

Basic Course Information

Semester:	Winter 2020	Instructor Name:	Kevin Howell
Course Title & #:	Composition and Reading-English 110	Email:	Kevin.Howell@imperial.edu
CRN #:	15177	Webpage (optional):	
Classroom:	Online	Office #:	Arts and Letters Room 2781
Class Dates:	1/6/20- 2/6/06	Office Hours:	No office hours. However, I am available via Zoom and Remind.
Class Days:	Online	Office Phone #:	760-355-5712
Class Times:	Online	Emergency Contact:	760-355-6224 (Dept. Secretary)
Units:	4		

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)

PREREQUISITES, if any:

ENGL 009 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)

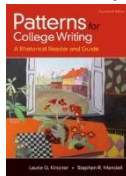
Course Objectives

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

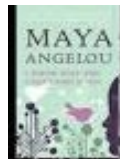
1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
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 **6000 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

1. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. **14 edition** New York: Bedford/St. Martin's, ©2018 ISBN- 1319120814



2. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House. ISBN 0345514408



3. Access to Purdue Online Writing Lab (OWL) @ [Link to Purdue OWL](#)
4. Highly recommend that you buy Reference Guide for Research with MLA formatting

Course Requirements and Instructional Methods

1. **Peer-Revising/Editing Collaboration:** These are worth 10% of your grade. These peer-revising/editing collaborations will take place in the Discussion Board. Here you will revise and edit another student's essay. There will be guiding questions that you must follow, and an overall feedback paragraph/summary must be included as well. More elaborate instructions will be given when you complete your first collaboration.

2. **Individual Compare and Contrast Essay:** 10%

3. **Midterm Essay (Compare and Contrast):** This is worth 15% of your grade.

4. **Research Paper (Argumentative):** Detailed guidelines will be given on the steps to complete the research paper. We will use the essay rubric with a few alterations. This will be worth 20% of your grade.

5. **Final Essay (Argumentative):** This is worth 20% of your grade.

- **Note-** There is a -10 point deduction for each day for late essay submittals. However, no papers accepted after three days late.

6. **Reading/Grammar Quizzes:** We will have reading quizzes. If they are not completed by midnight (Pacific Time) on Sunday, you will receive a 0%. These reading quizzes will come from readings from *I Know Why the Caged Bird Sings* and Grammar Quizzes.

7. **"Homework" Assignments:** First, they will mainly concentrate on the articles that we read from the *Patterns* book. However, to receive credit the assignments must be completed on Canvas by midnight (Pacific Time) on Sunday, or you will receive a 0%.

8. **Discussion Boards/Journals:** There will be weekly Discussion Board (DB)/Journal assignments. They are important because they will help you with a better comprehension of the readings and material covered in this class and will help you improve your writing. Starting with Week 2, your initial (post) for each DB/Journals will have to be written very formally. Each week you will receive a DB/Journal prompt. Make sure that you answer all questions that are in the prompt. Your answers/replies should be written in a formal manner- grammar, usage, and mechanics will be graded and should contain at least 250 words. Also, if the prompt requires the use of MLA format, it must be used as you cite resources to support your initial DB/Journal postings. Read the DB/Journal Rubric for a better understanding of the requirements. The DB/Journal posting due dates include the following:

- Make your initial post on Wednesday by midnight (Pacific Time).
- Reply to two other posts on Friday by midnight (Pacific Time).
- Respond to two others who responded to your post on Sunday by midnight (Pacific Time).

****I will also check in to add comments and to answer questions. ****

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.

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Course Grading Based on Course Objectives

Assignment Descriptors	Percentage
1. Peer Revising/Editing Collaborations	10
2. Individual Compare and Contrast Essay (at least 1000 words/Week 4)	10
3. Compare and Contrast Midterm Essay (at least 1000 words/Week 8)	15
4. Research Paper (at least 2000 words/Due week 15)	20
5. Final Essay Exam/Persuasive (1000 words/Week 16)	20
6. Reading/Grammar Quizzes (If not completed, you will receive a 0%.)	05
7. Homework Assignments (Grammar and Reading Assignments, & Peer Editing) (If not completed, you will receive a 0%.)	05
8. Discussion Boards (These will be written in a formal manner. This will be approximately 2000 formal words.)	15

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.
- 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, only students enrolled in the class may attend; children are not allowed.

Online Netiquette

- What is 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.

Anticipated Class Schedule/Calendar

*****Tentative, subject to change without prior notice*** The tentative schedule will be added soon.
For now, refer to the weekly course modules.**

Week 1 and 2 Checklist for English 110- Winter 20

Instructions:

1. This is a checklist for this week's assignments. This will help you stay organized. This will also stop you from having to go to Canvas to see what work is due.
2. In the Week 1 Module, you will see how each of these assignments is connected to a specific homework assignment, quiz, essay, etc.

Overview of This Week's Topics:

1. an overview of the class components
2. critical reading
3. the writing process
4. reading and writing strategies
5. literary elements
6. sentence types and proper usage
7. begin to read *I Know Why the Caged Bird Sings*.

Reading Assignments:

1. Patterns: Read "Introduction", pages 1-10
2. Patterns: Read "Reading to Write: Becoming a Critical Reader", pages 13-27
3. Read the attached document on Before, During, and After Reading Strategies
4. "Cutting and Pasting: A Senior Thesis by (Insert Name)" by Brent Staples, Patterns book, pp. 17-20.

5. Read “Let Steroids into the Hall of Fame” by Zev Chavets in Patterns book, pp. 21-23.
6. Read chapters 2- Inventions in Patterns pages 29-77 (This is the writing process.)
7. Read historical articles to help activate or build prior knowledge. Although these articles take place earlier than the novel, they will help us understand the context of the novel better. Complete this part before continuing to number 9 because you will have a better understanding of the background that will help you understand the novel better.
8. Read chapters 1-6 of Caged Bird
9. Read Guiding Questions for Chapters 1-6 of Caged Bird (optional but will help with a quiz.)
10. Read the poem, “Sympathy” by Paul Laurence Dunbar
11. Read Two Documents about Maya Angelou ("About Caged Bird Sings" and “Global Renaissance Woman-Maya") and her novel
12. Read Chapter 5 in Patterns, pages 81-93 (Focus on Subject-Verb Agreement, Run-ons, Comma Splices and Fragments. Also, these elements are worth 20 points on each essay, so know them well).
13. **I recommend doing these readings before you complete the homework assignments and quizzes. **

Writing Assignments:

1. This week you are starting to read *Caged Bird*, so I will start to attach a copy of essential or guiding questions for each unit that you read.
2. Since this week's reading covers Chapters 1-6, I will attach a document within this post that has the guiding questions for these specific chapters.
3. Please keep a journal or notebook to answer these questions. Although keeping a journal is optional, it can help you with future assignments.
4. Also, as you read the novel, add notes and page numbers of parts of the novel you like, parts of the novel you did not like, or parts of the novel to which you made a connection. You may use these parts like quotes or sources in upcoming discussion boards and essays.
5. Next week you will have your first essay due. It is a compare and contrast essay.

Homework Assignments:

Part I- Readings-

1. “Cutting and Pasting: A Senior Thesis by (Insert Name)” by Brent Staples, Patterns book, pp. 17-20.
1. “Let Steroids into the Hall of Fame” by Zev Chavets in Patterns book, pp. 21-23.

Part II- Grammar-

1. Homework assignment: Ex 19-3 Fragments
2. Homework assignment: Ex 20-4 Run-on Sentences
3. Homework assignment: Ex 21-3 Subject-Verb Agreement
4. These homework assignments are to be completed by 11:59 p.m. on Sunday, October 27. There are no extensions. All missing quizzes will receive a 0.

Quizzes:

1. Critical Reading Strategies
2. Caged Bird, Chapters 1-6
3. Prewriting Strategies
4. Choose the Topic Sentence
5. Fragments
6. Comma Splice and Run-ons
7. Subject-Verb Agreement
8. All quizzes need to be completed by 11:59 p.m. on Sunday, January 19. There are no time extensions. All missing quizzes will receive a zero.

Discussion Board- Icebreaker:

Overview: Answer the Discussion Board prompt.

- **If the initial post is not completed on Wednesday by 11:59 on January 6, you will be dropped from the course. This is the required activity that shows that you wish to be in the class.**

The Prompt:

1. Introduce yourself to the class.
2. In your introduction, tell you classmates three things about yourself. However, one of them should be false. When your classmates reply to you later in the week, then you will make a guess about which of one of the three things you posted is not true. This should be fun.

Requirements:

1. Respond by Wednesday or you will be dropped from the class.
2. Give an overview of yourself. Follow the questions above for ideas- if needed.

Deadlines:

1. Initial post by 11:59 p.m. on Wednesday. If this is not completed by this time, you will be dropped from the class.
2. Respond to two other posts by 11:59 p.m. Friday.
3. Respond to at least two people who responded to your posts by 11:59 on Sunday.
4. If two people did not reply to your initial post, then respond to another person because you need at least five postings.
5. Reminder- You need a total of five postings.

The Weekly Overview Video:

1. **This video was made for my Summer 2017, but the content is the same for your course now.**
2. The overview video will walk you through how to navigate through this week's module.
3. It is designed to help you with the module layout, especially for the beginning weeks since many students have never used Canvas before.

Week 3 Agenda:

- This is a busy week of writing because you will have two formal discussion boards to complete by Wednesday, which you will only choose one of the two to complete.
 - Then the first essay is due at the end of Week 3.
 - Learn and analyze the Compare and Contrast Pattern
 - Complete a Compare and Contrast Essay
 - Continue reading *Caged Bird*
 - Read various articles to complete the Essay and the two Discussion Boards
 - Complete one of the two prompts for the Discussion Boards, including ICE and MLA
 - **Reading Requirements:**
 - Chapter 11 in Patterns, pages 371-390 (Compare and Contrast)
 - Chapters 7-12 in *Caged Bird*
 - Chapters 13-17 in *Caged Bird*
 - Read the Guiding Questions for *Caged Bird*, Chapters 7-17 (optional)
 - Read "Helpful Hint for the Writing Process of Essays" Document- Emphasis on Thesis Statements and Introduction Paragraphs
 - Read Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria"
 - "Suicide Note" by Janice Mirikitani
 - "Why Chinese Mothers Are Superior" by Amy Chua
 - I have put the Compare and Contrast Overview PDF here for you to view as well. Use Firefox or Internet Explorer to toggle and read my comments. Link to "Compare and Contrast Example Overview" Document This document also follows along with the compare and contrast video in the video section of this module.
 - "Guided Reading Questions for *Caged Bird*" Document
 - "Helpful Hints for the Writing Process of an Essay" Document
 - "ICE and DB Posting" Document- This document goes with the ICE video below. You may want to make a copy of this before watching the video so that you can follow along with the video.
 - Comparing-and-Contrasting Document- This is a great overview of compare and contrast. Print a copy as a guide.
 - How to Write Strong Body Paragraphs Document- This would be good to use as a guide as you write all of your essays.
- Writing Assignments:
- Journal Entry for *Caged Bird*, chapters 7-12 and 13-17. (optional)
 - Individual Compare and Contrast Essay is due by 11:59 on Sunday, January 26.

Week 4 Agenda/Checklist:

Topics:

- Argumentative and Persuasive Writing.
- Complete and Argumentative Essay about Then and Now
- Use Proper Academic Writing for Essays
- Use of Point of View in Academic Writing
- Continue Reading *I Know Why the Caged Bird Sings*

Writing Assignments:

- The Week 4 Compare and Contrast Essay is due by 11:59 p.m. on Sunday, February 2.

Quizzes:

- Be sure to click on the quiz links to see the assignments, readings, and/or videos that should be completed before attempting each quiz.
- Quiz- IVC Library Video Tutorials
- Essay Rubric Quiz
- Quiz on Persuasion and Argumentation
- Quiz- Formal vs Informal Writing Hints
- Quiz- Logos, Pathos, and Ethos
- Quiz- Caged Bird 18-21
- Quiz- Caged Bird 22-24

Discussion Board:

- Week 4- Choose one of the two prompts to complete for the DB.
- Initial Discussion Board posts must be submitted as a DOCx. for grading, and it must be copied and pasted into the actual Discussion Board forum by 11:59 p.m. on Wednesday, January 29.
- There is a -10 deduction for each day the initial posting is late.
- The responses, however, are only submitted to the discussion board. They are not submitted for grading.
- Respond to two other posts by 11:59 p.m. Friday.
- Respond to at least two people who responded to your posts by 11:59 on Sunday. If two people did not reply to your initial post, then respond to another person because you need a total of four responses and the initial post.

Week 5 Overview: All of these are due on Thursday, January 6.

- Initial DB Post
 - No replies needed for DB this week.
- Peer revising
- Research Essay
- Last Mockingbird quiz
- There is no overview video this week. However, there is an overview video embedded in the Research Essay page.