

### Basic Course Information

Semester:	Spring 2019	Instructor Name:	Christina Shaner
Course Title & #:	ENGL 201 Advanced Composition	Email:	christina.shaner@imperial.edu
CRN #:	21278	Webpage (optional):	n/a
Classroom:	3400	Office #:	2785
Class Dates:	February 12, 2019 to June 6, 2019	Office Hours:	11:30 a.m. to 12:30 p.m. MW 1:00 p.m. to 2:00 p.m. TR
Class Days:	TR	Office Phone #:	760.355.6162
Class Times:	11:20 a.m. - 12:45 p.m.	Emergency Contact:	email
Units:	3		

### Course Description

#### Content not written by the professor:

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. (CSU, UC)

### Course Prerequisite(s) and/or Corequisite(s)

#### Content not written by the professor:

ENGL 110 or ENGL 101 with a grade of "C" or better.

### Student Learning Outcomes

#### Content not written by the professor:

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

#### Content not written by the professor:

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

Arendt, Hannah. *Eichmann in Jerusalem: A Report on the Banality of Evil*. Penguin, 2006. Penguin Classics. [ISBN: 9780143039884]

McRae, Elizabeth Gillespie. *Mothers of Massive Resistance: White Women and the Politics of White Supremacy*. Oxford, 2018. [ISBN: 9780190271718]

### Course Requirements and Instructional Methods

All major projects must be written and submitted by the student according to project instructions. Each essay may be revised and resubmitted one time. (See “Ethics” section for plagiarism exception.) Partially completed essays or projects without all required sources will earn failing grades. Late essays may not be accepted.

While you should consult the professor with specific questions about your work, it’s up to you to monitor your overall effort, progress, and points. Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on).

### Course Grading Based on Course Objectives

Assignment distribution will be as follows:

- #1 close reading essay (synthesizing aspects of critical thinking) – 15 points
- #2 fallacy essay (studying the logic in a text/character) – 20 points
- #3 source check for annotation project – 5 points
- #3 annotation project (gathering and evaluating research material) – 15 points
- #4 argumentative essay (developing an understanding of a text/topic) – 25 points
- MLA quiz – 5 points
- exam – 15 points

To convert your letter grade to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn a “B” on a project worth 15 points, multiply to find 85% of 15 (.85 x 15 = 12.75 points). To check your current course grade, divide your overall points earned by the number of points possible for all assignments due by that date.

### Attendance

For absences due to *required* attendance at an IVC event, meet in advance with the professor to make arrangements. If you simply skip a class, contact a classmate (*not* the professor) to request notes or updates. You are to be removed from the roster for consecutive absences in excess of the unit value for that course (3-unit course = 3-absence maximum).

### Content not written by the professor:

*The below information is the IVC attendance policy.*

- 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**

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject.

Computers, tablets, and phones must be shut off or silenced whenever they are not required for an in-class activity. Exceptions may be made for students with medical need documented by DSPS.

### **Online Netiquette**

Not applicable

### **Academic Honesty**

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

False authorship. Obtaining by any means another's work and using that work in an assignment presented for a grade. Common attempts to disguise it include: inserting minor word changes and translating from text in another language.

Unacknowledged collaboration. Allowing outside influence or re-writing of the student's work. Cooperation is irrelevant.

Misrepresentation of source. Distorting or altering the meaning of a source text in order to promote an assumption.

Insufficient citation. Using excerpts or paraphrased content from another's work with faulty, or no, citation.

Recycling. Submitting all or part of a text that was originally prepared by the student for some other purpose.

## **Content not written by the professor:**

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**

## **Content not written by the professor:**

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)

#### Content not written by the professor:

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

#### Content not written by the professor:

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

#### Content not written by the professor:

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)

#### Content not written by the professor:

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

### Content not written by the professor:

- 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

### Content not written by the professor:

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

### Content not written by the professor:

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

### Tentative Schedule for both MW & TR Sections of ENGL 201

Feb 11/12: course policies, projects, & materials

Feb 13/14: Classical rhetoric & sophistry

Feb 18/19: HOLIDAY-Washington's birthday (Monday) / continue review of rhetoric (Tuesday)

Feb 20/21: instructions for first writing project

Feb 25/26: **ESSAY #1 WORKSHOP** & MLA citation

Feb 27/28: **ESSAY #1 SUBMISSION** & "ideology" & "hegemony"

Mar 4/5: instructions for second writing project & Toulmin model

Mar 6/7: propaganda & fallacy list

Mar 11/12: propaganda piece for second writing project

Mar 13/14: “authoritarianism,” “fascism,” & “genocide”

Mar 18/19: **ESSAY #2 WORKSHOP**

Mar 20/21: **ESSAY #2 SUBMISSION** & research mechanics at IVC

Mar 25/26: instructions for the third & fourth writing projects

Mar 27/28: Arendt, *Eichmann in Jerusalem*, II through VI

Apr 1/2: Arendt, *Eichmann in Jerusalem*, VII through X

Apr 3/4: Arendt, *Eichmann in Jerusalem*, XI through XV

Apr 8/9: McRae, *Mothers of Massive Resistance*, introduction through 3

Apr 10/11: McRae, *Mothers of Massive Resistance*, 4 through 6

Apr 15/16: McRae, *Mothers of Massive Resistance*, 7 through conclusion

Apr 17/18: **SOURCE CHECK**

HOLIDAY-Spring Recess

Apr 29/30: **ESSAY #3 SUBMISSION**

May 1/2: essay work time

May 6/7: **ESSAY #4 WORKSHOP**

May 8/9: **ESSAY #4 SUBMISSION**

May 13/14: Isocrates, *Against the Sophists*

May 15/16: Isocrates, excerpt from *Antidosis*

May 20/21: **PRACTICE EXAM**

May 22/23: **MLA QUIZ**

May 27/28: HOLIDAY-Memorial Day (Monday) / essay revision work time (Tuesday)

May 29/30: **ESSAY REVISION SUBMISSIONS** & content review

May 3/4: **QUIZ RETAKE/MAKE-UP OPPORTUNITY**

May 5/6: **EXAM**