



Basic Course Information

Semester:	Fall 2022	Instructor Name:	Sacha Sykora
Course Title & #:	English 201	Email:	Sacha.sykora@imperial.edu
CRN #:	10138	Zoom ID:	https://cccconfer.zoom.us/j/97299185336#successMeeting
Classroom:	Room #2727	Office #:	N/A
Class Dates:	8/15/22-12/10/22	Office Hours:	Tuesday 4-5 p.m. Zoom (online)
Class Days:	Thursday	Office Phone #:	N/A
Class Times:	6:00-9:10 p.m.	Emergency Contact:	Lency Lucas 760 355-6224 OR 24/7 Canvas Support Hotline is: 877-893-9853
Units:	3	Class Format:	Face-to-Face (on ground)

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.

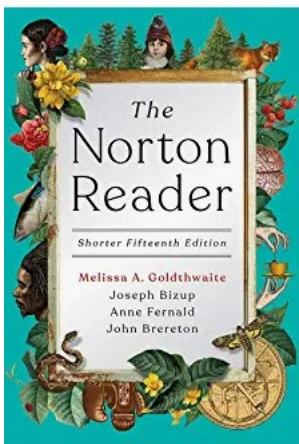
2. Student will analyze arguments critically, evaluating multiple arguments for validity and soundness, distinguishing fact from judgment and knowledge from opinion, and differentiating relevant from irrelevant support.
3. Student will analyze and construct both deductive and inductive arguments.
4. Student will write argumentative prose that defines, that analyzes causal 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:

Melissa Goldwaithe, Joseph Bizup, et al., *The Norton Reader: An Anthology of Nonfiction* Shorter Fifteenth edition.

Norton & Company. July 1, 2020.



ISBN-13: 978-0393420531

Recommended (not required):

MLA Handbook, 8th edition by: Modern Language Association of America ISBN: 978-160329-262-7

Resources & Links:

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

EasyBib (citation generator): <http://www.easybib.com/guides/> Remember, this is a tool we can use, but we should know the proper way to format a Works Cited page and be ready to edit the works-cited entries yielded by any citation generator.

Course Requirements and Instructional Methods

Course Requirements:

- In this course, students will write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing. (See course objectives for more detail).
- For this course, the student will need to be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal. In addition, you should have access to a good dictionary or dictionary app.
- Rubrics, class materials, and extra support will be accessible to you in Canvas.
- Rough drafts and peer reviews must be submitted in person. Please print the following prior to your peer reviews: rubric, rough draft, and peer review.
- Essays (final draft) must be submitted on Canvas in PDF format.
- Attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than three weeks of class.
- Essays must be written in academic language and MLA format.
- Word count must be at the end of the essay, at the bottom of the page.
- Incomplete assignments will not be accepted.
- Completion of assignments and essays are due by the due date/time. Assignments are due the day of class (Thursday), no later than 6:30 p.m. Any work that is submitted after 6:30 p.m. is LATE.
- It is important that you plan ahead; you can fall behind in this class very quickly.
- Late work is accepted until a week after the due date with a 50% penalty.
- Plagiarism is an automatic zero; there are no do-overs for plagiarized work.
- Be proactive! If you want to successfully complete the class, it is your responsibility to contact the instructor if you have any questions and/or concerns.
- Please use your IVC e-mail or Canvas inbox to communicate with me. DO NOT send me e-mails from random addresses (i.e. Gmail, Yahoo, Google); **I will only reply to messages and e-mails that I know are secure.**
- Remember your success in this course is your responsibility.

Instructional Methods/Activities:

***There will be some controversial topics & discussions in this course, please be respectful to your peers. Have an open mind to different points of view and opinions.**

Reading assignments and critical thinking discussions: *The Norton Reader*

Class discussions: Class discussions will focus on reading assignments in *The Norton Reader*, specifically covering: theme, genre, and rhetorical mode.

Writing assignments/projects include the following: writing workshops from *The Norton Reader*, research, annotated bibliographies, outlines, formal essays (drafts) and peer review discussions. Most of the homework will come from the textbook. You are required to do all of the reading and the assigned exercises.

Peer Reviews: Rough draft (formal essays) *Remember writing is a process, so you will be writing several drafts.

Final Essay: In class essay, to be announced later in the semester.

Extra Credit (optional): TBA

Plagiarism

*Plagiarism is an **automatic zero; no exceptions.**

Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. If you do not understand how to cite a source correctly or are confused, ask for help.

Self-plagiarism is also an automatic zero. Self-plagiarizing is turning in work that you already submitted in another class. Be aware that everything you upload onto Canvas is scanned for plagiarism.

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

Reading/writing workshops/participation: **In class** (15x15)=225 points total

Formal writing assignments/essays=100 pts. Each; 500 points total

1. Descriptive/Narrative (500-750 words)
2. Cause/Effect (1,000-1,500 words)
3. Persuasive/Argument (1,500-2,000 words)
4. Persuasive/Argument (1,000-1,500 words)
5. Research Paper (2,000-2,500 words)

Total=6,000 words minimum

Outline (2)/Bibliography page (4): 150 points

Formal Writing assignment (rough drafts) (5): 250 points

Peer reviews (5) & discussions (5): (5x30)150 points

Final essay: 250 points

Total points: 1525 total

*instructor may change/remove assignments, so point value may have a minor change; this will not affect your grade in any way

Reading/writing workshops/participation: 15%

Formal Essays: 33%

Outlines/Bibliographies: 10%

Formal writing assignments (rough drafts): 16%

Peer reviews & discussions: 10%

Final Essay: 16%

****Extra credit (optional)=100 pts.(7%) TBA**

90-100%= A

80-89%=B

70-79%=C

60-69%=D

59 & below=F

Deadlines & Late Work

- Always check deadlines and due dates regularly: **plan ahead.**
- **ALL assignments are due on the due date/time. (by 6:30 p.m.)**
- Late work is accepted up to a week after the due date. **There is a 50% penalty for ALL late work.**
- **It is your responsibility to drop before the deadline, November 5th 2022.**

Course Policies

- **Incomplete assignments will not be accepted.**
- **All assignments are due on a Thursday before 6:30 p.m.**
- Late work is accepted until a week after the due date with a 50% penalty.
- Assignments must be written in academic language.
- All assignments, essays, quizzes, and discussions must be submitted on Canvas in MLA format.
- Word count should be at the end of the essay, at the bottom of the page.
- Plagiarism is an automatic zero; there are no do-overs for plagiarized work.
- Note: If you do attend the first day of class, you will be dropped from the course.
- **It is your responsibility to drop before the deadline. Last day to drop with a "W" is November 5th.**
- Be proactive! If you want to successfully complete the class, it is your responsibility to contact the instructor if you have any questions and/or concerns.
- Please use your IVC e-mail or Canvas inbox to communicate with me. DO NOT send me e-mails from random addresses (i.e. Gmail, Yahoo, Google); **I will only reply to messages and e-mails that I know are secure.**
- Remember your success in this course is your responsibility.

Attendance (IVC general information):

- 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**

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 15 th -21 st 8/18	Syllabus Introduction Canvas overview Prewriting assessment Reading/Writing Strategies Intro. To point-of-view (POV)	**Purchase textbook(s)** by Week 2 (9/1/22)
Week 2 August 22 nd - 28 th 8/25	Intro. To descriptive (narrative) writing "In the Kitchen" by Henry Louis Gates Jr. (pgs. 113-118) Theme: Work Genre: Cultural Analysis Rhetorical Mode: Description (narration)	**Purchase textbook(s)** Due: 9/1/22
Week 3 August 29 th -Sept. 4 th Sept. 1 st	Continue discussion, "In the kitchen." (pgs. 113-118) Figurative language What is synthesis? Discussion Questions (pg. 118) Descriptive/Narrative essay (formal essay #1)-500-750 words (rough draft) (#4; pg. 118)	Descriptive/narrative (rough draft)-formal essay #1 500-750 words Due: 9/8/22
Week 4 Sept. 5 th -Sept. 11 th Sept. 8 th	Peer Review (descriptive narrative) Intro. To Cause & Effect (first person POV)/bibliography page "Is Google Making Us Stupid," by Nicholas Carr (pg. 317-326) Discussion Questions pg. 326 (Q. #4) Intro. To Cause & Effect #4 –start research/annotated bibliography Theme: Pop culture Genre: Argument Rhetorical mode: Analyzing Cause & Effect *Library tour?	Descriptive/narrative (final draft) –formal essay #1 500-750 words. Annotated bibliography (cause/effect) formal essay #2 Due: 9/15/22

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
<p>Week 5</p> <p>Sept. 12th-Sept. 18th</p> <p>Sept. 15th</p>	<p>Continue: Analyze cause/effect</p> <p>Identifying structure of arguments/claims/evidence</p> <p>“Have Smartphones Destroyed a Generation?” by Jean M. Twenge (pg. 343-352)</p> <p>Discussion Questions (pg. 352)-topic</p> <p>Begin Cause & Effect (rough draft)-formal essay #2 1,000-1,500 words</p>	<p>Cause & Effect (rough draft)- formal essay #2 1,000-1,500</p> <p>Due: 9/22/22</p>
<p>Week 6</p> <p>Sept. 19th-Sept. 25th</p> <p>Sept. 22nd</p>	<p>Identifying structure of arguments/claims/evidence</p> <p>Peer Reviews Cause & Effect –formal essay #2</p> <p>Continue with, “Have Smartphones Destroyed...” (pg. 343-352)</p> <p>Discussion Questions pg. 352</p>	<p>Cause & Effect (final draft)- formal essay #2 1,000-1,500 words</p> <p>Due: 9/29/22</p>
<p>Week 7</p> <p>Sept. 26th- Oct. 2nd</p> <p>Sept. 29th</p>	<p>Persuasion/Argument (ethos, pathos, logos)</p> <p>Figurative language</p> <p>“Fighting for Gun Control,” by Emma Gonzalez (pg. 516-518)</p> <p>Questions Pg. 518-519</p> <p>Research topic & info (IVC library)</p> <p>Theme: Life & Death</p> <p>Genre: Speech</p> <p>Rhetorical Modes: Persuasion/Argument</p>	<p>Research topic & information for persuasive/argument essay-formal essay #3 (1,500- 2,000 words)</p> <p>Persuasive/argument Topic #3</p> <p>Due: 10/6/22</p>
<p>Week 8</p> <p>Oct. 3rd-Oct. 9th</p> <p>Oct. 6th</p>	<p>Persuasion Argument/Inference</p> <p>“What Farm-to-Table Got Wrong,” by Dan Barber (pg. 131-134)</p> <p>Discussion Questions Pg. 134</p> <p>Theme: Work</p> <p>Genre: Argument; Op-Ed</p> <p>Rhetorical Modes: Persuasion/Argument</p>	<p>Persuasive/argument essay: annotated bibliography (formal essay #3) 1,500-2,000 words</p> <p>Due: 10/13/22</p>
<p>Week 9</p> <p>Oct. 10th-Oct.16th</p> <p>Oct. 13th</p>	<p>Claims & evidence</p> <p>Author background info.</p> <p>“Superfoods are a Marketing Ploy,” by Marion Nestle (pg. 135-138)</p> <p>Discussion Questions pg. 139 (#3)</p> <p>Genre: Cultural Analysis</p> <p>Rhetorical Modes: Persuasion/Argument</p>	<p>Persuasive/argument essay- formal essay #3 (rough draft)- 1,500-2,000 words</p> <p>Due: 10/20/22</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 10 Oct. 17 th -Oct. 23 rd Oct. 20 th	Persuasive/Argument Essay-peer review Research topic and information –Persuasive/Argument Essay (formal essay #4) Claims & evidence	Persuasive/argument essay-formal essay #3 (final draft)-1,500-2,000 words Persuasive/Argument Topic Due: 10/27/22
Week 11 Oct. 24 th -Oct. 30 th Oct. 27 th	“Graduation,” by Maya Angelou (pg. 210-219) Discussion Questions (pg. 219) Research Theme: Race & Ethnicity Genre: Memoirs and Personal Essays Rhetorical Modes: Description	Research topic & info. Persuasive/Argument Essay-Formal essay #4-1,000-1,500 words Annotated Bibliography Due: 11/3/22 LAST DAY TO DROP WITH A “W:” Nov. 5th
Week 12 Oct. 31 st -Nov. 6 th Nov. 3 rd	“The Siege of Miami,” by Elizabeth Kolbert (pg. 293-303) Discussion Questions pg. 303 Cause & Effect Intro to Research Paper Genre: Nature writing, reportage.	Persuasive/Argument Essay-Formal essay #4 (rough draft)-1,000-1,500 words Research paper Topic #5 Due: 11/10/22
Week 13 Nov. 7 th -Nov. 13 th Nov. 10 th	Peer Reviews (#4) Research Paper Outline Annotated bibliography “ADHD is Fuel for Adventure,” by Florence Williams (pg. 177-186) Discussion Questions (pg. 186) Rhetorical Mode: Exemplification	Outline & annotated bibliography Research essay-formal essay #5 (2,000-2,500 words) **Extra credit (optional) Due: 11/17/22
Week 14 Nov. 14 th -20 th Nov. 17 th	Continue: “ADHD is Fuel for Adventure,” by Florence Williams (pg. 177-186) Discussion Questions (pg. 186) Rhetorical Mode: Exemplification	Research Essay (rough draft)-formal essay #5 (2,000-2,500 words) Persuasive/Argument Essay-Formal Essay #4 (final draft)-1,000-1,500 words Due: 12/1/22
Week 15 Nov. 21 st -27 th	No School Gobble Gobble –Turkey break	No homework due



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 16 Nov. 28 th -Dec. 4 th Dec. 1st	Peer review-research essay (rough draft) Final test question(s)	Research Essay (final draft)- formal essay #5 (2,000-2,500 words) Due: 12/8/22
Week 17 Dec. 5 th -9 th December 8 th	Final (in-class)	Research essay (final draft) #5 Final essay Due: 12/8/22 (last day of class, no exceptions!)

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