organic Food
Week 14: Nov 14 (Mon = holiday)	ARQ Chapter 11: Are the Statistics Deceptive? Carl Jung/Howard Jones Chapter 17 reading cluster: What Is the Secret to Happiness?
Nov 19 – 24	• THANKSGIVING BREAK
Week 15: Nov 26 – 28	ARQ Chapter 12: What Significant Information Is Omitted? Perpetual Motion • Example of Mass Delusion/Madness of Crowds Chapter 18 reading cluster: In What Ways Can the Media Influence Society and What Can We Do About It?
Week 16: Dec 3 – 5	ARQ Chapter 13: What Reasonable Conclusions Are Possible? Jonestown & Other Cults • Example of Mass Delusion/Madness of Crowds ARQ Chapter 14: Overcoming Obstacles to Critical Thinking Making Sense of Opposing Views: Topic • China Final exam

Tentative, subject to change without prior notice