

## Syllabus English 210: Advanced Composition

Semester:	<b>Fall 2018</b>	Instructor Name:	<b>Audrey A. Morris</b>
Course Title & #:	<b>English 201</b>	Email:	<b>audrey.morris@imperial.edu</b>
CRN #:	<b>10900</b>	Webpage (optional):	
Classroom:	<b>2751</b>	Office #:	<b>2700 - 2796</b>
Class Dates:	<b>August 13 - December 7</b>	Office Hours:	<b>M/W 1:30 - 2:30 pm OFFICE T 1:30 - 3:00 pm OFFICE R 8:30 - 9:00 am ONLINE</b>
Class Days & Times:	<b>T 6:00 - 9:10 pm</b>	Office Phone #:	<b>760 355-6354</b>
Units:	<b>3</b>	Emergency Contact:	<b>760 355-6224</b>

*Thinking clearly and effectively does not come by nature. Hunting the truth is an art.  
We blunder naturally into a thousand misleading generalizations and false processes.  
Yet there is hardly any intelligent mental training done in the schools of the world today.  
We have to learn this art, if we are to practice it at all.*

- H.G. Wells

## Course Description

Emphasizes critical thinking in reading and writing beyond that achieved in ENGL 110 or ENGL 101. Written argumentation will focus on deduction and induction, an understanding of the fallacies of language and thought, and application of Valid evidence, and refutation. (CSU, UC).

## Course Prerequisite(s) and/or Co-requisite(s)

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, students will be able to:

1. Identify the structure of arguments, including the assertions/claims and the proof/support.
2. 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. Analyze and construct both deductive and inductive arguments.

4. Write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Identify formal and informal fallacies in language and thought.
6. Recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.
8. Write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing.

## Required Textbook

- *Writing Arguments: A Rhetoric with Readings, Tenth Edition*. Comprehensive Edition. John D. Ramage, John C. Bean, and June Johnson. ISBN-10: 032190673X
- *Childhood's End*. Arthur C. Clark. ISBN 10: 0345444051

## Course Requirements and Instructional Methods

English 201 students are expected to complete reading and writing assignments on time, for in-class activities are based on your preparation. This means that you are responsible for completing weekly reading assignments before the first class each week and turning in all other assignments on or before the due date. Class time may be spent listening to brief lectures, taking notes, reading, writing, answering questions, and collaborating on group tasks.

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.

## Course Grading Based on Course Objectives

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

- Formal Essays (3) – 40%
- Researched Problem/Solution Essay (1) – 20%
- Weekly Journals (Online) - 20%
- Quizzes (5) – 10%
- Preparation and Participation – 10%

Total = 100%

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

## 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. 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 and put away during class, unless otherwise directed by the instructor.
- 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.

## Online 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 important 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 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 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 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.

## **Additional Student Services**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

## **Disabled Student Programs and Services (DSPS)**

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

## **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu). EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students.

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Class Schedule/Calendar

*Note: An Online Journal is due every Sunday night by 11:59 pm. (Instructions and Submission on Canvas)*

	<b>Topic</b>	<b>Reading</b>	<b>Essays / Quizzes</b>
Week 1 Aug 14	Argument as Process: Inquiry and Critical Thinking	WA - Ch. 1 & 2	
Week 2 Aug 21	The Core of an Argument: A Claim with Reasons	WA - Ch. 3 CE - Foreword & Appendix	R - WA Quiz 1: Ch. 1 & 2
Week 3 Aug 28	Argument as Product: Logical Structure	WA - Ch. 4 CE – Earth and the Overlords (Ch. 1 & 2)	R - WA Quiz 2: Ch. 3 & 4
Week 4 Sept 4	Generating and Supporting Claims	WA - Ch. 5 CE – Earth and the Overlords (Ch. 3 & 4)	R - CE Quiz 1 – Earth and the Overlords (Ch. 1 – 4)
Week 5 Sept 11	Reaching Audiences: Ethos, Pathos, Kairos, and Logos	WA - Ch. 6 CE – The Golden Age (Ch. 5, 6, & 7)	R - WA Quiz 3: Ch. 5 & 6  <b>Essay #1 - Formal Argument</b>
Week 6 Sept 18	Responding to Objections and Alternate Views	WA - Ch. 7 CE – The Golden Age (Ch. 8 & 9)	R - CE Quiz 2: The Golden Age (Ch. 5 – 9)
Week 7 Sept 25	Analyzing Arguments Rhetorically	WA – Ch. 8 CE – The Golden Age (Ch.10 & 11)	R - WA Quiz 4: Ch. 7 & 8
Week 8 Oct 2	Logic and Fallacies	WA (258 – 260; 397 – 401) CE – The Golden Age (Ch. 12, 13, 14)	R - CE Quiz 3: The Golden Age (Ch. 10 – 14)  <b>Essay #2: Rhetorical Analysis</b>
Week 9 Oct 9	Types of Claims	WA - Ch. 10 CE – The Last Generation (Ch. 15, 16, 17)	WA Quiz 5: Fallacies

	<b>Topic</b>	<b>Reading</b>	<b>Essays / Quizzes</b>
Week 10 Oct 16	Definitional and Resemblance Arguments	WA - Ch. 11 CE – The Last Generation (Ch. 18, 19)	
Week 11 Oct 23	Causal Claim Arguments	WA - Ch. 12 CE – The Last Generation (Ch. 20, 21, 22, & 23)	R – CE Quiz 4: The Last Generation (Ch. 15 – 23)
Week 12 Oct 30	Evaluation and Ethical Arguments	WA - Ch. 13	<b>Essay #3: Evaluation or Ethical Argument</b>
Week 13 Nov 6	Proposal Arguments	WA - Ch. 14	WA Quiz 6: Ch. 10. 11. 12. 13. 14. 15
Week 14 Nov 13	Researching a Proposal	WA - Ch. 15	
	<b>THANKSGIVING</b>	<b>HOLIDAY</b>	<b>WEEK</b>
Week 15 Nov 27	Incorporating and Citing Sources in an Argument	WA - Ch. 16 & 17	WA Quiz 7: Ch. 16 & 17
Week 16 Dec 4	Final		<b>Essay #4: Researched Problem/Solution Essay</b>

**\*\*\*Tentative, subject to change without prior notice\*\*\***