

Basic Course Information			
Semester:	Fall 2018	Instructor Name:	Olivia Garcia
Course Title & #:	English 110: Composition and Reading	Email:	olivia.garcia@imperial.edu
CRN #:	10257	Office #:	2791
Classroom:	313B	Office Hours:	MW 12:45 pm-1:45pm TR 10:15 am-11:15 am
Class Dates:	Aug. 13 – Dec. 8, 2018	Office Phone #:	(760) 355-6518
Class Days:	MWF		
Class Times:	11:20 am-12:35 pm		
Units:	4.0		

Course Description

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

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

- ENGL 009 with a minimum grade of 'C' or better or
- ENGL 010 or ENGL 099 with a grade of 'C' or better or
- Appropriate placement

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. Compose college-level essays that contain clear thesis statements, effective support, and unified organization. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
3. Demonstrate an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full-length novel, play, or non-fiction book, without relying on outside sources for assistance. (ILO1, ILO2, ILO3, ILO4)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.

2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Required texts:

- Various handouts to be downloaded and/or printed from links provided on Canvas
- *MLA Handbook* 8th edition by The Modern Language Association of America (ISBN-10: 1603292624; ISBN-13: 978-1603292627)
- *Absolutely True Diary of a Part-Time Indian* by Sherman Alexie (ISBN-10: 9780316013697; ISBN-13: 978-031601369788)
- Good college level dictionary; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

Materials needed:

- Notebook paper
- Black or Blue ink pens (NO pencils, NO colored inks, NO white out)

Course Requirements and Instructional Methods

In-class work/homework: There are three distinct units which will have a project to complete and a Portfolio that will be submitted at the end of the semester. Each of these projects will have a variety of assignments to achieve each particular finished project.

Projects: The content units culminate in a project of various type, including a research-based project. Each will be fully explained and will have its own requirements and rubric.

Portfolio: Work from the semester will be revised and edited one final time for inclusion in the portfolio. The portfolio will be explained and reviewed throughout the semester.

Review sessions/tutoring/office hours: In order to complete each project, outside class work must be done; there isn't enough time in class to finish everything. Since the class has an embedded tutor, the review sessions with the tutor are highly recommended. If that's not possible with your schedule, your

other options are other IVC related resources: other writing/program tutors and my office hours. For each session proved attended, in whatever combination, I will give 1 point per session—up to a total of 3 points per week—to add to each concurrent final project grade.

Course Grading Based on Course Objectives

Identity Project	20%
Creativity Project	10%
<i>Absolutely True Story</i> Project	30%
Portfolio	40%

Late work: If an assignment needs to be made up, you may do so without penalty and within reason, but keep in mind that the assignment within projects build the final presentation of the project. Subsequent projects are then built upon what was completed previously. To complete an assignment late may mean that you will fall behind in the next component of the process. I still expect adherence and timeliness to the subsequent assignments, so be aware of your schedule, abilities, and other class work. Above all, keeping in communication with me is always your best option.

Extra credit: None.

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.
 - **I appreciate notification of any absences, simply to determine that you are still participating in class. However, notification does not imply excused or unexcused absence, and therefore does not have bearing on whether you may be dropped. Additionally, an absence doesn't always excuse the work that should be turned in, as much of your work will be submitted through Canvas.**

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

Online 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.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			1	2	3	4
5	6	7	8	9	10	11
12	13 Introduction Syllabus	14	15 Getting to know you...	16	17 IDENTITY Review 1 st writing Cisneros "My Name"	18
19	20 Tan "Mother Tongue" Anzaldua "How to Tame a Wild Tongue"	21	22 Review Tan/Anzaldua Create writing rubric/review MLA	23	24 Continue rubric/review Review writing project	25
26	27 Thesis/main idea drafting	28	29 Drafting	30	31 ROUGH DRAFT due group review	

AUGUST

2018

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JULY 2018

SEPTEMBER 2018

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	NO SCHOOL: LABOR DAY	3	4	Continue group review	6	Draft revision
9	2 nd DRAFT due Peer review	10	11	Draft revision/editing	13	Writing submission Due Mon. 9/17
16	Review <i>Cultivate a Creative Mind</i> *Personal Survey	17	18	*What is creativity? *Fear of Starting	20	*The Truth About Our Brains
23	Review readings/draft	24	25	*Creating Better Professionals *Words *What do you want to say	27	Review readings/draft
30						

SEPTEMBER

2018

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AUGUST 2018

OCTOBER 2018

NOTES:

Labor Day: Sept. 3

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	1 *Slow Down and Focus *No one Knows it all	2	3 Review readings/draft	4	5 *Nurturing Dynamic Communicator Skills *Images as Sounds	6
7	8 Review readings/ draft	9	10 Review/draft	11	12 Writing submission Due Mon. 8/15	13
14	15 Review <i>The Absolutely True Diary of a Part-Time Indian Project</i>	16	17 Pages 1-76 Review reading	18	19 Draft writing	20
21	22 Pages 77-151 Review reading	23	24 Draft writing	25	26 NO CLASS	27
28	29 Pages 152- 230 Review reading	30	31 Group Discussion questions			

OCTOBER

2018

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SEPTEMBER 2018

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NOVEMBER 2018

NOTES:

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
				1 Brainstorming and drafting	2	3
4 Drafting	5	6	7 Drafting	8	9 Writing submission Due Wed. 8/12	10
11 NO SCHOOL: VETERANS' DAY	12	13	14 Portfolio project review	15	16 Drafting revision	17
18	19	20	21	22	23	24
THANKSGIVING BREAK						
25 Drafting revision	26	27	28 Finalize Project	29	30 Finalize project	

NOVEMBER

2018

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OCTOBER 2018

DECEMBER 2018

NOTES:

Veterans' Day: Nov. 12

Thanksgiving Break: Nov. 19-24

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
						1
2	3 FINALS WEEK Portfolio due: presentations	4	5 FINALS WEEK Portfolio presentations	6	7 FINALS WEEK Portfolio presentations	8
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DECEMBER

2018

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NOVEMBER 2018

JANUARY 2019

NOTES:

FINALS WEEK: Dec. 3-8
