

Welcome to English C1001, Formally English 201 – Advanced Composition!

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

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English C1001, Formally English 201, – Advanced Composition	Email:	cynthia.spence@imperial.edu
CRN #:	11306	Webpage:	None
Classroom:	Fully Online	Office #:	#2786
Semester Dates:	August 11th – December 6th	Office Hours:	Online office hours are Wednesdays 4:00 p.m. to 6:00 and Fridays 2:00 p.m. to 4:00 p.m. via email
Class Days:	Fully online	Office Phone #:	#760-355-5702 – My classes are online this semester; phone calls are not a recommended point of contact.
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Type of Class:	This class focuses on argument, critical thinking, and advanced composition
Units:	3	Emergency Contact:	cynthia.spence@imperial.edu

Course Description

In this course, students receive instruction in critical thinking for purposes of constructing, valuating, and composing arguments in a variety of rhetorical forms, using primarily non-fiction texts, refining writing skills and research strategies developed in ENGL C1000 College Reading and Writing (C-ID ENGL 100) or similar first-year college writing course. (Formerly ENGL 201)(C-ID: ENGL 105) (CSU/UC)

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

PREREQUISITES: - College-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent, including, ENGL 105 or ENGL C1000 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. Define, recognize, and utilize forms of critical reasoning, including deductive and inductive reasoning, in a variety of rhetorical contexts.
2. Reflect critically on one's own thought processes to identify and avoid cognitive biases and common fallacies of language and thought.
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and fact from judgment.
5. Draft written arguments to respond appropriately to texts, with attention to intended audience, purpose, and social context, and revise for clarity, cogency, persuasiveness, and soundness.

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-ebshost-com.ezproxy.imperial.edu/login.aspx?direct=true&db=nlebk&AN=2652055&site=ehost-live>.

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 August 17th 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.

- During the semester, students must submit assignments to Canvas to continue their enrollment. Students who do not submit any assignments within a two-week period, will be dropped from the course.

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.** 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.



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Artificial Intelligence Policy: To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are **not permitted to submit text that is generated by artificial intelligence (AI)** systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. **Students may use AI as part of their research and preparation for assignments**, or as a text editor, **but text that is submitted must be written by the student.** For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification."

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through DSPS, contact them for additional assistance. We are here to support you and ensure that you have equal access to all course materials.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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
Week One – August 11th Course Introduction, MLA rules review, Scholarly Articles, EBSCOhost, MLA Works Cited review	<ul style="list-style-type: none">• Check-in Discussion Post One – must be completed by Sunday August 17th or you will be dropped from the course. (20 points)• Works Cited Quiz (20 points)• Plagiarism Quiz (20 points)

	<ul style="list-style-type: none"> • Introductions Quiz (20 points) • Commas Quiz (20 points) • Words to Avoid in Academic Writing Quiz (20 points) • Paragraph Quiz (20 points)
Week Two – August 18th Chapter 1 – “A Visit to the Supreme Court” Amendments to the Constitution Through the Lens of Argument	<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)
Week Three – August 25th Chapter 2 “The History of the Supreme Court” – Introduction Traditional Argument Essay	<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)
Week Four – September 1st Amendments to the Constitution Through the Lens of Argument	<ul style="list-style-type: none"> • Amendment Summary Two (20 points) • Discussion Thread Five (20 points)
Week Five – September 8th Traditional Argument	<ul style="list-style-type: none"> • Traditional Argument Essay (100 points)
Week Six – September 15th Chapter 3 “Cases That Shaped the Court”	<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)
Week Seven – September 22nd Amendments to the Constitution Through the Lens of Argument	<ul style="list-style-type: none"> • Amendment Summary Three (20 points) • Discussion Thread Seven (20 points)
Week Eight – September 29th Chapter 4 “Change and Conflict”	<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)
Week Nine – October 6th Amendments to the Constitution Through the Lens of Argument	<ul style="list-style-type: none"> • Amendment Summary Four (20 points) • Discussion Thread Nine (20 points)
Week Ten – October 13th Chapter 5 “How the Supreme Court Works” Rogerian Argument	<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)
Week Eleven – October 20th Rogerian Argument	<ul style="list-style-type: none"> • Rogerian Argument Discussion Thread Ten (20 points)
Week Twelve – October 27th Amendments to the Constitution Through the Lens of Argument Text Analysis Through the Lens of Argument	<ul style="list-style-type: none"> • Amendment Summary Five (20 points) • Discussion Thread Eleven (20 points)

Week Thirteen – November 3rd Supreme Court Juist Analysis Essay	<ul style="list-style-type: none"> • Supreme Court Jurist Case Analysis Essay (100 points)
Week Fourteen – November 10th Chapter 6 “How a Case is Decided.”	<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)
Week Fifteen – November 17th No new instruction – focus on completing the essays and any outstanding assignments	<ul style="list-style-type: none"> • Rogerian Argument Essay (100 points) • Course Review Extra Credit Discussion Thread (20 points)
Thanksgiving Week – No Class	<ul style="list-style-type: none"> • No new assignments
Week Sixteen – December 1st No new instruction – focus on completing the essays and any outstanding assignments	<ul style="list-style-type: none"> • Submit any late assignments by Saturday December 6th by 11:59 p.m.