Basic Course Information

Semester:	**Spring 2021**	Instructor Name:	**Olivia Garcia**
Course Title & #:	**English 201: Advanced Composition**	Email:	**olivia.garcia@imperial.edu**
CRN #:	**21334**	Office Hours:	**MTWTh 10:00 am-11:00 am**
Class Dates:	**Feb. 16-June 11, 2021**	Office Phone #:	**(760) 355-6518**
Units:	3		
Class Format:	**online**		

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. (C-ID ENGL 105/ENGL 115) (CSU/UC)

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

ENGL 105 or
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)
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 texts:
- Readings will be provided through Canvas, either in PDF document or website link
- MLA style handbook (those listed below are the books and website I use):
  - *MLA Handbook 8th Edition* **OR**
  - *Pocket Style Manual* (8th edition) by Diane Hacker and Nancy Sommers **OR**
  - *The OWL: Purdue Online Writing Lab* https://owl.purdue.edu/owl/purdue_owl.html
- Good college level dictionary; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

Course Requirements and Instructional Methods

The main focus of the entire semester will be three Units, broken up into three 5-week periods of time. Each project will have its own focus but will subsequently be referenced in the following projects. These projects require weekly group and/or whole class **Discussion** posts, **Rough Drafts** and a **Final Draft,** and **multiple reviews** of work before final grading. Each project has its own guidelines and grade percentage.

- **Small group/whole class Discussions**: There will be one question per week. I will be dividing you into small groups, just to make it easier to respond to one another and assigning questions or topics to discuss. Generally speaking, these discussions are used to brainstorm, discover other perspectives, and practice explaining through writing.

- **Assignments**: There will be a few assignments to help build the draft work which will eventually be revised into the Final Draft.

- **Rough Draft**: There will be 2 drafts submitted per project; these are not necessarily given a lot of feedback or graded heavily, but they provide a show that you're working through your project. RD1 will be more of a "skeleton", while RD2 will be closer to the final version of the project that you'll submit.

- **Final Draft**: The finished product of each project.

- **Self-Reviews:** Part of the grading process is your determination of your own work. Basically, you will use the Final Draft rubrics to "grade" yourself. The expectations of these reviews will be explained for each Final Draft.

- **Tutoring reviews**: (*This term covers any kind of one-on-one review, whether you meet with me, your class tutor, an SSC/program tutor, or use Online Tutoring).* A minimum of two tutoring reviews of your work are required for each project, *preferably* of RD1 and RD2. These required reviews can be scheduled any time in **two different weeks** through each project's 5-week time frame, and you can certainly have more reviews.

  - Your class tutor has regular weekly review sessions, I have regular office hours, and the tutoring center has their online hours available all hours of the day; plus, you have access to Online Tutoring where you can drop off work and pick it up later.

UNIT BREAKDOWN

Each unit is set up in 5-week time increments and all three units will operate about the same. To open the entire unit, you will be required to complete the first one or two assignments within the first week of the unit. Once that/those assignment/s is/are completed, the rest of the unit will be visible, and you can make your way through, week by week. There are due dates for each assignment: some of the assignments will close at the due date; others will remain open to the end of the semester.

Course Grading Based on Course Objectives

Assignment/Unit Surveys	5%	Standard A-F (100%-0%) grading scale
Tutoring Reviews	5%	
Unit 1	20%	
Unit 2	30%	
Unit 3	40%	

Late work: *Communicate. With. Me.*

As previously stated, the semester is divided into three Units; these units have prerequisites to access and there are requirements to open the entire unit. Some of the assignments are required to be completed in order. Some assignments close at the due date; but there are some assignments that will remain open to the end of the semester.

For the most part, anything that remains open is available for "late" submission and can be submitted any time--however, keep in mind the unit prereqs, the unit requirements, and closing dates. If you communicate with me regularly, there is no problem with giving an extra day or two, extending certain deadlines, or modifying assignment requirements.

You can email, message, send a video, whatever, any time, day or night— then I know what's going on. If I don't hear from you ever or only when you're going to miss a deadline, then there's less I will do. Because we're online, you have the entire 24-hour day to use as you need; plus, most of your work is due at the end of each week, and you can plan accordingly. If an emergency happens, talk to me, and be prepared to explain what you can and will do.

Course Policies

ATTENDANCE

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:
- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is <u>NOT</u> adequate to demonstrate academic attendance by the student.

ONLINE NETIQUETTE

We will not be having scheduled Zoom classes because there is no time frame for this class; that means that you can check Canvas, work on assignments, and submit work just about whenever you want, whether that is 10:00 am, 1:15 pm, or 3:45 am. However, you will need to communicate with me and your tutor through email, Pronto, or Zoom meetings, which means the information below does apply to those situations.

- 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 (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) **Be RESPECTFUL**
   a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
2) **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
   a. People walking around and pets barking can be a distraction.
3) **EAT AT A DIFFERENT TIME.**
   a. Crunching food or chugging drinks is distracting for others.
   b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
   a. It is hard to see you in dim lighting so find a location with light.
   b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.
5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
   a. If you are using the camera, show your face; it helps others see your non-verbal cues.
   b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
6) **Be READY TO LEARN AND PAY ATTENTION**
   a. Catch up on other emails or other work later.
   b. If you are Zooming, silence your phone and put it away.
   c. If you are in a room with a TV – turn it off.
7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
   a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.
8) **REMEMBER TO UNMUTE WHEN SPEAKING**
   a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
   b. Do not speak when someone else is speaking.
9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
   a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
   b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.
10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
   a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

Other Course Information

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.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit http://www.imperial.edu/studentresources or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

Week/Date Mon.-Tues.	Readings (on Canvas)	Activity	Due Dates
Week 1 Feb. 16-22	Readings will be available after first discussion posted	Welcome Intro Discussion Post Unit 1 Explanation	2/22/2021, 11:59 pm
Week 2 Feb. 23-Mar.1		Discussion post SLOs/COs basic explanation	3/1/2021, 11:59 pm
Week 3 Mar. 2-Mar. 8		Discussion post Annotated Bibliography	3/8/2021, 11:59 pm
Week 4 Mar. 9-15		Discussion post MLA format survey Rough Draft 1	3/15/2021, 11:59 pm
Week 5 Mar. 16-22		Discussion post Rough Draft 2	3/22/2021, 11:59 pm
Week 6 Mar. 23-29		Unit 1 Final Draft 2 review sessions req'd	3/29/2021, 11:59 pm
Week 7 Mar. 30-Apr. 12	Readings will be available after discussion post	U1 FD Self-Review End-of-Unit 1 Survey _____ Unit Opening Discussion Post Unit 2 Explanation	4/2/2021, 11:59 pm _____ 4/12/2021, 11:59 pm (use Spring Break if needed/desired)
Apr. 4-10 SPRING BREAK (class Week 8 begins Apr. 13)			
Week 8 Apr. 13-19		Discussion post	4/19/2021, 11:59 pm
Week 9 Apr. 20-26		Discussion post Rough Draft 1	4/26/2021, 11:59 pm
Week 10 Apr. 27-May 3		Discussion post Rough Draft 2	5/3/2021, 11:59 pm
Week 11 May 4-10		Unit 2 Final Draft	5/10/2021, 11:59 pm
Week 12 May 11-17	Readings will be available after discussion post	Unit Opening Discussion Post Unit 3 Explanation	5/17/2021, 11:59 pm
Week 13 May 18-24		Discussion post	5/24/2021, 11:59 pm
Week 14 May 25-31		Discussion post Rough Draft 1	5/31/2021, 11:59 pm
Week 15 June 1-7		Discussion post Rough Draft 2	6/7/2021, 11:59 pm
Week 16 June 8-11 (Fri.)		**Finals Week Unit 3 Final Draft**	**Friday, June 11, 12:00 PM**

Subject to change without prior notice