![Imperial Valley College logo]

Basic Course Information

Semester:	**Winter 2024**	Instructor Name:	**Judy Cormier**
Course Title & #:	**English 201**	Email:	**judy.cormier@imperial.edu**
CRN #:	**15012**	Webpage (optional):	
Classroom:	**online**	Office #:	**email**
Class Dates:	**January 2- February 2**	Office Hours:	**N/A**
Class Days:	**N/A**	Office Phone #:	**Please use email**
Class Times:	**N/A**	Emergency Contact:	**Use email**
Units:	**3**	Class Format:	**Asynchronous online**

Course Description

Prerequisite: ENGL 105 or ENGL 110 or ESL 108 with a grade of "C" or better.

This course offers advanced instruction in argumentation and critical thinking in reading and writing through the evaluation and analysis of primarily non-fiction texts. Limitation on Enrollment: Course not open to students with a "C" or higher in English 204. (C-ID: ENGL 105) (CSU/UC)

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

ENGL 110 or ENGL 105 or ESL 108 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:

- Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness. (ILO1, ILO2)
- Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies. (ILO1, ILO2, ILO3)
- 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

None

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. Because of their highly condensed nature, summer and winter classes will require much more time to complete assignments by their due dates.

Course Grading Based on Course Objectives

Classwork, Homework and Late Work:

- ❖ Paper #1 25%
- ❖ Paper #2 25%
- ❖ Paper #3 25%
- ❖ Final exam (Terminology quiz) 23%
- ❖ Discussion boards (Averaged. Must include responses) 8%

- I may refuse to accept late work. Homework due dates are listed in the class outline.

- If I do accept your late work, it will lose points (up to 5%.) Make-up work needs to be done in a timely manner. Make-up work is still considered late.

- I do not accept incomplete assignments.

- I usually do not accept late work during finals' week; however, I may make exceptions.

- I may add, change or eliminate assignments in the portfolio in order to better serve the needs of the class. **Changes may be made without advance notice**. Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances

The following is meant to help clarify what the scores mean. However, papers are evaluated on overall quality, including:

- Development of points
- Focus and coherency
- Effective use of examples
- Proper use of research materials including MLA 8 formatting (as assigned)
- Understanding of and application of the structure for the assigned argument model
- Effectiveness of the rebuttal or refutation

- Understanding of and appropriate use of *logos*, *pathos* and connotation (emotive language)
- Avoidance of logical fallacies
- Analysis of causal relationships
- Understanding of and appropriate use of assigned reading materials
- Appropriate use of inductive and/or deductive reasoning
- Presentation of appropriate thesis and internal claim points
- Demonstration of college-level grammar, punctuation and language usage

Any paper that shows shaky basic writing skills will receive a low score, so edit grammar and punctuation carefully. This includes discussion boards as well.

Scoring Rubric:

100%-98% ("A+") Excellent

This paper demonstrates advanced skills. You rock!

97%-90% ("A") Very good

This paper demonstrates solid writing skills. Very good.

89%-80% ("B") Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

79%-70% ("C") Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

69%-60% ("D") Not acceptable : Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol.

59%-1% ("F") Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for this advanced class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources.

0% - ("F") Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. **Papers need to be submitted into Canvas before they will be scored.**

I may add, change or eliminate topics or assignments in the class outline in order to serve the needs of the class. Changes may be made without advance notice. Be careful not to miss any assignments. Late work loses points, and late work may or may not be accepted at my discretion.

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.

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.

- **If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.**

Academic Honesty (Artificial Intelligence -AI)

Any information that you read or access needs to be cited in the body of the paper and on the works cited page. Not citing materials properly can lead you into plagiarism issues.

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic cheating or plagiarism. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

When submitting an assignment in Canvas, a **plagiarism and AI report** viewable by your instructor will be generated. Before submitting the assignment, you are required to check a box stating that the assignment you are submitting is your own original work**. Papers that show signs of plagiarism or AI use or are missing citations or works cited pages when required will receive a 0.**

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.
- Cheating also includes the use of AI (artificial intelligence).

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.**
    - o 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.**

o 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 <u>will do so without the assistance of others</u> (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.
- Using AI to complete assignments.

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 (!!!!)].

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

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 [student resources](#) or click the heart icon in Canvas.

English 201 Class Outline   *Winter 2024*   rev. 9-7-23

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I may add, change, or eliminate topics, due dates and assignments without further notice in order to better serve the needs of the class.

Since this is a winter class on a highly condensed calendar, it is essential that you finish all work, including background lectures in the week they are assigned. This class is actually shorter than a summer class, so there will be no time for procrastination or poor time-management.

Study the background lectures as you go. There will not be time for a lot of cramming right before the test and there is a lot of material to cover!

Don't forget to do the weekly discussion boards and submit a reply to another student's post in order to get credit.

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Module 1- Week 1: January 2-6
Study background materials on rhetoric in module 1.

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Module 2- Week 2: January 7-13
Paper #1 is due January 13
Study the rhetoric and writing background lectures in module 2. Finish all the materials in modules 1 and 2 before starting paper #1.
Paper #1 is an argumentative/evaluative paper. You will need this background in order to do the paper properly.

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Module 3- Week 3: January 14-20
Jan. 15 is Martin Luther King day
Study the background lectures on critical thinking and evaluating sources in module 3.
Paper #2 is due January 20.
Paper #2 is a Toulman argumentative paper.

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Module 4- Week 4: January 21-27
Study research materials.
Paper 3 is a process analysis/ problem-solution paper. It is due Jan. 31.

NOTE: Be careful NOT to format this paper in APA style. That is not acceptable in this class. Be sure you understand how to format and cite an MLA paper properly. Watch the various videos in Canvas.

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Module 5- Week 5: January 28- February 2
Paper #3 is due January 31. Don't forget the works cited page.
The final exam (Terminology quiz) is due by February 1.

Have a nice break!