IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Fall 2025**	Instructor Name:	**Sacha Sykora**
Course Title & #:	**English C1001**	Email:	**Sacha.sykora@imperial.edu**
CRN #:	**11495**	Webpage (optional):	**N/A**
Classroom:	**Online/Asynchronous**	Office #:	**https://imperial-edu.zoom.us/j/5956946624**
Class Dates:	**Online/Asynchronous**	Office Hours:	**N/A (Please contact via Pronto messaging app)**
Class Days:	**Online/Asynchronous**	Office Phone #:	**N/A**
Class Times:	**Online/Asynchronous**	Emergency Contact:	**Lency Lucas; (760)355-6337**
Units:	**3**	Class Format/Modality:	**Online/Asynchronous**

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)

Additional Description Information:
Limitation on Enrollment: Course not open to students with a "C" or higher in English 204.

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

Mills, Anna. 2022. *How Arguments Work - A Guide to Writing and Analyzing Texts in College*. (OER textbook)

https://human.libretexts.org/Bookshelves/Composition/Advanced_Composition/Book%3A_How_Arguments_Work_-_A_Guide_to_Writing_and_Analyzing_Texts_in_College_(Mills).

Heinrichs, Jay. 2020. *Thank You for Arguing*. 4th (Discipline Classic) Three Rivers Press. ISBN: 978-0593237380
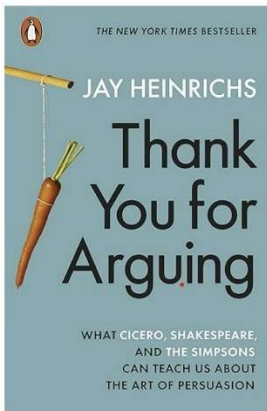
(Cost: approximately $22.00)

- Access to Canvas
- For this course, the student will need to have access to a computer with Microsoft Word (student services can assist you with this If needed).   Also be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal. In addition, you should have access to a good dictionary or dictionary app.

*Students can access Microsoft Word by logging into their IVC account.

Resources & Links

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules

EasyBib (citation generator): http://www.easybib.com/guides/

Citation Machine (citation generator) https://www.citationmachine.net/mla

Grammarly (for spelling and grammar checks)

Remember, these are tools you can use, but you should know the proper way to format a Works Cited page and be ready to edit the works-cited entries yielded by any citation generator.

Course Requirements and Instructional Methods

- To pass this class, it is important to complete all assignments. Do not expect to pass the class if you do not complete ALL of your assignments.
- Students missing two weeks of class assignments may be dropped at the instructor's discretion. If you encounter any issues, please communicate with me via Canvas messaging, email, or Pronto.
- Each assignment must be completed by its due date.
- You are responsible for keeping track of your class grade average and the drop deadline.

Rhetorical analysis essay

- Analyze the effectiveness of an author's argument or message.
- Evaluate how rhetorical choices shape meaning and impact the audience.

Argumentative Research Essays

- Incorporate primary and secondary sources using MLA documentation.
- Emphasize distinguishing fact from judgment and knowledge from belief.

Annotated bibliography

- Summarize and evaluate each source.

Reflective Writing

- Short essays or journals that explore cognitive biases and reasoning processes.
- Metacognition in analysis and argumentation.

Peer Review Exercises

- Provide structured feedback on classmates' drafts.
- Focus on clarity, logic, persuasiveness, and revision strategies.

Minimum 5,000 words, including:

- 3 major essays (rhetorical analysis, argumentative, & extended argument) (30%)
- 1 annotated bibliography (10%)
- 2 reflective writing pieces (15%)
- Reflective essay (midterm) (15%)
- Peer reviews and revision memos (15%)
- Final essay (15%)

Late Work: You are required to submit the assignments by the due date. Since this is an 8-week class, late work is accepted up to four days after the due date with a penalty. I understand that life happens; however, it is important that you manage your time wisely and communicate with me if you are struggling in this course. A handy tip is to set

a calendar item or alarm on your phone to remind yourself of the due dates. The assignments will be locked four days after the due date.

Course Grading Based on Course Objectives

100-90% A

89-80% B

79-70% C

69-60% D

59-0% F

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.

Assignments flagged as likely AI-generated may receive a zero. If your writing shows signs of AI use, you may be asked to meet with me for a discussion and/or submit an in-person writing sample.

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.

Course Policies

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.

Updated 11/2024

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

<mark>Electronic Devices:</mark> Cell phones and electronic devices must be turned off or turned to silent mode and put away during class, unless otherwise directed by the instructor. Please be respectful to your instructor and your peers.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

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 (!!!!)].

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 importance 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

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

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.

Consequences

Updated 11/2024

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.

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 C1001 a 3-unit college-level English class. Expect to spend approximately 6-9 hours a week (depending on your skill level it could be longer than 9 hrs.) working on this class to be successful in a 3-unit course.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings 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

Tentative schedule
Last day to drop with a "W": 11/1/25

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 10/6/25	Syllabus & class introduction Introduction to Critical Reasoning & Rhetoric	Identify claims and evidence
Week 2 10/13/25	Cognitive Biases & Fallacies	Reflective Journal: "My Biases in Everyday Thinking."
Week 3 10/20/25	Rhetorical Contexts & Audience Awareness	Essay #1 (750–1,000 words): Rhetorical Analysis of a nonfiction text Peer review Revision of Essay #1 based on feedback
Week 4 10/27/25	Research Strategies & Source Evaluation	Annotated Bibliography (5 sources) Reflective journal: Evaluating credibility and bias MLA Citation Quiz

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 5 11/3/25	Argument Construction & Thesis Development	Essay #2 (1,000–1,250 words): Argumentative Essay with research support Peer Review Revision of Essay #2 based on feedback
Week 6 11/10/25	Revision & Persuasion Techniques Midterm: Reflective essay	Persuasive appeals (ethos, pathos, logos)
Week 7 11/17/25	Extended Argument & Diverse Perspectives	Essay #3 (1,500–2,000 words): Extended Argument on a complex issue Peer review Revision of Essay #3 based on feedback
Week 8 11/24/25	No school Thanksgiving break	
Week 9 12/1/25	Final writing assignment	

Subject to change without prior notice