

Imperial Valley College – Spring 2019

English 110 CRN: 20267 Units: 4  
Freshman Composition

Monday  
Room 3600  
5:30 – 9:45 PM  
February 11 – June 7

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Office Hours:  
Monday/Tues/Wed 4:15 – 5:15 PM  
Friday 12:30 – 1:30 PM

### Course Description

English 110 is the standard freshman course in English at IVC. 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 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 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.

10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

### 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 the 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)

### Required Texts

*How the Garcia Girls Lost Their Accents*, Julia Alvarez, 1991. A physical text is needed. Please refer to picture of novel cover at the bottom of syllabus.

*Writing Arguments, A Rhetoric with Readings*, Ramage, Bean, Johnson. Concise 7th Edition. Pearson, 2016

### Assignment Overview & Course Requirements

**Assignment #1:** Analytical essay. (Letter grade)

**Assignment #2:** Analytical research paper. (Letter grade)

**Assignment #3:** Argumentative research paper. (Letter grade)

**Midterm:** An in-class essay responding to a prompt aimed at an academic audience. (Quiz grade)

**Final:** An in-class essay responding to questions found in *How the Garcia Girls Lost Their Accents* aimed at an academic audience. (Letter grade)

**Revision:** You will be allowed to revise one essay throughout the semester. This essay will only receive a single plus grade (or an extra 5 points) if revised correctly, meaning a 75 would turn into an 80, etc. Revised essays must meet all three of the following conditions:

1. Your essay was turned in complete and on time.
2. You were in class for the peer review.
3. It must be your lowest scored essay.

**Presentation:** Towards the due date of essays, students will give a 4 – 6 minute presentation on his or her research topic. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with, to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given beforehand. The audience will be your peers in this class. (Letter grade)

**Annotated Bibliography:** List sources and describe specifically what part of each is relevant to your research paper and why. (Letter grade)

**Extra Credit:** Throughout the semester there will be many ways to receive extra credit points. These points will only influence homework and quiz scores.

**In-class Writings/Group Work:** There will be a number of in-class writing assignments and group assignments that are required and integral to the class. It is your responsibly to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class assignments at the end of class. These will be graded either pass or fail and impact your participation grade. These exercises cannot be made up. That being said, you are allowed to miss or fail three without any penalty to your participation grade.

**Canvas:** All readings and assignment rubrics will be uploaded to Canvas. All readings will be found under “files.” All assignments (homework and essays) will be found under “pages.”

**Gender-neutral Language:** All assignments this semester will deploy the use of gender-neutral language. For example, instead of referring to someone as a *policeman*, *fireman*, or *stewardess*, we will refer to them in gender-neutral terms, such as *police officer*, *firefighter* and *flight attendant*. This will be especially emphasized for research papers, as we will be gathering information to support our claims from various sources that are unknown/unfamiliar to us.

**Assignment Return Policy:** All essay assignments will be handed back a week before the next essay assignment is due. The midterm will be handed back a week before final is due.

### Grading system

10%: Homework, Quizzes (unannounced), Midterm

10%: Participation (includes attendance, in-class writings, group work, rough drafts and peer presentation grades)

10%: Presentation

10%: Bibliography

15%: First essay assignment  
15%: Second essay assignment  
15%: Third essay assignment  
15%: Final

90 + = A    80 – 89 = B    70 – 79 = C  
60 – 69 = D    59 – = F

## Policies

### **Assignments:**

- All essay assignments (including rough drafts) must follow MLA formatting and are due in hard copy (typed) at the beginning of class unless otherwise stated. All assignments received after will be marked late.
- Barring emergencies, late papers/homework will be marked down a letter grade for each day they are missing. Assignments that are turned in late will also be handed back to students later than usual. If you have unusual circumstances discuss them with me.
- All assignments must be completed satisfactorily. An assignment that does not follow instructions or is incomplete will receive zero credit.
- Emailed assignments are not accepted. Assignments randomly placed in my mailbox or taped to my office door without permission are also not accepted.

### **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. Also, it is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Your presence in class is necessary. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week (4) may be dropped without notice. Students who exceed this number will automatically receive a failing grade for their participation grade.
- Absences, accompanied by the appropriate paperwork, attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- Arriving late to class or leaving early. Students who arrive to class more than 20 minutes late or leave more than 20 minutes early will be marked as tardy. Every two instances will

count as one absence. The majority of our quizzes occur at the start of class, so students who are consistently tardy will also find their quiz grade heavily affected.

### **Classroom & Email Etiquette:**

- Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. Disruptive behavior or offensive language will not be tolerated, and students responsible for behaving this way will be asked to leave the classroom.
- Students who are found to be chatting—including signing—amongst each other during lecture will lose participation points without warning. If the problem is consistent they will also be asked to leave the classroom.
- 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. Also, 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.
- 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: 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 and assignments, or ask your peers for lecture notes. If you are concerned about your overall grade please refer to the grading system breakdown.

### 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.

If you have a documented disability or condition for which you require modifications, adjustments, or accommodations, please inform me as soon as possible. If, due to your disability you find that you will not be able to meet the requirements of the course, inform me of that within a week of receiving this syllabus.

### Academic Integrity

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.

All work that you submit is expected to be your own original work, created specifically for this class. Cheating, plagiarism, and colluding will not be tolerated. Any student who engages in this type of conduct will receive a zero for that particular assignment. Depending on the severity of the incident they may be reported for further investigation and disciplinary action. 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.

### 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.

### Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

- **Canvas.** 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.** 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. 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.
- **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.

### **ANTICIPATED COURSE SCHEDULE**

#### **Week 1 February 11**

**Intro to course & course materials**

**Assignment #1 handout, examples and discussion**

(Readings\*: Syllabus

Week 1 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapters 1 – 2, *Writing Arguments* chapters 1 – 2

Homework\*\*: Analysis ex.)

\* Readings will be quizzed and discussed the following class unless otherwise specified.

\*\*All homework will be discussed and is due the following class meeting unless otherwise specified.

#### **Week 2 February 18**

**Holiday – No class**

#### **Week 3 February 25**

Essay organization

Writing with imagination

(Readings: Week 3 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 3

Homework: Description ex.,

Paragraphing ex.)

#### **Week 4 March 4**

Moves of revision

**Due rough draft essay assignment #1 (Must meet page count)**

(Readings: Week 4 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 4)

Week 5 **March 11**

Rhetorical appeals

**Due final of essay assignment #1**

**Group 1 presentations**

**Assignment #2 handout, examples and discussion**

(Readings: Week 5 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 5, *Writing Arguments* chapters 3 and 6  
Homework: Pathos ex.)

Week 6 **March 18**

Appeals to Pathos

Appeals to Ethos

Claims of definition

(Readings: Week 6 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 6, *Writing Arguments* chapters 10 – 11  
Homework: Pathos ex.)

Week 7 **March 25**

Citing sources

Selecting and integrating source material

Summary, paraphrasing and direct quotation

Thesis statements

(Readings: Week 7 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 7, *Writing Arguments* chapters 4, 5, Appendix II  
Homework: Citation ex.)

Week 8 **April 1**

**Due rough draft essay assignment #2 (Must meet page count)**

In-class film TBA

(Readings: Week 8 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 8)

Week 9 **April 8**

**Due assignment essay assignment #2**

**Group 2 presentations**

(Readings: Week 9 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 9, Review *Writing Arguments* chapters 4)

Week 10 **April 15**  
**Midterm handout, examples and discussion**  
Toulmin logic

(Readings: *How the Garcia Girls Lost Their Accents* chapter 10 – 11)

Week 11 **April 8**  
**Holiday – No classes**

Week 12 **April 29**  
**In-class midterm**  
**Assignment #3 handout, examples and discussion**

(Readings: Week 12 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 12)

Week 13 **May 6**  
Fallacies

(Readings: Week 13 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 13, *Writing Arguments* Appendix I  
Homework: Fallacy ex.)

Week 14 **May 13**  
Counterarguments

(Readings: Week 14 Canvas readings located under “files,” *How the Garcia Girls Lost Their Accents* chapter 14, *Writing Arguments* chapter 7  
Homework: Counterargument ex.)

Week 15 **May 20**  
**Due assignment essay assignment #3**  
**Group 3 presentations**  
**Final handout, examples and discussion**

(Readings: Week 15 Canvas readings located under “files,” Complete *How the Garcia Girls Lost Their*)

Week 16 **May 27**  
**Holiday – No classes**

Week 17 **June 3**  
**Final**

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

