

Syllabus English 201: Advanced Composition

Semester:	Fall 2024	Instructor Name:	Audrey A. Morris
Course Title & #:	English 201	Email:	audrey.morris@imperial.edu
CRN #:	10700	Webpage (optional):	None
Classroom:	Online Course	Office #:	Home
Class Dates:	14 Aug – 07 Dec 2024	Office Hours (Email):	M 5-6 pm / T 4-5 pm / W & R /7-8pm
Class Days:	Online Course	Office Phone #:	760 355-6354
Class Times:	Online Course	Emergency Contact:	760 355-6224
Units:	3	Class Format:	Asynchronous Online

If you can't explain it simply, you don't understand it well enough. - Einstein

Course Description

Emphasizes critical thinking in reading and writing beyond that achieved in ENGL 105/110 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. English 201 is not open to students with a "C" or higher in English 204. (CSU, UC)

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

ENGL 105, 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,

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

- *Writing Arguments: A Rhetoric with Readings, Concise Seventh Edition*. John D. Ramage, John C. Bean, and June Johnson. ISBN-13 : 978-0134586496 (Hard Copy) *You can purchase or rent a hard copy or a digital copy from the bookstore for a reasonable price. You can also purchase or rent a used copy from the vendor of your choice.
- *Purdue OWL© MLA*: https://owl.purdue.edu/owl/research_and_citation/mla_style/index.html
- *The Geography of Thought* Richard E. Nisbett ISBN 13: 978-0-7432-1646-3

Course Requirements and Instructional Methods

English 201 students are responsible for completing weekly reading assignments at the beginning of each week and submitting all Canvas© assignments on or before the due date. Learning activities in this asynchronous online course include reading brief lectures, watching videos, collaborating on group tasks, and constructing written analyses, and writing essays.

Out of Class Assignments: The Department of Education policy states that each (1) credit hour should represent one hour in class and not less than (2) hours out-of-class work each week, which is a total of three (3) hours for each unit. WASC has adopted a similar requirement. Since this is a three (3) unit asynchronous online course, the minimum amount of time that should be dedicated to this class each week is nine hours (3 x 3 = 9 hours). That amount is an estimate. If you are still working on pre-requisite skills, you may need to commit more time.

Course Grading Based on Course Objectives

I will evaluate your mastery of course objectives through discussions, journals, written assignments, formal essays, and quizzes. Your final grade will be weighted according to the categories below:

- Essays (60% of final grade)
 - Essay 1: Exploratory Essay (10%) – 1500 words
 - Essay 2: Classical Argument (10%) – 1000 words
 - Essay 3: Rhetorical Analysis (10%) – 1000 words
 - Essay 4: Proposal Argument (15%) – 1500 words
 - Essay 5: Final Exam (15%) – 1000 words
- Online Assignments (40% of final grade)
 - Discussions (15%)
 - Reading Responses (10%)
 - Discussions (10%)
 - Quizzes (5%)

Total = 100%

Grading system: 90 + = A, 80 – 89 = B, 70 – 79 = C, 60 – 69 = D, 59 – 0 = F

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. 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.
- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. 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, as will absences due to medical emergencies.
- Acceptable indications of attendance are:
 - Student submission of an academic assignment or discussion
 - Student submission of an exam
 - Student participation in an instructor-led Zoom conference
 - Documented student interaction with class postings, such as a tutorial or computer-assisted instruction
 - 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.

Note: Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Netiquette

- Netiquette is a set of guidelines for behaving properly online and includes internet manners, online etiquette, and digital etiquette.
- Students should comply with the following when emailing or taking part in discussions:
 - Identify yourself by first and last name
 - Include a subject line
 - Respect others' opinions and privacy
 - Use appropriate language (think PG or PG-13)
 - Do not use ALL CAPS or multiple exclamation marks (!!!!)

Academic Honesty

Academic honesty requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. It means that each student turns in their own, original work.

There are many different forms of academic dishonesty. The following kinds of honesty violations are examples of unacceptable academic conduct.

Plagiarism. 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.



Using AI tools without the instructor's permission. IVC values critical thinking and communication skills and considers the hard work of thinking and creation essential to learning. Using AI tools as a replacement for your own, original thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor.

Cheating. Cheating is defined as fraud, deceit, or dishonesty in an academic assignment. 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.

Anyone caught plagiarizing, using AI tools without permission, or cheating will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who will 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.

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

Question of the Week	Topics / Reading Assignments	Essays
UNIT 1	UNDERSTANDING ARGUMENTS	
Week 1 / Aug 12 - 19 What is an argument?	<i>Writing Arguments</i> , Ch. 1: An Introduction <ul style="list-style-type: none"> • Critical Thinking & Argumentation • Asking Questions 	
Week 2 / Aug 19 - 25 How does one read an argument intelligently?	<i>Writing Arguments</i> , Ch. 2: Argument as Inquiry <ul style="list-style-type: none"> • Reading Rhetorically • Believing & Doubting 	
Week 3 / Aug 26 – Sep 01 How are arguments structured?	<i>Writing Arguments</i> , Ch. 3: The Core of An Argument <ul style="list-style-type: none"> • Classical Structure • Issue, Claim, and Reasons 	Essay #1: Due Saturday Exploratory Essay
UNIT 2	CONSIDERING YOUR AUDIENCE	
Week 4 / Sep 02 - 8 Why is knowing your audience important?	<i>Writing Arguments</i> , Ch. 4: Logical Structure <ul style="list-style-type: none"> • Assumptions & The Toulmine System • <i>The Geography of Thought</i> , Introduction	
Week 5 / Sep 09 - 15 What kinds of evidence do authors use to support claims?	<i>Writing Arguments</i> , Ch. 5: Using Evidence Effectively <ul style="list-style-type: none"> • S.T.A.R. Criteria for Evidence • Framing Statistical Evidence <i>The Geography of Thought</i> , Ch. 1	
Week 6 / Sep 16 - 22 How do authors appeal to audiences?	<i>Writing Arguments</i> , Ch. 6: Moving Your Audience <ul style="list-style-type: none"> • Ethos, Logos, Pathos, Kairos • Audience-Based Reasons 	Essay #2: Due Saturday Classical Argument
Week 7 / Sep 23 - 29 What is the best way to respond to potential opposition?	<i>Writing Arguments</i> , Ch. 7: Responding to Objections <ul style="list-style-type: none"> • Determining an audience's resistance • Refutation Strategies <i>The Geography of Thought</i> , Ch. 3	
Week 8 / Sep 30 – Oct 06 What elements make an argument effective or ineffective?	<i>Writing Arguments</i> , Ch. 8: Rhetorical Analysis <ul style="list-style-type: none"> • Thinking Rhetorically • Rhetorical Effectiveness <i>The Geography of Thought</i> Ch. 4	
Week 9 / Oct 07 – 13 What types of claims do authors make?	<i>Writing Arguments</i> , Ch. 10: Types of Claims <ul style="list-style-type: none"> • Patterns of Developments & Hybrid Arguments 	Essay #3: Due Saturday Rhetorical Analysis

Question of the Week	Topics / Reading Assignments	Essays
UNIT 1	UNDERSTANDING ARGUMENTS	
UNIT 3	ARGUING A SOLUTION	
Week 10 / Oct 14 - 21 How is a proposal an argument?	<i>Writing Arguments</i> , Ch.14: Proposal Arguments <i>Writing Arguments</i> , Appendix 2 (276-283): Research <ul style="list-style-type: none"> • Problem/Solution/Justification • Selecting & Evaluating Sources for a Proposal <i>The Geography of Thought</i> , Ch. 5	
Week 11 / Oct 21 - 27 Why are definition & resemblance arguments important?	<i>Writing Arguments</i> , Ch. 11: Definition and Resemblance Arguments <ul style="list-style-type: none"> • What is at stake? • Four types of categorical arguments <i>The Geography of Thought</i> , Ch. 6	
Week 12 / Oct 28 – Nov. 04 How are causal claims argued?	<i>Writing Arguments</i> , Ch.12: Causal Arguments <ul style="list-style-type: none"> • Kinds of Causal Arguments • Direct and Indirect Methods of Arguing Inductive Fallacies <i>The Geography of Thought</i> , Ch. 8	
Week 13 /Nov 05 - 10 How do I incorporate sources into my argument ethically?	<i>Writing Arguments</i> , Appendix 2 (284-291) Using Sources Ethically <ul style="list-style-type: none"> • Summarize, Paraphrase, Quote and Cite • Punctuation and Signaling <i>The Geography of Thought</i> , Epilogue	
Week 14 /Nov 11 - 17 How do I document my sources and avoid plagiarism?	"MLA Formatting and Style Guide, 9 th Edition." See <i>Purdue OWL</i> © <ul style="list-style-type: none"> • In-Text Citations • Works Cited page 	Essay 4: Due Saturday Proposal Argument
UNIT 4	WRITING ARGUMENTS	
Week 15 /Nov 18 - 24 What common fallacies should be recognized and avoided?	<i>Writing Arguments</i> , Appendix 1(271-275)Fallacies / Review Ch. 3, 4, 5, 6, 7, & 11 <ul style="list-style-type: none"> • Avoiding Informal Fallacies 	
	THANKSGIVING WEEK OFF	
Week 16 / Dec 02 - 07	Final Exam: You will write your final argument during a two-hour period of your choice between Wednesday at 6 am and Thursday at 11:00 pm. The issue will be taken from <i>The Geography of Thought</i> .	Essay 5: See Schedule Final Exam

Subject to change without prior notice