

Basic Course Information

Semester:	Spring 2023	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 201 Advanced Composition: Critical Reading and Writing	Email:	Nikolai.beope@imperial.edu or nbeope@gmail.com
CRN #:	20131	Webpage (optional):	Canvas; all materials will be uploaded and found under “pages” and “modules” as well as “discussions”
Classroom & Class Format :	Real-Time ONLINE (Synchronous)	Office #:	Online
Class Dates:	FEB 13 – JUNE 9	Office Hours:	Tuesday 10:15 – 11:15 AM Wednesday 12:15 – 1:15 PM Thursday 10:15 – 11:15 AM Friday 4:00 – 5:00 PM Zoom link can be found on Canvas under “Week 0/Basics” module
Class Days:	M/W	Office Phone #:	760-592-5359
Class Times:	9:40 – 11:05 AM	Emergency Contact:	lency.lucas@imperial.edu
Units:	3		

Course Description

English 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. Identify the structure of arguments, including the assertions/claims and the proof/support.
2. 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. Analyze and construct both deductive and inductive arguments.
4. 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

All texts will be found online on Canvas under weekly “readings.”

Course Requirements and Assignment Overview

Canvas: All readings and assignment rubrics will be uploaded to Canvas. All readings will be found under “files.” All assignments (homework and essays) will be found under “pages.” Students **must be able to upload their assignments to Canvas using a version of Microsoft Word, Google Doc or through the creation of a PDF.** More information about this process will be found on Canvas.

Presentation: Towards the due date of essays, students will be responsible for **creating one** 4 to 6-minute presentation on their essay topic (**you only need to do one presentation before semester’s end!**). The presentation can come in many forms, from traditional methods we are familiar with (Video recording, Google Slides, PowerPoint, etc.) to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given beforehand. The audience will be your peers in this class. (Letter grade)

Annotated Bibliography: List sources and describe specifically what part of each is relevant to your research paper and why. This will be attached to Assignment #3 only. (Letter grade)

Revision: Near the end of the semester you will be allowed to revise one of your essays. Essays will only receive a single grade (or an extra 10 points) if revised correctly, meaning a 75 would turn into an 85, etc. Revised essays must meet all three of the following conditions:

1. Your essay was uploaded to Canvas complete.
2. Your essay was uploaded to Canvas on time.

3. You participated in the peer review process.

Extra Credit: Throughout the semester there will be many ways to receive extra credit points. These points will only influence homework and quiz scores.

Gender-neutral Language: In order to align ourselves with standard practices found in journalism, academic writing and social practices, all assignments this semester will deploy the use of gender-neutral language. For example, instead of referring to someone as a *policeman*, *fireman*, or *stewardess*, we will refer to them in gender-neutral terms, such as *police officer*, *firefighter* and *flight attendant*. Instead of referring to something as being *man-made* or part of *mankind*, we will refer to it being *machine-made/synthetic/artificial*, or as *people/human beings/humanity*. We will also respect any preferred pronouns used by outside sources.

Assignment Return Policy: All essay assignments (excluding late essays) will be handed back one week before the next essay assignment is due.

Assignment #1: Personal essay. (Letter grade)

Assignment #2: Analytical research essay. (Letter grade)

Assignment #3: Argumentative research essay. (Letter grade)

Midterm: A quiz responding to weeks 1 - 7. (Quiz grade)

Final: A quiz responding to weeks 8 - 15. (Letter grade)

Course Grading Based on Course Objectives

10%: Homework, Quizzes (unannounced), Midterm

10%: Participation (online behavior, discussion board activity, peer review grades)

10%: Presentation

10%: Bibliography

15%: First essay assignment

15%: Second essay assignment

15%: Third essay assignment

15%: Final

90 + = A 80 - 89 = B 70 - 79 = C 60 - 69 = D 59 - = F

Grades will not be rounded in any way

Anticipated Class Schedule / Calendar

<p>Week 1 FEB 13 – 15</p>	<p>Intro to course & course materials Assignment #1 handout, lecture and example</p> <p>Defining key concepts: Analysis Stasis theory</p> <p>Essay organization: Introductions Paragraphing</p>	<p><u>*Readings:</u> Syllabus, Week 1 Canvas readings</p> <p><u>**Homework:</u> Analysis</p> <p>* Readings will be quizzed and/or discussed the following week unless otherwise specified.</p> <p>**All homework is due the following week unless otherwise specified.</p>
<p>Week 2 FEB 20 – 22</p>	<p>Monday – Holliday</p> <p>Defining key concepts: Writing with imagination Freewriting</p> <p>Essay organization: Moves of Revision Conclusions</p>	<p><u>Readings:</u> Week 2 Canvas readings</p> <p><u>Homework:</u> Description</p>
<p>Week 3 FEB 7 – MAR 1</p>	<p>Due: Essay Assignment #1 Rough Draft – Monday, FEB 7th, 11:59 PM – Uploaded to Canvas Discussion Board</p> <p>Defining key concepts: Establishing credibility Rhetorical appeals</p>	<p><u>Readings:</u> Week 3 Canvas readings</p> <p><u>Homework:</u> Peer review worksheets</p>
<p>Week 4 MAR 6 – 8</p>	<p>Due: Essay Assignment #1 Final – Friday, MAR 8th, 11:59 PM – Uploaded to Canvas “Essay 1” assignment link</p> <p>Due: Presentation #1 – Friday, MAR 8th, 11:59 PM – Uploaded to Canvas Discussion Board</p> <p>Assignment #2 handout, lecture and example</p>	<p><u>Readings:</u> Week 4 Canvas readings</p> <p><u>Homework:</u> MLA in-text citations</p>

	<p>Defining key concepts: Selecting and integrating source material</p> <p>Essay organization: Thesis statements Citing sources</p>	
<p>Week 5 MAR 13 – 15</p>	<p>Defining key concepts: Summary, paraphrasing and direct quotation</p>	<p><u>Readings:</u> Week 5 Canvas readings</p> <p><u>Homework:</u> MLA in-text citations pt. 2</p>
<p>Week 6 MAR 20 – 22</p>	<p>Midterm handout, lecture and example</p>	<p><u>Readings:</u> Week 6 Canvas readings</p>
<p>Week 7 MAR 27 – 29</p>	<p>Due: Essay Assignment #2 Rough Draft – Friday, March 29, 11:59 PM – Uploaded to Canvas Discussion Board</p> <p>Midterm</p>	<p><u>Readings:</u> Week 7 Canvas readings</p> <p><u>Homework:</u> Peer review worksheets</p>
<p>Week 8 APR 3 – 5</p>	<p>Due: Essay Assignment #2 Final – Wednesday, Apr 5th, 11:59 PM – Uploaded to Canvas assignment link</p> <p>Due: Presentations #2 – Wednesday, Apr 5th, 11:59 PM – Uploaded to Canvas Discussion Board</p> <p>Defining key concepts: Fallacies</p>	<p><u>Readings:</u> Week 8 Canvas readings</p> <p><u>Homework:</u> Fallacies</p>
<p>Week 9 APR 10 – 12</p>	<p>SPRING BREAK</p>	<p><u>Readings:</u> Week 9 Canvas readings</p>
<p>Week 10 APR 17 – 19</p>	<p>Defining key concepts: Counterarguments</p>	<p><u>Readings:</u> Week 10 Canvas readings</p>

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<p>Week 11 APR 24 – 26</p>	<p>Defining key concepts: Types of claims</p>	<p><u>Readings:</u> Week 11 Canvas readings</p> <p><u>Homework:</u> Types of claims</p>
<p>Week 12 MAY 1 – 3</p>	<p>Assignment #3 handout, lecture and example</p> <p>Defining key concepts: Types of claims, cont. Creating an ethical argument</p>	<p><u>Readings:</u> Week 12 Canvas readings</p> <p><u>Homework:</u> Ethical claims</p>
<p>Week 13 MAY 8 – 10</p>	<p>Defining key concepts: Types of claims, cont. Creating a definition/resemblance argument</p>	<p><u>Readings:</u> Week 13 Canvas readings</p>
<p>Week 14 MAY 15 – 17</p>	<p>Defining key concepts: Types of claims, cont. Creating a policy argument</p>	<p><u>Readings:</u> Week 14 Canvas readings</p> <p><u>Homework:</u> Hybrid claims</p>
<p>Week 15 MAY 22 – 24</p>	<p>Semester review Extra credit and revision options</p>	<p><u>Readings:</u> Week 15 Canvas readings</p>
<p>Week 16 MAY 29 – 31</p>	<p>Holiday – No Class: Monday, MAY 29</p> <p>Due: Essay Assignment #3 Rough Draft – Wednesday, May 31, 11:59 PM – Uploaded to Canvas Discussion Board</p> <p>Due: Extra credit option – Wednesday, May 31, 11:59 PM –</p> <p>Final handout, lecture and example</p>	<p><u>Readings:</u> Week 16 Canvas readings</p> <p><u>Homework:</u> Peer review worksheets</p>

<p>Finals Week JUNE 5 – 7</p>	<p>Due: Essay Assignment #3 Final – Wednesday, June 7th, 11:59 PM – Uploaded to Canvas assignment link</p> <p>Due: Presentations 3 – Wednesday, June 7th, 11:59 PM – Uploaded to Canvas Discussion Board</p> <p>Due: Revision option – Wednesday, June 1, 11:59 PM – Uploaded to Canvas assignment link</p> <p>Due: Final – Wednesday, June 7th</p>	
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***** Instructor reserves the right to change any scheduled instruction or assignment depending on needs or speed of class.*****

Attendance

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance. You must also complete assigned online activities.

- Students who fail to complete “questionnaire 1” **within the first week of 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. Also, it is the student’s responsibility to drop or officially withdraw from the class. See [General Catalog](#) for further details.
- Do to the nature of our course your participation in class is necessary. Students who consistently fail to submit online activities that exceed the number of hours the class is scheduled to meet per week (4) may be dropped without notice.
- Absences, accompanied by the appropriate paperwork, 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.

Assignment Policies

- All essay assignments must follow MLA 8 formatting guidelines and are due uploaded to Canvas by the assigned due date and time unless otherwise stated. All assignments received after will be marked late.
- Barring emergencies, late papers/quizzes/homework will be marked down a partial grade for each day they are missing. If you have unusual circumstances discuss them with me. Assignments that are turned in late will also be handed back to students later than usual and with minimal feedback.
- All assignments must be completed satisfactorily. An assignment that does not follow instructions, or is completely off topic, or is incomplete will receive zero credit.
- Emailed assignments are not accepted.
- All essay assignments must be typed in an appropriate format (Microsoft Word, PDF, Google Doc) and then uploaded to Canvas in order to be scanned for plagiarism. All presentations must use an appropriate format that allows for viewing and file access. I highly suggest that you allow yourself enough spare time to test your uploads before the due date expires.

Classroom & Email Etiquette

- Email: Responses to email could take up to 48 hours, or depending on the content not answered at all; in addition, emails will not be responded to over weekends. This should in no way act as an excuse to turn in any work late. Check Canvas for due dates, consistently review your syllabus, lectures, handouts and assignment prompts. If you are concerned about your overall grade please refer to the grading system breakdown located above.
- Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. Disruptive behavior or offensive language will not be tolerated, and students responsible for behaving this way will be asked to leave the classroom.
- Students who are found to be chatting—including signing—amongst each other during lecture will lose participation points without warning. If the problem is consistent they will also be asked to leave the classroom.
- Please turn off all cell phones during class. Please do not text or go online during class. Students who are seen using their cell phones will lose participation points without warning. Also, if you find it necessary to use a laptop, you must sit near one of the front rows.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

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.

Additional Services for Students

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.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College’s 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](#).** 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) is 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>

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. When campus is open, the DSP&S office is 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, 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.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing

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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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.