



Basic Course Information

Semester:	Spring 2022	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English 201 – Advanced Composition	Email:	cynthia.spence@imperial.edu
CRN #:	20620	Webpage:	None
Classroom:	Online	Office #:	#2799
Class Dates:	February 14 -June 10 2022	Office Hours:	Tuesday 1:30-3:00 Wednesday 2:00-3:00 via email Thursday 4:00-5:30
Class Days and Times:	Online Asynchronous	Office Phone #:	#760-355-5702
Mode of Instruction:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	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. Student will identify formal and informal fallacies in language and thought.
5. Student will recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
6. Student will revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.
7. Students will write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words (approximately 24 pages) of formal writing.

Textbooks & Other Resources or Links

Scholars have articulated the rationale for using a **theme based approach** as a “meaningful” way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students’ life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in “fear and horror” themed introductory English classes at a community college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.

The theme for our course is “**Improving the American Education System.**” All the course readings and assignments will be based on this theme.

This is a Zero Textbook Cost course – these reading materials are provided free on Canvas

Goldrick-Rab, Sara. *Paying the Price: College Costs, Financial Aid, and the Betrayal of the American Dream*. The University Chicago Press, 2016.

Course Requirements and Instructional Methods

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

Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A

*****I do not round point totals up or down*****

I have designed the course in the student’s favor, I tend to grade in the student’s favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

This course has three main objectives:

- **To help students expand their critical thinking skills.** To do this, students will be asked to write an analysis of two scholarly articles and read arguments focusing on inductive and deductive reasoning.
- **To help students expand their composition skills.** To do this, students will be asked to correctly cite text in an essay, learn the seven introductions, avoid grammar mistakes, construct a traditional argument essay, and compose a Rogerian argument essay.
- **To help students develop their reading comprehension skills.** To do this, students will be asked to read and understand college level academic articles, college level book chapters, and understand the important points made in video form.

Discussion Threads	12 X 25	300
Chapter Summaries- 2 pages minimum of academic writing with in-text citation = 10 pages total	5 X 50	250
Scholarly Article Analysis Essays – 2 pages minimum of academic writing with in-text citation = 4 pages total	2 X 50	100
Traditional Argument Essay – 4 pages minimum of academic writing with in-text citation and scholarly sources		100
Rogerian Argument Essay –4 pages minimum of academic writing with in-text citation and scholarly sources		100
Profile in Education Essay – 2 pages minimum of academic writing with in-text citation		50
Quizzes	5 X 20	100
Point Total		1000

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. **The “Check-in Discussion Post” must be completed before 6:00 p.m. Sunday February 20 or you will be dropped from the course.**
- Should re-admission 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 the [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

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 NOT adequate to demonstrate academic attendance by the student.

Academic Honesty There are many different forms of academic dishonesty. The following examples 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.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction.**
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a "0" on the assignment – **enabling another student to cheat is also cheating.** 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

There is an entire plagiarism module available to you in our course Canvas shell if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

IVC Student Resources

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.

- [Learning Services](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have



access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!

- [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.
- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) are in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>
- **CANVAS Support**. 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.
- **Student Health Center**. A Student Health Nurse is available on campus, but you must make an appointment. In addition, Pioneers Memorial Healthcare District provides basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536, for more information.
- **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.

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.



IMPERIAL VALLEY COLLEGE

Anticipated Class Schedule/Calendar

The Assignment Calendar is Subject to Change, Changes Will Be Announced

	Class Assignments Due @ 11:59 p.m. on Sundays
Week One February 14	Check-in Discussion Post – Must be completed before Sunday February 20 before 6:00 p.m. or you will be dropped from the course. Discussion Thread One Quiz One
Week Two February 21	Discussion Thread Two Quiz Two Quiz Three Quiz Four Extra Credit One
Week Three February 28	Discussion Thread Three Chapter Summary One Extra Credit Two
Week Four March 7	Discussion Thread Four Chapter Summary Two Quiz Five
Week Five March 14	Discussion Thread Five Scholarly Analysis Essay One
Week Six March 21	Discussion Thread Six Chapter Summary Three
Week Seven March 28	Discussion Thread Seven Scholarly Analysis Essay Two
Week Eight April 4	Discussion Thread Eight Traditional Argument Essay
Week Nine April	Discussion Thread Nine Extra Credit Three
April 18-24 Spring Break	• Enjoy!
Week Ten April 25	Discussion Thread Ten Extra Credit Four
Week Eleven May 2	Discussion Thread Eleven Chapter Summary Four
Week Twelve May 9	Discussion Thread Twelve Extra Credit Five
Week Thirteen May 16	Chapter Summary Five
Week Fourteen May 23	Rogarian Essay
Week Fifteen May 30	Profile in Education Essay or Presentation
Week Sixteen June 6	Turn in any late assignments