

# **English 201: Advanced Composition**

**CRN 20282**

**3 Units**

**Imperial Valley College**

**Spring 2018**

**Class Time: MW 8:00 a.m. - 9:25 a.m.**

**Class Location: Room 2727**

**Instructor: Mr. Robert Baukholt**

**Office Location: 2792**

**Office Hours: MW 9:35 a.m. - 10:35 a.m. TTh 10:15 a.m. - 11:15 a.m.**

**Email: Robert.Baukholt@imperial.edu**

**Office Phone: 760-355-6159**

## **Course Description**

Welcome to English 201: Reading and Composition. This class “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, the application of valid evidence, and refutation” (IVC Course Catalogue). We will focus far more on complex ideas and critical thought than we did in 110, with only few lectures on essay form, and virtually no work with grammar and sentence structure.

So what will you learn in this class? The primary goal of this course is to further refine our ability to create argumentative/persuasive compositions, supported by logical appeals and research. These skills are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. This class may get into more complex and philosophical issues than your previous writing courses. Feel free to practice creative thinking. Just try to keep in mind that the more complex or outlandish your ideas are, the more proof you will need to get people to understand and accept them.

## **English 201 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)

## Measurable 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.

## Class Atmosphere and Requirements

The majority of our class activities will involve writing and discussion of assigned readings, issues related to essay topics, and other topics relevant to us. We may be discussing controversial issues; please remember to keep an open mind and to be respectful of the diverse backgrounds, opinions, and ideas of your peers in your contributions to these discussions.

We may also be watching some movies and videos that some may find offensive or disturbing. These materials will serve as a framework for some of the topics we will be discussing in class. I will try to warn you about the content of visual media before we begin watching it, and will work to find alternative assignments for anyone who does not wish to view certain class materials.

## Required Texts

- A college dictionary
- *Ready Player One* by Ernest Cline
- *The Road* by Cormac McCarthy
- *Everything Bad is Good for You* by Steven Johnson
- *MLA Handbook For Writers of Research Papers* (8<sup>th</sup> Edition) by The Modern Language Association

## 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. Since this is a three unit class (three credit hours), this means that you should expect to do about six hours of out of class work every week.

There are a number of other assignments that will factor into your final grade:

**Essays:** Essay will make up the majority of the grade for this class. To receive credit on an essay, you must submit a hard copy of your paper directly to me in class and upload another copy of the same paper into Canvas' essay submission system (accessed through our English 201 Canvas course site).

**Journal:** Journal entries are a common assignment for this class. Journals should consist of one-two page hand-written responses to the assigned question or questions. Your grade on this journal will be based solely on whether or not it appears you are making a good faith effort to answer the questions being asked.

**Workshops:** Each student in the class will be required to have one of his/her essays workshopped. Each student will also be required to contribute verbally to workshop discussions and to write 1-2 page workshop responses to other student workshop essays. We will discuss the workshop process in more detail as the semester progresses

**Quizzes:** These are easy! Free points! Just read or watch the material I assign and you will do fine here. Quizzes can be given at any time and on any day. They may not be made up. I drop the lowest quiz for the semester. If you arrive more than five minutes after a quiz has begun, you may not take it.

**Discussions:** Participation is very important in this class. You will be expected to contribute to class discussions on a regular basis.

## Course Grading

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each class session they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. DON'T LET THIS BE YOU!

**Essay Submission Rules:** Essays must be submitted in class *and* online via Canvas. We will spend time in class learning about how to submit essays through Canvas. An essay that is turned in online but not in person (or vice versa) is not submitted, and will receive a zero or a late penalty (if it is eventually turned in through both forums).

**Showing Me What you Have Learned:** Because this class focuses on improving your writing skills, you will be learning a variety of writing skill strategies throughout the semester. You should always attempt to incorporate these strategies into your essays. A large portion of your grade depends on your ability to prove that you have learned something about the writing process. THEREFORE, IT IS POSSIBLE TO WRITE A COMPELLING ESSAY WITH FEW GRAMMATICAL ERRORS AND STILL RECEIVE A POOR GRADE!!! Show me what you have learned.

**Workshops:** If you do not post your workshop file on your assigned day, or if you do not show up on a day you are scheduled to take part in a workshop (barring a verifiable medical excuse), you will receive a zero in workshops, making it very difficult to earn a passing score for the class. It is extremely important that we keep to our workshop schedule.

**Typed Assignments:** All take-home essay assignments and workshop responses should be typed. This includes all drafts and outlines. Handwritten workshop responses or essay drafts will not be accepted!

**Short Essays:** Final essay drafts will suffer a grade penalty of two points for every quarter page they are short. Earlier drafts will suffer a penalty at half that rate.

**Office Hours:** I want you to pass my class. If you are having trouble, COME TO MY OFFICE SO THAT WE CAN DISCUSS IT!!!

Essays are due at the beginning of class, and must be submitted by the students who wrote them.

Essay 1:	10%
Essay 2:	15%
Essay 3:	15%
Essay 4:	20%
Workshop Essays:	10%
Workshops Verbal:	5%
Quizzes:	20%
Participation	10%
TOTAL	100%

A > 90% B > 80% C > 70% D > 60% F < 60%

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to talk to me or e-mail me throughout the semester.

### 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.

If your cell phone goes off, you lose ten points from your final grade. If I catch you texting, you lose ten points from your final grade. In one of my classes a few semesters ago, a woman lost 80 points through the course of the semester. This is almost an entire essay grade! She failed the class because of these points. DON'T LET THIS BE YOU!

**Food and Drink:** Food and drinks are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.

**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, no one who is not enrolled in the class may attend, including children.

## **Academic Honesty**

**Plagiarism** is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating 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 School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following:

- plagiarism
- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment
- use of a commercial term paper service
- resubmitting work that you already submitted in another class

If you have any questions about how to quote or document sources, please feel free to ask me. In an average semester (six composition and literature classes) I usually fail between 5-10 students for plagiarizing. DON'T LET THIS BE YOU! If you aren't sure, ASK!

If I am not confident that a submitted work of writing is representative of your true capabilities, I may arrange an alternative, timed writing assignment to replace or supplement the original assignment.

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

If you need course adaptations or accommodations because of a disability, or if you have information to share with me, please let me know as soon as possible.

"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. The phone number for DSP&S is (760) 955-6310.

## **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

## **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at

[http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

## Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

### **Addendum Based Upon Previous Semesters' Experiences:**

- Make sure to ALWAYS signal where your source materials begin.
- Make sure to ALWAYS signal where your source materials end.
- Make sure to ALWAYS use quotation marks when you relay source material word-for-word.
- Remember that you MUST cite all sources of information you use in your essay, even if you put them in your own words. If you don't, it's plagiarism!
- Don't begin or end a body paragraph with source material. Sources are there to support your argument. They should not become the argument.
- With very few exceptions (which I will outline, below) the ONLY sources you may use in this class are books and database articles. NO WEBSITES!  
EXCEPTIONS: On Essay 1 you may use government, education, or reputable news website sources IF you have them approved by me prior to the due date of the essay. These sources will NOT count towards your required source total. On Essay 2 you will need to analyze one or more art/media artifacts to support your thesis. You will need to cite whatever media you choose to analyze, regardless of the form it takes.
- Essays require a purpose to exist. That purpose should be defined clearly in your thesis, and the rest of the essay should support it. Essays are not simply a series of interesting discussions that generally all connect to the same topic.
- Analysis is not the same as summary. Summary just tells us what happened, but analysis tries to determine "why." It is a sometimes laborious and almost mathematical process that requires critical thinking. Please don't mix-up these two ideas in your essays!
- Essays that are off topic will be given zeroes.
- Essays that are short will be docked 2 percentage points for every quarter-page they are short.

The topics we cover in this class are challenging, but many students find them to be more interesting than what we would normally cover in English 110 or below. Passion and enthusiasm for a topic are generally the keys to success for a strong essay in 201, rather than simply trying to adhere to a formula.

## English 201 – Spring 2018 Schedule

Because English 201 is a skills class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule informs you of some of the lessons we will cover in the class and of the exact essay due dates, but beyond that it is subject to change at any time.

Please also note that there is a heavy reading component to this class that is not represented in the schedule. The reading assignments and due dates will be given in class and through our Blackboard course shell. I don't assign these through the schedule because many of them are assigned in response to topics that students generate during the course of the class.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule.

### Week 1

**Monday, February 12<sup>th</sup>** – Review of class policies. Introductions.

**Wednesday, February 14<sup>th</sup>** – Diagnostic Writing Assignment.

### Week 2

**Monday, February 19<sup>th</sup>** – Holiday! No Class!

**Wednesday, February 21<sup>st</sup>** – Review Session 1: Finding a Thesis and Basic Essay Structure. Assign Essay 1.

### Week 3

**Monday, February 26<sup>th</sup>** – Review Session 2: Addressing Counter Arguments.

**Wednesday, February 28<sup>th</sup>** – Review Session 3: Citations and Acceptable Uses of Source Material. Mock Workshops.

### Week 4

**Monday, March 5<sup>th</sup>** – Review Session 4: Library Visit. Learning to find books and use the databases.

**Wednesday, March 7<sup>th</sup>** – Essay 1 Workshops!

### Week 5

**Monday, March 12<sup>th</sup>** – Essay 1 Workshops, continued (if necessary). Artistic works as social action. Genre theory.

**Wednesday, March 14<sup>th</sup>** – Artistic depictions of history. Essay 1 is Due! Assign Essay 2. Begin Essay 2 Film.

### Week 6

**Monday, March 19<sup>th</sup>** – Complete Essay 2 Film.

**Wednesday, March 21<sup>st</sup>** – Discuss the film and the assignment. Create Thesis Statements.

### Week 7

**Monday, March 26<sup>th</sup>** – Library Research day for Essay 2.

**Wednesday, March 28<sup>th</sup>** – Essay 2 Workshops.

**Spring Break!** – No Classes from April 1<sup>st</sup>-8<sup>th</sup> - Don't do anything that will put you in the hospital or bring shame upon your family. Have fun!

### Week 8

**Monday, April 9<sup>th</sup>** – Essay 2 Workshops, continued (if necessary). Understanding “The Sleeper Curve.”

**Wednesday, April 11<sup>th</sup>** – Essay 2 is due! Analyzing a text to support a thesis. How does media effect our culture and our biology? Assign Essay 3

**Week 9**

**Monday, April 16<sup>th</sup>** – Choosing a text to analyze. Choosing points of analysis. Constructing a viable thesis.

**Wednesday, April 18<sup>th</sup>** – Library research day for essay 3.

**Week 10**

**Monday, April 23<sup>rd</sup>** – Essay 3 Workshops.

**Wednesday, April 25<sup>th</sup>** – Essay 3 Workshops, continued (if necessary). Discussion of the anti-hero and how environment influences ethics/morality. *Dexter. Breaking Bad. The Walking Dead.*

**Week 11**

**Monday, April 30<sup>th</sup>** – Defining evil: Historical and cultural perspectives. Essay 3 is due! Assign Essay Assign essay 4.

**Wednesday, May 2<sup>nd</sup>** –The biology of evil. Nature vs. nurture. Motivation and Free Will. Assign readings and videos on “evil.”

**Week 12**

**Monday, May 7<sup>th</sup>** – Essay 4 Film.

**Wednesday, May 9<sup>th</sup>** – Essay 4 Film, continued, and discussion.

**Week 13**

**Monday, May 14<sup>th</sup>** – Library research day for essay 4.

**Wednesday, May 16<sup>th</sup>** – Logical Fallacies.

**Week 14**

**Monday, May 21<sup>st</sup>** – Good and evil as labels of control. Zero-tolerance policies. Self-defense.

**Wednesday, May 23<sup>rd</sup>** – Who is the most evil? Fictional characters on trial.

**Week 15**

**Monday, May 28<sup>th</sup>** – Holiday! No Class!

**Wednesday, May 30<sup>th</sup>** – Final workshops. Essay draft reviews.

**Week 16**

**Tuesday, June 4<sup>th</sup>** – Turn in essay 4. The last activity.

**Thursday, June 6<sup>th</sup>** – I will be in class if you have any questions. Have a great summer break!

I understand the policies explained in Mr. Baukholt's English 201 syllabus, and I agree to adhere to those policies.

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(Please both write and sign your name on the line, above)