## Basic Course Information

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| Semester | **Spring 2020** | **Instructor Name** | **Amy Loper** |
| Course Title & # | **English 110 & English 055** | **Email** | **Amy.loper@imperial.edu** |
| CRN # | **ENGL 110: 20265**<br>**ENGL 055: 21503** | **Webpage (optional)** | |
| Room | **ENGL 110: 2751**<br>**ENLG 055: 2602** | **Office** | **N/A** |
| Class Dates | **18 Feb 2020-12 June 2020** | **Office Hours** | |
| Class Days | **T-TH**<br>**ENGL 110 1:00-3:03 p.m.**<br>**ENGL 005 4:20-5:45** | **Office Phone #** | |
| Units | **ENGL 110: 4**<br>**ENGL 055: 1** | **Office contact if student will be out or emergency** | **English Dept. Secretary**<br>760-355-6224<br>760-355-6337 |

## Course Description

English 110: Composition and Reading
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)

English 055: Intensive Composition and Reading Lab
This lab class offers intensive instruction in writing, research, reading, and critical thinking skills to promote success in a concurrent English 110 course. This course allows a qualified student to bypass English 009. This course follows the freshman composition co-requisite model of acceleration. (Nontransferable, non-degree applicable)

## Student Learning Outcomes

ENGL 110
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

English 110
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.

ENGL 055

1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context.
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.
3. Write grammatically correct sentences that adhere to conventions of written English.
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
5. Compose, evaluate, and edit an essay with an introduction, body, and conclusion, which includes organizing an essay around a controlling idea and developing main idea paragraphs with effective use of supporting details.

## Textbooks & Other Resources or Links

**Required Texts**
*Patterns for College Writing: A Rhetorical Reader and Guide 14th edition*
Laurie G. Kirszner
ISBN: 9780312676841

*The House of the Scorpion*
Nancy Farmer
**ISBN-10:** 0689852231

**Recommended Texts and Materials**

A writer's handbook like *The Pocket Wadsworth Handbook* (should include MLA 8 updates)

A good dictionary

A spiral-bound notebook

<mark>This course utilized Canvas, access to a computer and the internet is necessary</mark>

There will be access to computers during the ENGL 55 lab component.

## Course Requirements and Instructional Methods

**ENGL 110**

**Assignments**

*Homework:* Most of the homework will come from the textbook. You are required to do *all* of the reading and the assigned exercises.

*Quizzes:* Quizzes will be given periodically to assure that you are doing the readings (minimum of three per semester).

*Journal:* Most days will begin with journal writing. You need to come to class prepared with paper and a pen or pencil every day. A complete journal entry will consist of at least a full page of writing.

*Discussions:* Four or more discussions will be assigned using the forum feature on Canvas. For these discussions, you will be asked to write a short essay response to a question, and provide follow up commentary to your peers.

*Workshops:* Everyone is expected to be in attendance and participate in workshops. We will discuss these in class.

*Writing Assignment:* For this class, there will be a total of 5 graded essays and a final in-class essay. These essays will be worth at least half of your grade. These essays include a descriptive narrative, compare and contrast, and argument, research project (includes a presentation), and literary analysis. Only complete essays **(including rough drafts**) will be accepted for a grade.

**ENGL 055**

The lab portion of class will be a mix of supplemental lessons, exercises, and planning/drafting/writing.

## Course Grading Based on Course Objectives

**ENGL 110**

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|---|---|
| Writing Assignments (5) | 50 |
| Presentation | 5 |
| Quizzes | 10 |
| Journal | 5 |
| Discussion | 20 |

Final                              10

100-90% - A

89-80% - B

79-70% - C

69-60% - D

59-0% - F

**ENGL 055**

ENGL 055 is pass/fail contingent upon completion of assignments.

**English 110 Essay and Research Paper Grading Rubric**

|  | Strong | Functional | Inadequate | Score |
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| Thesis statement | The thesis statement is one sentence, possibly two, that reflects the rhetorical mode and clearly focuses the reader on the scope of the paper. | The essay may have a thesis statement, but it is lacking in at least one area. | The thesis statement is missing or inadequate. | |
| Supporting detail | The essay contains specific detail to support the thesis statement and points of the essay. | There is minimal but adequate support for the thesis and points of the essay. | The essay's details are inadequate or inappropriate. | |
| Organization | The essay has clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. | The essay has weak, but recognizable, organization. | The essay lacks effective organization. | |
| Sentence Errors | There are no errors or only one error in sentence structure, including fragments, comma splices, run-on sentences, or garbled sentences. | Sentence structure is adequate. There are only two or three errors of fragments, comma splices, run-on sentences or garbled sentences. | There are four or more errors of fragments, comma splices or run-on sentences. | |
| Use of language | The essay shows command of formal, academic language supported by logical thought. | The essay shows adequate use of formal language. | The essay uses informal language, or uses language hampered by ESL interference and/or inappropriate word choice. | |
| Research | The student writes a 6-10-page research paper (length to be determined by the instructor) using | The student writes a 6-10-page research paper (length to be determined | The student does not complete a research paper, or | |

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|---|---|---|---|
| | at least seven sources that effectively draws on research from database files or other texts, as appropriate. If the student is writing an essay about a current topic, current research material is used. | by the instructor) using at least seven sources that adequately draws on research from database files or other texts, as appropriate. If the student is writing an essay about a current topic, only current research material is used. | the student writes a paper that does not adequately include proper research. | |
| Documentation | The paper consistently and completely documents outside sources properly using the current MLA protocols. The works cited page is properly constructed and used. | The paper adequately documents outside sources properly using the current MLA protocols. The works cited page is mostly properly constructed and used. There may be some inadvertent errors of documentation. | The paper inadequately documents outside sources. The works cited page is improperly constructed and used. | |
| Plagiarism | | | Intentional plagiarism results in an automatic zero grade on any paper. SafeAssign is used as a plagiarism checker. | |

**\*Note:  Essays and other assignments will be accepted up to one week late (seven days from the due date).   Work will not be accepted beyond that time.  Late work will automatically lose one point.**

**\*If you do not have a rough draft on the day of the Workshops (peer review), you will lose one point.**

**All lab work must be completed during lab time (unless otherwise noted).**

**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. **Consider:**  specifics for your class/program
- 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.
- 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

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

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

  Anyone caught cheating or 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 School 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) use of a commercial term paper service

## Additional Help – Discretionary Section and Language

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

| | ENGL 110 | ENGL 055 |
|---|---|---|
| **Week 1**<br><br>Feb 18-20 | • Introductions, *Patterns* Chapter 1 & 2, Forum Discussion<br>• Introduction (1 point) | Lab Activities |
| **Week 2**<br><br>Feb 25-27 | • *Patterns* Chapter 3, Chapter 6,<br>• "Thirty-Eight Who Saw Murder Didn't Call the Police" 126-129, "Surrendering" 116-118 | Lab Activities |
| **Week 3**<br><br>Mar 3-5 | • *Patterns* Chapter 7, "Ground Zero" 173-176, "Stability in Motion" 178-183<br>• Essay #1 Workshop | Lab Activities |
| **Week 4**<br><br>Mar 10-12 | • Grammar Review (as needed), Essay #1 Due, *Patterns* Chapter 11<br>• *House of the Scorpion* 1-49, *The Witness* (Film), Discussion Post #1 (4 pts) | Lab Activities |
| **Week 5**<br><br>Mar 17-19 | • MLA/Research (Tentative)<br>• "Songs of the Summer of 1963…and 2013" 397-401, "Why Chinese Mothers are Superior" 402-406 *House of the Scorpion* 50-143 | Lab Activities |
| **Week 6**<br><br>Mar 24-26 | • Essay #2 Workshop<br>• *Patterns* Chapter 8, *House of the Scorpion* 50-143 | Lab Activities |
| **Week 7**<br><br>Mar 31-<br>Apr 2 | • MLA Review, Discussion Post #2 (5 pts)<br>• Essay #2 Due (*Here Be Dragons*-Tentative), *House of the Scorpion* 144-257 | Lab Activities |
| **Week 8**<br><br>Apr 7-9 | • *Patterns* Chapter 13, "I Want a Wife" 496-498 *Patterns* Chapter 14<br>• Discussion Post #3 (5 pts), *House of the Scorpion* 258-380 | Lab Activities |
| **Week 9**<br><br>Apr 1614- | Break | Lab Activities |

| Week 10

Apr 21-23 | • *Patterns* Debate: Should Public Colleges and Universities be Free? 573-585<br>• *Patterns* Casebook: Topic TBD, Discuss Literary Analysis (with examples) | Lab Activities |
|---|---|---|
| Week 11

Apr 28-30 | • Essay #3 Workshop<br>• *Survivor Game (Tentative)* | Lab Activities |
| Week 12

May 5-7 | • Essay #3 Due, *Patterns* Chapter 15<br>• Patterns Chapter 10, "Photos that Change History" 356-361 | Lab Activities |
| Week 13

May 12-14 | • *Patterns* "On Dumpster Diving" 676-679, "A Modest Proposal" 706-712<br>• MLA and Documentation Workshop | Lab Activities |
| Week 14

May 19-21 | • *Patterns* "The Lottery" 305-311 w/ Movie (tentative), Discussion Post #4 (5 pts)<br>• Essay #4 Due, Essay #5 Workshop (Lit Analysis) | Lab Activities |
| Week 15

May 26-28 | • Presentations | Lab Activities |
| Week 16

Jun 2-4 | • Final Review (Presentations)<br>• Essay #5 Due | Lab Activities |
| Week 17

Jun 9-11 | • Finals | |

*Schedule is subject to change