



Welcome to English 201 – Advanced Composition!

I am so looking forward to sharing the semester with you!

Basic Course Information

Semester:	Spring 2025	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English 201 – Advanced Composition	Email:	cynthia.spence@imperial.edu
CRN #:	20131	Units:	3
Classroom:	Real-Time Online	Office #:	#2786
Class Dates:	February 10th – June 6th	Office Hours:	Office hours are online via email Tuesday/Thursday 10:30-11:30 p.m. and Monday/Wednesday 11:30-12:30 p.m. I am not on campus this semester
Class Days and Time:	Monday and Wednesday 9:40 a.m. to 11:05 a.m.	Office Phone #:	#760-355-5702 – My classes are online this semester; phone calls are not a recommended point of contact.
Class Times:	In a real-time online class, course meetings occur virtually on Zoom. The course meetings occur on scheduled days and times. At the start of the semester, a detailed schedule for the term, with Zoom meetings, will be posted on the syllabus and in Canvas. Click on the TechConnect Zoom Button on the left-hand side of the Canvas toolbar to access our meetings.	Zoom Link:	Click on the TechConnect Zoom Button on the left-hand side of the Canvas toolbar to access our meetings

Course Description

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 105 or ENGL 110 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:

1. Interpret appropriately and analyze a written argument for claim, evidence, reasoning, fallacies, and overall effectiveness.
2. Develop an effective written argument containing a factual claim, providing valid and appropriate evidence, utilizing appropriate reasoning strategies, and avoiding fallacies.
3. Demonstrate command of rules regarding plagiarism and academic ethics.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Critically read, analyze, and evaluate complex arguments for validity and soundness, distinguishing fact from opinion, and differentiating relevant from irrelevant support
2. Demonstrate an understanding of formal and informal fallacies in language and thought and identify such fallacies in the writings of others
3. Identify a text's premises and assumptions in various social, historical, cultural, psychological, or aesthetic contexts
4. Recognize and analyze rhetorical methodologies such as inductive and deductive reasoning, cause and effect, and logos, ethos, and pathos
5. Compose thesis-driven arguments to suit a variety of rhetorical situations, including interpretation, evaluation, and analysis
6. Find, analyze, interpret, and evaluate primary and secondary sources, incorporating them into written essays using MLA documentation without plagiarism
7. Use style, diction, and tone appropriate to a diverse academic community and to the purpose of the specific writing task; proofread, edit, and revise essays so English grammar, usage, or punctuation does not impede clarity
8. Write argumentative and analytical papers composing a total of at least 5,000 words of formal writing

Textbooks & Other Resources or Links

This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources All reading materials are provided free on Canvas

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 “**Argument Through the Lens of the United States Supreme Court.**” All the course readings and assignments will be based on this theme.

E-book Provided Free on Canvas

Rubinstein, Justine. *The Supreme Court*. National Highlights Inc, 2020. *EBSCOhost*, <https://search-ebsochost-com.ezproxy.imperial.edu/login.aspx?direct=true&db=nlebk&AN=2652055&site=ehost-live>.



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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. English 201 is a 3-unit college level English class. This means students should expect to spend three hours a week in our Canvas shell and six hours a week outside of the Canvas shell reading, studying, researching, and writing.

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*****

Text-Dependent Chapter Questions	6 X 20	120
Chapter Research Projects	6 X 20	120
Discussion Threads	12 X 20	240
Amendment Summaries	5 X 20	100
Supreme Court Jurist Case Analysis Essay		100
Traditional Argument Essay		100
Rogierian Essay		100
Quizzes	6 X 20	120
Point Total		1000

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.

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 by Sunday February 16th or you will be dropped from the course.**

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
- 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 (Artificial Intelligence -AI)

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 dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

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.**

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

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

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p align="center">Week One</p> <p>Monday February 10th Course Introduction, MLA rules review, Scholarly Articles, EBSCOhost, MLA Works Cited review</p> <p>Wednesday February 12th Available for Questions and Review</p>	<ul style="list-style-type: none"> • Check-in Discussion Post One – must be completed by Sunday February 16th or you will be dropped from the course. (20 points) • Works Cited Quiz (20 points) • Plagiarism Quiz (20 points) • Introductions Quiz (20 points) • Commas Quiz (20 points) • Words to Avoid in Academic Writing Quiz (20 points) • Paragraph Quiz (20 points)
<p align="center">Week Two</p> <p>Monday February 17th No Class – President’s Day</p> <p>Wednesday February 19th Chapter 1 – “A Visit to the Supreme Court” Amendments to the Constitution Through the Lens of Argument</p>	<ul style="list-style-type: none"> • Text-Dependent Questions for Chapter One (20 points) • Research Project for Chapter One (20 points) • Amendment Summary One (20 points) • Discussion Thread Two (20 points)
<p align="center">Week Three</p> <p>Monday February 24th Chapter 2 “The History of the Supreme Court” – Introduction Traditional Argument Essay</p> <p>Wednesday February 26th Available for Questions and Review</p>	<ul style="list-style-type: none"> • Text-Dependent Questions for Chapter Two (20 points) • Research Project for Chapter Two (20 points) • Argument Thesis Approval Thread Discussion Thread Three (20 points) • Discussion Thread Four (20 points)
<p align="center">Week Four</p> <p>Monday March 3rd Amendments to the Constitution Through the Lens of Argument</p> <p>Wednesday March 5th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Amendment Summary Two (20 points) • Discussion Thread Five (20 points)
<p align="center">Week Five</p> <p>Monday March 10th Traditional Argument</p> <p>Wednesday March 12th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Traditional Argument Essay (100 points)
<p align="center">Week Six</p> <p>Monday March 17th Chapter 3 “Cases That Shaped the Court”</p> <p>Wednesday March 19th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Text-Dependent Questions for Chapter Three (20 points) • Research Project for Chapter Three (20 points) • Discussion Thread Six (20 points)
<p align="center">Week Seven</p>	<ul style="list-style-type: none"> • Amendment Summary Three (20 points)



<p>Monday March 24th Amendments to the Constitution Through the Lens of Argument</p> <p>Wednesday March 26th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Discussion Thread Seven (20 points)
<p style="text-align: center;">Week Eight</p> <p>Monday March 31st Chapter 4 “Change and Conflict”</p> <p>Wednesday April 2nd Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Text-Dependent Questions for Chapter Four (20 points) • Research Project for Chapter Four (20 points) • Discussion Thread Eight (20 points)
<p style="text-align: center;">Week Nine</p> <p>Monday April 7th Amendments to the Constitution Through the Lens of Argument</p> <p>Wednesday April 9th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Amendment Summary Four (20 points) • Discussion Thread Nine (20 points)
<p style="text-align: center;">Week Ten</p> <p>Monday April 14th Chapter 5 “How the Supreme Court Works” Rogerian Argument</p> <p>Wednesday April 16th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Text-Dependent Questions for Chapter Five (20 points) • Research Project for Chapter Five (20 points) • Discussion Thread Ten (20 points)
<p style="text-align: center;">Spring Break April 21st to 27th</p>	<ul style="list-style-type: none"> • No Assignments Are Due – Enjoy Your Holiday!
<p style="text-align: center;">Week Eleven</p> <p>Monday April 28th Rogerian Argument</p> <p>Wednesday April 30th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Rogerian Argument Discussion Thread Ten (20 points)
<p style="text-align: center;">Week Twelve</p> <p>Monday May 5th Amendments to the Constitution Through the Lens of Argument Text Analysis Through the Lens of Argument</p> <p>Wednesday May 8th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Amendment Summary Five (20 points) • Discussion Thread Eleven (20 points)
<p style="text-align: center;">Week Thirteen</p> <p>Monday May 12th Supreme Court Juist Analysis Essay</p> <p>Wednesday May 14th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none"> • Supreme Court Jurist Case Analysis Essay (100 points)



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<p style="text-align: center;">Week Fourteen</p> <p>Monday May 19th Chapter 6 “How a Case is Decided.”</p> <p>Wednesday May 21st Available for Questions and Review</p>	<ul style="list-style-type: none">• Text-Dependent Questions for Chapter Six (20 points)• Research Project for Chapter Six (20 points)• Discussion Thread Twelve (20 points)
<p style="text-align: center;">Week Fifteen</p> <p>Monday May 26th Memorial Day – No Class</p> <p>Wednesday May 28th Online Lab Available for Questions and Review</p>	<ul style="list-style-type: none">• Rogerian Argument Essay (100 points)• Course Review Extra Credit Discussion Thread (20 points)
<p style="text-align: center;">Week Sixteen</p> <p>Monday June 2nd No new instruction – focus on completing the essays and any outstanding assignments. I will be available to answer any questions on outstanding assignments</p>	<ul style="list-style-type: none">• Submit any late assignments by Friday June 6th - 11:59 p.m.