

Basic Course Information

Semester:	Fall 2019	Instructor Name:	Prof. David R. Zielinski
Course Title & #:	English 201	Email:	David.zielinski@imperial.edu
CRN #:	11544	Webpage (optional):	Canvas
Classroom:	Room 2751	Office #:	Room 2789
Class Dates:	19 August to 14 December	Office Hours:	M 12-1pm (online); TuTh 9-10am; W 4:45-5:45pm
Class Days:	Wednesday evening	Office Phone #:	(760) 355-6470
Class Times:	6:00 to 9:10pm	Emergency Contact:	English Dept. Secretary (760) 355-6470
Units:	3.0		

Course Description

English 201 is the standard second-semester college-level composition course. The prerequisite for this 3-unit class is English 110, "Composition and Reading" (or its equivalent). In English 201, we emphasize critical thinking in reading and writing beyond that achieved in previous English courses. Written argumentation will focus on classical rhetoric and contemporary issues. Students' research skills are enhanced, and the overall purpose of the course is to improve skill with writing at the college level. English 201 is acceptable for credit in both the CSU and UC systems.

Course Prerequisite(s) and/or Corequisite(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. Student will identify the structure of arguments, including the assertions/claims and the proof/support.
2. Student will 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. Student will analyze and construct both deductive and inductive arguments.
4. Student will write argumentative prose that defines, that analyzes casual relationships, that advocates solutions, that evaluates judgments, and that refutes other arguments.
5. Student will identify formal and informal fallacies in language and thought.
6. Student will recognize and apply the effects of denotation and connotation; emotive language; and various figures of speech, especially metaphor, within argumentative prose.
7. Student will revise written drafts and edit appropriately for an academic audience, observing conventions of coherence, unity, purpose, grammar, mechanics, and documentation.
8. Students will write essays and research papers, mostly argumentative and analytical, composing a total of at least 6,000 words of formal writing.

Textbooks & Other Resources or Links

Our main texts for this class are [Writing in College: From Competence to Excellence](#) by Amy Guptill (Open SUNY Textbooks 2016), and [The Information Literacy User's Guide: An Open, Online Textbook](#) by Allison Hosier et al (Open SUNY Textbooks 2014). These are free textbooks, available for download as PDF files or in eBook format. Also, copies will be placed on our Canvas web site, along with other useful free resources. A wealth of free textbooks and support materials are available for students and teachers, commonly referred to as Open Educational Resources (OER). Our class will take full advantage of these free and low-cost resources in order to provide you quality material while saving you a great deal of money in the process.

Course Requirements and Instructional Methods

We will be producing a variety of written products this session, from short response papers to more ambitious research projects. Short response papers will help you generate and develop ideas for more challenging assignments. Argumentative essays will require research and MLA documentation.

[Response Papers](#) help students develop ideas that will find their way into more ambitious projects. These activities also provide students with practice in developing their individual writing style. Many of these papers will be written in class, but some will be assigned for homework.

Essays present ideas in a more formal manner appropriate for a college-level academic arena. These projects could also be developed into more ambitious research projects. Some of these projects might be assigned during class time, as well. Others will be submitted through Canvas.

Research Projects provide students opportunities to develop in-depth analyses of important ideas, wherein their critical-thinking skills are exercised and accurate documentation is provided. Much more than essays, these research projects represent sophisticated attempts at argumentation, taking advantage of classic techniques of rhetoric. MLA Style will be used to document all sources, when necessary.

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

Response Papers	20%
Essays	30%
Research Projects	30%
Final Exam	20%

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.

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.

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**PART I: “Critical Thinking”
(two months)**

- Introduce course website and MLA documentation requirements**
- Practice writing in personal journals, blogs, wikis, and discussion forums**
- Focus on critical thinking and appropriate online support materials**
- Begin work of defining, analyzing, and researching “Critical Thinking”**
- Conclude investigation of theme with research project**

**PART II: “Current Events: Information Literacy”
(one and one-half months)**

- Extend critical thinking into the “real world”**
- Study and respond to current issues (cf. “fake news”)**
- Utilize online tools for developing research projects**
- Develop persuasive arguments**

**PART III: “Education”
(one and one-half months)**

- Focus on current events to include the viewing of at least one film**
- Study and respond to a variety of online materials and direct observation**
- Investigate various learning theories**
- Emphasize development of primary sources for research**

Final Exam: argumentative in-class essay connected to the theme of Part III

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