



IMPERIAL VALLEY COLLEGE

## Basic Course Information

Semester:	<b>Spring 2026</b>	Instructor Name:	<b>Sacha Sykora</b>
Course Title & #:	<b>English C1001</b>	Email:	<b>Sacha.sykora@imperial.edu</b>
CRN #:	<b>21448</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>Online/asynchronous</b>	Office #:	<b><a href="https://imperial-edu.zoom.us/j/5956946624">https://imperial-edu.zoom.us/j/5956946624</a></b>
Class Dates:	<b>2/17/26-6/12</b>	Office Hours:	<b>Zoom: Tuesday 4-6 p.m. Zoom: Wednesday 9:45-11:45 a.m.</b>
Class Days:	<b>Online/asynchronous</b>	Office Phone #:	<b>N/A</b>
Class Times:	<b>Online/asynchronous</b>	Emergency Contact:	<b>Lency Lucas; (760)355-6337</b>
Units:	<b>3</b>	Class Format/Modality:	<b>Online/asynchronous</b>

## 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.

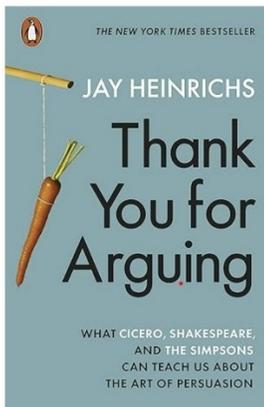
3. Employ critical reading and research strategies to locate and evaluate complex texts representative of diverse experiences, perspectives, and forms of authority.
4. Evaluate and document evidence to construct arguments in a variety of rhetorical situations, distinguishing knowledge from belief and 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\\_\(Mills\)](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 \$12.00)

- 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](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>



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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

**10 Quizzes** (10%)

**4 Video Presentations** (20%)

**8 Activities** (10%)

**Minimum 5,000 words**, including:

- **4 major essays** (argument, compare & contrast argument, argument analysis, and research proposal argument) (25%)
  - **1 annotated bibliography** (5%)
  - **7 discussions** (5%)
  - **16 short writing assignments** (15%)
  - **1 Final essay** (10%)
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- If you want to be successful in this course, it is important to complete all assignments. Do not expect to pass the class if you do not complete ALL of your major essays & video presentations
  - Students missing two weeks of class OR 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.

**Late Work:** You are required to submit the assignments by the due date. Late work is accepted up to one week 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 one week after the due date and they cannot be unlocked.

**Extra Credit:**

There will be an opportunity to earn up to 100 points with the extra credit assignment. The assignment must be turned in by May 27, 2026-no exceptions. You can select one of the three assigned topics (topics will be posted on Canvas). Extra credit is intended to help improve your grade if you struggled with a writing assignment, but it is not meant to substitute for a missing essay.



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## 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.

You may use AI tools as a form of support—for brainstorming, revising, or clarifying ideas—as long as you do so **ethically and transparently**. **Students should never use AI to author their work in college writing**, as submitting AI-generated content as your own violates the academic integrity policy. AI submitted work will get flagged and will be graded as a zero.

**Assignments flagged as AI-generated will 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.

Be very careful with using AI to edit your essays/assignments. You may use AI to look at your essay for mistakes or suggestions, but **do not copy and paste AI-generated writing**. You should never submit an essay that has been revised or rewritten by AI, as it will be flagged in Canvas.

**If you use AI to support your work in any way, you MUST cite it appropriately.** This includes acknowledging AI-generated content in your assignment and listing it on your Works Cited page using MLA format. Failure to do so may result in a violation of academic integrity.

If you're ever unsure about how to use AI tools appropriately, please reach out to me for clarification. It's always better to ask questions than to risk a violation of academic integrity.

**You will be expected to complete video reflection assignments discussing your essays. The purpose of the reflection videos to ensure that you are learning the material.**

## 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.

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

**Electronic Devices:** 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



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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

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. 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](mailto: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": 5/17/26**

Updated 11/2024



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1/Module 0 & 1  2/17	Syllabus & class introduction MLA Citation & AI	Purchase book: <i>Thank you for Arguing</i>  <b>MODULE 0</b> Learning Style discussion Class introductions -Communication skills for online learning -Getting tech. ready -Study skills and time management video -Intro. To course quiz  <b>MODULE 1</b> MLA Citation Quiz Collaborative AI Citation Wall -Acknowledging and Citing Generative AI in academic work discussion  DUE 2/24
Week 2  2/23	Library Research Basics	<b>MODULE 2</b> Library Research Assignment Source Comparison Grid CRAAP test quiz  DUE 3/1
Week 3  3/2	Developing Paragraphs and Thesis Statements	<b>MODULE 3</b>  -Revising thesis statements -Creating effective topic sentences -Creating effective introductions discussion  DUE 3/8
Week 4  3/9	Why Study Argument?	<b>MODULE 4</b>  <i>Thank you for Arguing</i> Writing assignment  DUE 3/15
Week 5	Analyzing and Evaluating Claims	<b>MODULE 5</b>



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
3/16		-Crafting and evaluating claims of policy -Claim of policy quiz -Fact or argument? Analyzing claims of fact -Claims of fact quiz -Evaluating claim of value -Claim of value quiz -Media spectrum analysis  DUE 3/22
Week 6  3/23	Main Claims and Counterarguments	<b>MODULE 6</b>  -Making notes on writer's claims -Analyzing an argument discussion -KWL Chart (main claims and counterarguments) -Dare to Disagree (Ted Talk discussion)  DUE 3/29
Week 7  3/30	Argument Essay Peer Review	<b>MODULE 7</b>  Argument Essay (1) -Video Presentation of Argument Essay  *Self-assessment questions  DUE 4/5
Week 8  4/6	<b>SPRING BREAK</b>	
Week 9  4/13	Summaries & Claims	<b>MODULE 8</b>  Paraphrasing claims -Summarizing counterarguments -Counterargument Phrase Jigsaw



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		-Summarizing Claims and Limits in a video presentation  DUE 4/19
Week 10  4/20	Compare & Contrasting Arguments	<b>MODULE 9</b>  Compare & Contrast Argument Essay (2) *Self-assessment survey  DUE 4/26
Week 11  4/27	Introduction to Fallacies	<b>MODULE 10</b>  Spot the fallacy Identifying Logical Fallacies  DUE 5/3
Week 12  5/4	The Place of Emotion in an Argument	<b>MODULE 11</b>  -Crafting Persuasive Appeals Evaluating Generalizations in Arguments -Demonstrating Honesty & Reasonableness in an Argument *Survey-course feedback (halfway)  DUE 5/10
Week 13  5/11	Limiting the Argument and Engaging the Audience	<b>MODULE 12</b>  -Limiting the argument: Identifying Exceptions and Specific Circumstances The Kairos Debate Space -Engaging your audience using the right tools -Understanding the Rhetorical Situation and Qualifying Arguments Quiz



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
		DUE 5/17
Week 14 5/18	Argument Analysis	<b>MODULE 13</b>  Argument Analysis Essay (3) -Video reflection of argument analysis  DUE 5/26
Week 15 5/25	Writing an evaluation	<b>MODULE 14</b>  -Writing an evaluation argument Annotated bibliography -Discussion: Applying principles from Ted Talk  DUE 5/31
Week 16 6/1	Writing your research proposal	<b>MODULE 15</b>  Research Proposal Essay (4) -Video reflection of a research proposal *Self-assessment survey II
Week 17 6/8	Final Essay (Response Paper)	<b>MODULE 16</b>  Response paper on Investing in education  DUE 6/12

**\*\*\*Subject to change without prior notice\*\*\***