Basic Course Information

Semester:	**Fall 2020**	Instructor Name:	**Jay Lewenstein**
Course Title & #:	ENGL 110	Email:	**jay.lewenstein@imperial.edu**
CRN #:	10274	Webpage (optional):	
Classroom:	n/a	Office #:	**n/a**
Class Dates:	Aug. 17 to Dec. 12	Office Hours:	**n/a**
Class Days:	MTWRF	Office Phone #:	(Engl Office:) 760-355-6224
Class Times:	Online – asynchronous schedule	Emergency Contact:	
Units:	4.0		

Course Description

I.   COURSE/CATALOG 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)

A. PREREQUISITES, if any:
ENGL 009 or
ENGL 010 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

**GRADING
CRITERIA**

Letter Grade Only

Course Objectives

**MEASURABLE
COURSE
OBJECTIVES
AND MINIMUM
STANDARDS
FOR GRADE
OF "C":**

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

1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose error-free essays that avoid sentence-level and grammar problems
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions
5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes, such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate
6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic)
7. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
9. Demonstrate a command of rules regarding plagiarism and academic ethics
10. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
11. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
12. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Textbooks & Other Resources or Links

Required Textbook:

Bullock, Richard, and Maureen D. Goggin. *The Norton Field Guide to Writing, with Readings*. 5th ed., Norton, 2019. (ISBN 9780393655780)

Required Novel:

Boyle, T.C. *The Tortilla Curtain.* **ISBN Number**: 978-014-311907-4

Jay's Note: All texts are required to complete Canvas assignments on weekly basis.

Course Requirements and Instructional Methods

Online courses follow the same stringent guidelines set by the state and the college that face-to-face classes use to determine the required work that needs to be done each week. In fact, most students find online courses take slightly longer than face-to-face courses, since much of the material that would traditionally be delivered in a lecture needs to be read in an online course.

This is a 4-unit course. Using the Carnegie Unit, in a traditional class, college courses require 1 hour of in-class work and 1-2 hours of homework for *each* unit. So, a 4-unit course requires approximately 4 hours of class and 4-8 hours of homework, *per week*. Combined, each 4 unit course you take requires approximately 8-12 hours per week.

The units in this class have been carefully planned to work within this requirement. In order to be successful in this class, you should plan to spend about 8-12 hours of time in the class. You will spend this time reading/reviewing the content in each module (including videos and films), reading chapters from our textbook, writing discussion posts and responding to your peers, and planning, writing, and revising projects.

As you plan your time for the course, think about how you work best. Though you may attend a class on only two days a week, you most likely do your homework on other days, right? So, typically, you make work on a traditional class on 4 or 5 days each week. The same principle applies for online courses. You will be more successful if you work on the course several days a week than if you try to do a mammoth session only once a week.

The due dates in this class are designed to encourage you to spread the work over several days. In particular, in the discussions you are asked to post an initial posting early in the week (by Wednesday), then return later in the week to reply to peers.
The best advice I can give you, as someone who has taken online courses, taught online courses, and developed online courses, is to schedule specific times each week to work on the course, and to plan to check in on the course several times each week.

To help you manage your time, consider using the [Study Schedule Tool (Links to an external site.)](#).

Course Grading Based on Course Objectives

The Tortilla Curtain – Quizzes, Assignments, Tests, Discussion Boards, Final Exam Project

- Two multiple choice quizzes per week - 80 points
- One Surprize Quiz per week – 200 points
- Tortilla MVP Midterm Exam – 600 points
- Jay's Peek Behind the Tortilla Curtain Final Exam Project – 1000 points.

Estimated semester point value – 7000 points

Community Profile Research Project

- Weekly Canvas research activities and and assignments (1-2 per week) – 100-200 points each
- Multiple Paragraph Drafts (3) – 300 points each
- Final Draft – 1000 points

Estimated semester point value – 6000 points

Norton Field Guide Weekly Canvas Quizzes and Activities

- Sentence Construction – 8-10 multiple choice quizzes – 420 points
- Punctuation/Mechanics – 13-15 multiple choice quizzes – 780 points
- NFG Research Assignments – 4 – 800 points

Estimated semester point value – 2000 points

Group Work – 100 points for each student – Two per week – 800 points total.

- **In-Class Reading Response Paragaphs**
- **Work to be submitted individually on Canvas Assignments**
- **Same work to be submitted as group on Canvas People**

Jay's Extra Credit Opportunities – 4 - 200 Maximum Points

- Keep your eyes posted for Jay's Weekly Extra Credit Announcements

Jay's Notes: Keeping in Contact thru Canvas Announcements

Estimados Estudiantes,
I know. I know. Many of you have limited experience with online classes and/or Canvas. My goal as an instructor is to eliminate as many obstacles that get in the way of YOU and YOUR GOALS.

- Please stay tuned to my Canvas Announcements for information, detailed instructions, performance expectations and, last but not least, Jay's Tips!
- These announcements will help guide you to SUCCESS. Keep your eyes open to your IVC email for new and up-to-date information.
- And please remember: COMMUNICATION is a TWO-WAY STREET. For all your needs, I am just an email away: jay.lewenstein@imperial.edu

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.

This is going to be great. You will see..

Paz,

Jay Lewenstein