



Basic Course Information

Semester:	Fall 2021	Instructor Name:	Kaylene Elliott
Course Title & #:	ENG 201: Advanced Composition	Email:	Kaylene.elliott@imperial.edu
CRN #:	10134	Office #:	809
Classroom:	4000	Student Hours:	Mondays 10-11 am virtual Wednesdays 10-11 am on campus; by appointment
Class Dates:	August 16-December 11, 2021	Google Phone #:	760-498-1091
Class Days:	Wednesday	Remind:	Text @9k48bc to 81010 or use link: https://remind.com/join/9k48bc
Class Times:	8:00-9:05 am	Class Format:	Hybrid
Units:	3		

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. Limitation on Enrollment: Course not open to students with a C or higher in English 204. (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

This is a zero textbook cost course. That means that you will not be required to purchase any textbook materials. Required reading materials for this course will be provided to you via the Canvas platform.

As this is a hybrid course, you will be required to have access to a computer and internet. Please let me know ASAP if this becomes an issue for you.

Course Requirements and Instructional Methods

Instructional Methods
Discussion
Assignments
Group Activity
Individual Assistance
Independent Reading
Independent Writing

Each week, students will be responsible for completing the required reading, which includes book chapters, articles, textbook chapters, and module pages on Canvas. Additionally, students are required to stay on top of assignments on Canvas. Students are expected to participate in all discussions and activities as well as be respectful to their peers, tutors, and instructor. Students who choose not to do so will be asked to remove themselves from the course. Unless otherwise specified, all assignments will be available one week before the due date and one week after the due date. Students who need additional time to complete assignments will need to speak with the instructor.

Mistakes are expected-that's how you learn! Don't be too hard on yourself. Students will be allowed to resubmit certain assignments for credit after first submission. Resubmissions must be provided no more than one week after the resubmission has been requested by the instructor.

Essay points: Total essay points include rough drafts (rough draft upload to Canvas, prewrites, outline, body drafts, 3 introduction drafts, 2 conclusion drafts) and final drafts (final draft upload to Canvas, 3 peer reviews, self-review, grammar review, and tutor review), and potential various other assignments relating to the essay. Students must take your essay to be reviewed by a tutor. Students who do not turn in the rough draft may



regain up to 50% of the rough draft points by attending the instructor's office hours for at least 15 minutes to discuss their essay plans prior to the due date of the final draft.

All essays must have proper formatting.
-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:

Name
Professor Elliott
ENG 201
Date draft is due

Mini Analysis: Students are required to submit ten (10) mini analyses throughout the semester. These miniessays will be in response to specified reading/prompts and at least 2 pages in length and submitted via Canvas.

Discussions: During the semester, you will read several articles and other materials. Students will respond to a reading on Canvas. The response must include an engaging quote, one question for classmates, and relevant thoughts on the pages read. Students must also reply to two peers.

Weekly Review: Each week, students will reflect upon their work for the week. Responses include what students learned that week, what they feel they did well on, what they need to work on, how they plan to approach the following week, and any relevant questions students may have.

Unless otherwise specified,

- Discussions will be due on Wednesday
- Assignments will be due on Thursdays and Fridays
- Weekly Reviews will be due on Sunday

Late Policy: Students have seven (7) days after the due date to turn in late work with the exception of Essay #3 which cannot be turned in late. All late work will be given partial credit. All assignments, quizzes, and discussions must be submitted on Canvas.

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.

Course Grading Based on Course Objectives

Assignment/Group	Point Value	Grading Scale
Essay 1	100	90-100% A
Essay 2	150	80-89% B
Essay 3	200	70-79% C
Mini Analysis	200	60-69% D



Discussions	150	Below 59% F
Assignments/Quizzes	150	
Weekly Review	50	

Grading is subject to change based on the needs of the class.

Course Policies

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. *Students should not rely on the instructor to drop them.

Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.

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 (!!!!)].

Really, just use common sense. Consider how you are presenting yourself in the various modalities that we may use.

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 safe guarding 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. The first student to point out this sentence to the instructor will receive two points of extra credit. 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.

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.

- **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 with tutors and computer access. Tutoring services are also available in Canvas.
- **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. See the Library webpage for more information: <https://www.imperial.edu/library-department>
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

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. Instructors and other college personnel will not see information related to student diagnoses; instead, faculty and staff outside of the DSP&S office only see the educational accommodation necessary for students. This information is confidential and will not be provided to anyone outside the college.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 16-22	Syllabus & Introduction, Analyzing your sources, Conspiracy Theories	Syllabus Quiz, Plagiarism Quiz, Diagnostic Writing, Weekly Review 1, read “Why Rational People Buy Into Conspiracy

		Theories”, read Lumen “How to Write a Summary”, “Reflective Learning”
Week 2 August 23-29	Avoid Plagiarism, Structure of an Argument, Prewriting, Formal Outline, Assertions & Claims	Read Lumen “Prewriting Strategies”, “Writing for Success: Outline”, “Classical Essay Structure”, Mini Analysis 1, Weekly Review 2
Week 3 August 30-Sept. 5	Audience, Body Drafts, Denotative Vs. Connotative language	Discussion: Audience and Assumptions, read “Twitter and White Supremacy: A Love Story”, read Lumen “Rogerian Argument Model”, “Process: Writing a Thesis”, Weekly Review 3
Week 4 September 6-12	Intro, Conclusion, and Titles Satire and rhetoric September 6 Labor Day	Discussion: Workshopping titles, Mini Analysis 2, read “A Modest Proposal”, Lumen “Reading to Write Effectively”, “Introductions”, “Conclusions”, “5 Ways of Looking at a Thesis”, Weekly Review 4
Week 5 September 13-19	Rough Draft, Peer review, Self review, Argumentative Conclusions	Read Lumen “Revising and Editing”, “Cohesion: What do People Mean When They Say My Writing Doesn't “Flow”, Weekly Review 5
Week 6 September 20-26	Final Draft, Dissecting Essay 2, 3D Escape Room,	Mini Analysis 3, Essay Prompt 2, read “The ‘Other Side’ is Not Dumb”, read Lumen “Using Sources Creatively”, Weekly Review 6
Week 7 September 27- Oct. 3	Prewrite, Formal Outline, Support, Inductive vs. Deductive Reasoning	Midterm: Mini Analysis 4, Discussion: Audience and Assumptions, read Lumen “Audience”, Weekly Review 7
Week 8 October 4-10	Body Drafts, Fallacies	Mini Analysis 5, read “Framing Class, Vicarious Living, and Conspicuous Consumption”, read TYFA “Spot Fallacies”, Weekly Review 8
Week 9 October 11-17	Intro, Title, Conclusions, Fact vs. Opinion	Read Lumen “What is Research?”, read TYFA “Know Whom to Trust”, Weekly Review 9
Week 10 October 18-24	Rough Draft, Peer review, Self review	Mini Analysis 6, read “Girl”, read TYFA “Speak Your

		Audience' Language", Weekly Review 10
Week 11 October 25-31	Final Draft, Toulmin Method	Read Lumen "Toulmin's Schema", "Managing Your Research Project", Weekly Review 11
Week 12 November 1-7	Dissecting Essay 3, Prewrite, Outlines	Mini Analysis 7, "Why We Need to Keep the 'Community' in Community College", Weekly Review 12
Week 13 November 8-14	Body drafts November 11 Veteran's Day-No Class	Weekly Review 13
Week 14 November 15-21	Intros, Titles, Conclusions; Tables, Graphs, and Visual Info	Mini Analysis 8, read "Has Coronavirus Made the Internet Better?", Lumen "Video: Visualizing Data", Weekly Review 14
Week 15 November 22-28	Thanksgiving Break	No Assignments Due
Week 16 November 29- Dec. 5	Rough Draft, peer review, self review	Mini Analysis 9, Weekly Review 15
Week 17 December 6-11	Final Draft	Final: Mini Analysis 10

*****Subject to change without prior notice*****