

IMPERIAL COMMUNITY COLLEGE DISTRICT
IMPERIAL VALLEY COLLEGE

COURSE OUTLINE-OF-RECORD

DIVISION: Arts, Letters & Learning Services

COURSE: ENGL 201 Advanced Composition

LEC HRS: 54.00 LAB HRS: 0.00

TOTAL STUDENT LEARNING HRS: 162.00

INSTRUCTOR: TRACY BROOKS HARDIN

CLASS DATES: Feb. 18, 2019 - June 12, 2019

CLASS TIMES: 4:30-7:40PM

EMERGENCY CONTACT: 619.887.6720

UNITS: 3.00

OUT OF CLASS HRS: 108.00

CRN: 21493 BLDG: CENTI RM: A2 Yard

CLASS DAYS: Friday

EMAIL: tracy.hardin@imperial.edu

COURSE DESCRIPTION:

ENGL 201 emphasizes critical thinking in reading and writing beyond that achieved in ENGL 110 or ENGL101. 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)

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.

OUTLINE OF TOPICS:

The following topics are included in the framework of the course, but are not intended as limits on content. The order of presentation and relative emphasis will vary.

I. Principles of critical reasoning; The nature of types of statements.

1. Fact 2. Personal opinion 3. Informed opinion or justified belief or judgments 4. Knowledge in general, including presuppositions 5. Value

A. Elements of argument 1. Claims 2. Support 3. Warrant 4. Definition 5. Assumptions 6. Rebuttal 7. Logic

B. Reasoning fallacies. 1. Ad hominem or name calling 2. Incomplete facts or card stacking 3. Misleading analogy 4. Overgeneralization 5. Oversimplification

C. Rhetorical devices. 1. Satire 2. Irony 3. Overstatement 4. Understatement 5. Metaphoric figures of speech

D. Evaluation of evidence. 1. Statistics 2. Surveys 3. Sources

E. Logical argument and rhetoric. 1. Audience and intention in argument. 2. The forms of appeal in classical rhetoric

a. Ethos b. Logos c. Pathos

II. Research and writing processes

A. Locating, evaluating and using sources

1. Library sources, Internet sources, Electronic media

- B. The writing process
 - 1. Invention 2. Pre-writing 3. Planning and organization 4. Writing with analysis and synthesis of sources 5. Revision 6. Editing
- C. Writing expository and argumentative papers using appropriate rhetorical modes
 - 1. Cause and effect 2. Definition 3. Classification and division 4. Process analysis 5. Comparison and contrast 6. Description 7. Narrative
- D. Writing effective prose
 - 1. A strong introduction
 - a. Lead in to engage audience
 - b. Background or historical context
 - c. Nature of the issue
 - d. Strong, focused thesis statement
 - e. Scope, organization, and development of thesis
 - 2. Adequate support
 - a. Facts b. Authority c. Values d. Consideration and response to competing points of view
 - 3. Effective sentences
 - 4. A conclusion emphasizing significance while giving a sense of closure

All of the above items are subject to the instructor's discretion. Occasionally the course requirements and/or the course outline may need to be amended. Students will be notified of changes during a regularly scheduled class. It will be the responsibility of the students to ensure they possess the latest version of these items.

REQUIRED TEXTS AND MATERIALS:

- 1. "A World of Ideas" by Jacobus, Tenth Edition.
- 2. Notebook and Binder

COURSE REQUIREMENTS AND INSTRUCTIONAL METHODS:

Methods of instruction may include, but are not limited to, the following:

Lecture, Distance Education, Computer Assisted Instruction/Audio-Visual, Collaborative Learning.

A student's grade will be based on multiple measures of performance unless the course requires no grade. Multiple measures may include, but are not limited to, the following:

Students may be dropped for missing the first class. I will keep papers for one month at the end of the course before recycling them. Students who fail to meet these minimum requirements will not pass the course.

Each student must write at least three papers, all of which must use an argument thesis and support pattern or Rhetorical Modes, e.g. example, process, definition, comparison and contrast, cause and effect, classification, description, narration, or argument. The paper topics include "Dissolving Boundaries," "Government," and "Nature." The "Dissolving Boundaries" paper will be written in class in seventy five minutes and will allow open books and open notes. The "Government," and "Nature" assignments will be take-home five to seven page typed double-spaced Modern Language Association (MLA) research papers. There are no rewrites so make sure you take your paper drafts to the Writing Center, or ask me questions, before papers are due. Without an "ENGL 201 Research Paper Cover Sheet" on each submitted paper, your paper will be deemed incomplete. No late papers will be accepted.

When turning in your papers, place the prewriting strategies, which include the web, sandwich and outline, as well as the rough draft/peer review behind the final draft. On the rough draft, specify sections of source material used by highlighting or circling with the words "standard quote," "block quote," "summary," or "paraphrase" correctly noted above each section either in handwriting or typed.

Additionally, an in-class journal and an out-of-class reading response journal are required. In-class entries will be used for the in-class journal. There will be 8 entries for the Dissolving Boundaries video, plus 1 for the Wisdom of Faith video plus 1 for the Mindwalk video, plus any I decide to add for an overall total of at least 10 in-class journal entries. Please number the entries 1 to 10+.

An out-of-class reading response journal should include at least one half page, hand-written, for each required reading. Required readings include introductory material and all essays in the "Government" and "Nature" sections of the Jacobus text, "A World of Ideas", for a total of 10 in the out-of-class journal. Please number the entries 1 to 10+.

Papers are to be submitted directly to the instructor within the first five minutes of the start of the class session for which they are due. Late papers will not be accepted. Since there are no rewrites, students must ask for help and/or clarification before papers are due. Evaluation: the papers will be graded using points as explained. Conferences with the instructor are required. "NG" means "No Grade" because the paper is not acceptable. No taping of lectures is allowed unless the student has the instructor's prior approval. This class will be conducted in accordance with the college student code of conduct and basic standards of academic honesty. Cheating, plagiarism, and other forms of academic dishonesty are not acceptable and will not be tolerated. Violations of standards of academic honesty will be reported to the college disciplinary office for appropriate action. Any ideas that don't originate with the student and/or are not common knowledge must be cited. Rough drafts should be typed for peer review. Before work is submitted you must make a copy for yourself. The professor may ask for a copy of your copy

concerning possibly lost or misfiled papers. No fiction will be accepted. For privacy reasons, students may choose not to share papers with peers. Sharing is often helpful, but not mandatory. No loose binders are allowed. Read your paper before you turn it in to find any last minute corrections, and staple it before you come to class.

COURSE GRADING BASED ON COURSE OBJECTIVES:

1. Quizzes and exams 2. Writing assignments 3. Oral presentations 4. Discussions 5. Group assignments 6. Class participation.

This is an overview of my grading process:

Dissolving Boundaries In-class Essay/Paper = 200 points _____(my grade)

Cover Sheet for Government Paper/Government Paper = 200 points _____(my grade)

Cover Sheet for Nature Paper/Nature Paper = 200 points _____(my grade)

Four Pop Quizzes = 200 points _____(my grade)

Multiple Choice Closed Book Exam = 100 points _____(my grade)

In-Class Work/Journals (20 total) = 100 points _____(my grade)

Total Points = 1000

Course Grade

900+ = 90% = A 800+ = 80% = B 700+ = 70% = C 600+ = 60% = D

ATTENDANCE:

A student who fails to attend the first meeting of a 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 (3) may be dropped.

Students who meet or exceed this number will automatically receive zero credit for their participation grade. Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences. Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

CLASSROOM AND EMAIL ETIQUETTE:

Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones will lose participation points without warning. If you find it necessary to use a laptop, you must sit near one of the front rows. Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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. Students who are found to be chatting amongst each other—this includes signing— during lecture will also lose participation points without warning. If the problem is consistent they will also be asked to leave the classroom. Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children. Email: Please email me at the address found above. Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. Under no circumstances should students email assignments, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Canvas for handouts, or ask your peers for lecture notes.

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 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 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. Canvas Support Site. The Canvas Support Site provides a variety of support channels available to students 24 hours per day. 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 (DSPTS)

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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6310 in Room 2109 for more information. Mental Health Counseling Services. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC Mental Health Counseling Services at 760-355-6196 in Room 2109 for more information.

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:

Feb. 21 Introduction to course and course materials. Go over Syllabus, Handouts, Goals, Norms and Grading, in-class journal entry #1 on any social, ideological, or physical boundary that concerns you. Prewriting Strategies and Writing Theory reviewed -- Thesis, Topic, Clustering (Topic and Support), Outline (Organization), Brainstorming (Verbal or Written), CSG (Purpose and Audience). Text book reading Aristotle "The Aim of Man." Aristotle summary and response in groups, presentations, class discussions. Film clip of Thomas Linzey, Environmental Lawyer, Film clip of Robert Bellah, Sociologist, in-class journal entry #2, summary and response in groups, presentations using any three modes and/or academic disciplines, class discussion. Homework Howard Gardner "A Rounded Version: The Theory of Multiple Intelligences."

Feb. 28 Text book reading Jung “The Personal and Collective Unconscious.” Jung summary and response in groups, presentations, class discussions. Begin Dissolving Boundaries section. Film clip of Jessica Tuchman Matthews, Environmental Scientist, in-class journal entry #3, summary and response in groups, presentations presentations using any four modes and/or academic disciplines, class discussion. In-class reading/critical thinking exercise, work Continued. Homework Iris Murdoch “Morality and Religion.”

Mar. 6 Text book reading Neil Postman “The Word Weavers/The World Makers.” Postman summary and response in groups, presentations, class discussions. Work Continued. Film clip of Chinua Achebe, in-class journal entry #4, summary and response in groups, presentations using any five modes and/or academic disciplines, class discussion. In-class reading/critical thinking exercise, work continued. Homework Robert Nozick “Emotions.”

Mar. 13 Text book reading John Rawls “A Theory of Justice.” Rawls summary and response in groups, presentations, class discussions. Work continued. Quiz #1, film clip of Isaac Asimov, Writer, In-class journal entry #5, summary and response in groups, presentations using any five modes and/or academic disciplines, multiple angles, significant relations, and layers, class discussion. Film clip of Carlos Fuentes, Mexican writer, In-class journal entry #6, summary and response in groups, presentations using any five modes and/or academic disciplines, multiple angles, significant relations, and layers , class discussion. In-class reading/critical thinking exercise, Work Continued. How to take a timed in-class essay. Homework Eric Kandel “The Problem of Consciousness.”

Mar. 20 Text book reading Lao-Tzu “Thoughts From the Tao-te Ching.” Lao-Tzu summary and response in groups, presentations, class discussions. Film clip of Mary Catherine Bateson, Anthropologist, speaking as a wife, mother, and teacher. In-class journal entry #7, summary and response in groups, presentations ranking all of the speakers on the video in order of importance, class discussion. Film clip of Chen Ning Yang, Chinese physicist and professor, In-class journal entry #8, summary and response in groups, presentations ranking all of the speakers on the video in order of importance, class discussion.

Begin Government Section; **take home paper #1** -This paper topic is to explain the best form of government currently for the United States of America. For your paper conferences, consider the use of support patterns, which are methods of development, bring your prewriting strategies, your values, and current pressing needs. One option for your thesis, is to select our current representative democracy with modifications emphasizing two or three items like the economy, defense, health care, education, or the environment. A second option is to use ideas from another country or countries. You must have your topic approved by me.

In-class reading/critical thinking exercise, work continued. Homework Milton and Rose Friedman “Created Equal.”

Mar. 27 Text book reading Aristotle “Democracy and Oligarchy” Aristotle summary and response in groups, presentations, class discussions. Class discussion on reasoning. Lecture on the basics of the MLA Handbook, Cover Sheet, and 17-item Checklist. Taoism video, Intro, Lao-Tau summary and response in groups, presentations, class discussion, Modern Language Association Style Reviewed, Research Packet Reviewed. In-class journal entry #9 reading/critical thinking exercise, work continued. Homework Robert B. Reich “Why the Rich Are Getting Richer and the Poor, Poorer.”

Apr. 3 Text book reading Niccolo Machiavelli “The Qualities of the Prince” Machiavelli summary and response in groups, presentations, class discussion. Quiz #2. In-class journal entry #10, reading/critical thinking exercise, work continued. Homework Andrew Carnegie “The Gospel of Wealth.” Homework Henry David Thoreau “Civil Disobedience.”

Apr. 10 Text book reading Jean-Jacques Rousseau “The Origin of Civil Society” Dissolving Boundaries **75-minute timed in-class essay** (open notes, open journals). Rousseau summary and response in groups, presentations, class discussion. Work Continued, film of “The Fog of War”, and application of lessons from our current government. In-class reading/critical thinking exercise, work continued. Homework Kwame Anthony Appiah “The Case Against Character.”

Apr. 17 Spring Break-work on government paper. Homework, Text book reading Alexis De Tocqueville and Hannah Arendt. ***Extra credit Benazir Bhutto for 10 points.

Apr. 24 Text book reading Thomas Jefferson “The Declaration of Independence.” Jefferson summary and response in groups, presentations, class discussion. Ortega summary and response in groups, presentations, class discussion. In-class reading/critical thinking exercise, conference sign-up sheets, work continued. Homework Michael Gazzaniga “Toward a Universal Ethics.”

May 1 Text book reading Ralph Waldo Emerson “Politics” Emerson summary and response in groups, presentations, class discussion Individual Conferences (government paper), work continued. Peer review rough draft government paper, individual conferences (government paper). Quiz #3. Homework Hsun Tzu “Man’s Nature is Evil.”

May 8 ***Government Paper Due, Text book reading Plato “The Allegory of the Cave.” Film-Watch “Before the Flood”/Writer’s Response, Bacon summary and response in groups, presentations, class discussion. In-class reading/critical thinking exercise, work continued. Nature Section Begins; **take home paper #2**. The paper topic must present a nature problem with solutions. For your paper conferences, bring your prewriting strategies, and show you have considered the best arguments against your thesis, and that you have provided meaningful responses. You must have your topic approved by me. “Under Our Skin” video. Homework Margaret Mead “Sex and Temperament.”

May 15 Text book reading Francis Bacon “The Four Idols.” Nature Section continues, in-class reading/critical thinking exercise, work continued. Homework Judith Butler “Undoing Gender.”

May 22 Text book reading Charles Darwin “Natural Selection.” Darwin summary and response in groups, presentations, class discussion. Carson summary and response in groups, presentations, class discussion. In-class reading/critical thinking exercise, work continued. Homework Friedrich Nietzsche “Apollonianism and Dionysianism.”

May 29 Text book reading Edward O. Wilson “What is Science?” Peer Review Rough Draft Nature Paper, Quiz #4 Individual Conferences (Nature Paper). Homework Richard P. Feynman “The Value of Science.”

June 5 Nature Paper Due. Text book reading Michio Kaku “The Theory of the Universe?” Make-up Pop Quiz Day, Film “Too Hot Not to Handle” and discussion in a circle on Nature Paper, Film The 11th Hour or “Waking Life” and discussion.

June 12 FINAL EXAM Multiple Choice Closed Book Exam.

Note: Instructor reserves the right to change any scheduled instruction or assignment depending on needs or speed of class.