Basic Course Information

Semester:	**Fall 2020**	Instructor Name:	**Kaylene Elliott**
Course Title & #:	**ENG 110: Composition and Reading**	Email:	**Kaylene.elliott@imperial.edu**
CRN #:	**10280/11701**	Student Hours:	**Mondays 2-3 pm, Thursdays 2-3 pm**
Classroom:	**The world is our classroom! Or, you know, the internet. Same thing.**	Phone Number:	**760-489-1091**
Class Dates:	**August 17-December 12, 2020**	Emergency Contact:	**English Department Secretary, 760-355-6224**
Units:	4	Remind:	**https://www.remind.com/join/f20en** **or text @f20en to 81010**

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)

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 course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being 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

This course is largely a zero textbook cost course. However, you must still procure the materials. More information on this is available on Canvas.

Superhuman: Life at the Extremes of Our Capacity
Rowan Hooper
Simon and Schuster
ISBN: 978-1-5011-68710-0

Frankenstein
Mary Shelley
Pocket Books Publishing

Patterns for College Writing
Laurie Kirszner and Stephen Mandell
Bedford St. Martins

Access to a computer and internet

Recommended:
MLA Handbook, 8th edition
By: Modern Language Association of America
ISBN: 978-160329-262-7

Course Requirements and Instructional Methods

Instructional Methods
Discussion
Assignments
Group Activity
Individual Assistance
Independent Reading
Independent Writing

Each week, students will be responsible for completing the required reading, which includes book chapters, articles, textbook chapters, and module pages on Canvas prior to class time. Additionally, students are required to stay on top of assignments in class and on Canvas. Students are expected to participate in all discussions and activities as well as be respectful during lecture. Students that choose not to do so will be asked to remove themselves from the course.

All essays must have proper formatting.
-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each
paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:
Name
Professor Elliott
ENG 10
Date draft is due

Essay points: Total essay points include rough drafts (rough draft upload to Canvas, prewrites, outline, handwritten body drafts, 3 introduction drafts, 2 conclusion drafts) and final drafts (final draft upload to Canvas, 3 peer reviews, self-review, grammar review, and tutor review), and potential various other assignments relating to the essay. Students **must** take your essay to be reviewed by a tutor. Students who do not turn in the rough draft may regain **up to** 50% of the rough draft points by attending the instructor's office hours for at least 15 minutes to discuss their essay plans prior to the due date of the final draft.

Mini Essays: Students are required to submit ten (10) mini essays throughout the semester. These mini essays will be in response to specified reading/prompts and at least 3 pages in length and submitted via Canvas.

Reading Journal/Discussions: During the semester, you will read two literature books, *Superhuman: Life at the Extremes of Our Capacity* and *Frankenstein*. For each week in which reading is assigned in these books, students will respond to a Reading discussion on Canvas. The response must include an engaging quote, one question for classmates, and relevant thoughts on the pages read. Students that do not participate in the class discussion on the pages assigned will not be allowed to submit their Reading Journal for that week.

Weekly Questions: Students will receive two (2) points each week for asking questions. Certain weeks may require questions about certain topics or assignments while other weeks may allow students to ask any question they can think of.

Late Policy: Students have seven (7) days after the due date to turn in late work with the exception of Essay #3 which cannot be turned in late. All late work will be given partial credit. Rough and final drafts must be submitted through Canvas.

Get Out of Jail Free cards-At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card can be used to replace one assignment, 1 Mini Essays, or provide a three (3) day extension on the deadline for one (1) essay (either Essay 1 or Essay 2). Please note that the Get Out of Jail Free card Essay #3. The teacher must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. Students are expected to keep track of their GOOJF card; if the card is lost, students will not receive another. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.
   a. Guidelines for using parking WIFI:
      i. Park in every other space (empty space BETWEEN vehicles)
      ii. Must have facemask available
      iii. For best reception, park near buildings
      iv. Only park at marked student spaces
      v. Only owners of a valid disabled placard may use disabled parking spaces
      vi. Only members of the same household in each vehicle
      vii. Occupants MUST remain in vehicles
      viii. Restrooms and other on-campus services not available
      ix. College campus safety will monitor the parking lot
      x. Student code of conduct and all other parking guidelines are in effect
      xi. Please do not leave any trash behind
      xii. No parking permit required

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Essay 1	100	**Grading Scale**
Essay 2	150	90-100%: A
Essay 3	200	80-89%: B
Assignments/Quizzes	170	70-79%: C
Mini Essays (10 total)	200	60-69%: D
Reading Journals/Discussions	150	Below 59 %: F
Weekly Question	30	

This Grading is subject to change based on the needs of the course

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.

***Students should not rely on the instructor to drop them. Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.**

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- · Student submission of an academic assignment
- · Student submission of an exam
- · Student participation in an instructor-led Zoom conference
- · Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- · A posting by the student showing the student's participation in an assignment created by the instructor
- · A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters

· An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

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 (!!!!)].

Really, just use common sense. Consider how you are presenting yourself in the various modalities that we may use.

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. The first student to point out this sentence to the instructor will receive one point of extra credit. 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.

How do I show academic honesty and integrity in an online "classroom"?

- KEEP YOUR PASSWORDS CONFIDENTIAL.
- COMPLETE YOUR OWN COURSEWORK.

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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.
- Career Services Center. The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- Child Development Center. The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: https://forms.imperial.edu/view.php?id=150958

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 first student to point out this sentence will receive one extra point of credit. 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.
- We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: https://imperial.edu/students/student-equity-and-achievement/

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

Instructor reserves the right to change the schedule with or without notice.

**Please note that weekly readings include content in Canvas Modules. This list of readings in the schedule mainly includes other resources, such as articles and book chapters.

Week	Reading	Assignments Due	Continue working on
Week 1 August 17-22	Module 0 content, Class Syllabus, "Brainology" by Carol Dweck	Introduction Discussion, Syllabus Quiz, Diagnostic Writing, Assignment: Question 1	Mini Essay #1, procure the required materials
Week 2 August 23-29	Avoid Plagiarism, Analyzing Your Sources, Narratives, Essay #1 Prompt, Mini Essay #2 Prompt, Prewrites, Formal Outlines, "A Single Story" (video) *Superhuman* "Introduction" pgs. 1-7 and "Intelligence" pgs. 7-36, *Patterns* Ch. 2 "Invention", Ch. 6 "Narration"	Discussion: Audience and Assumptions, Assignment: Prewrites, Assignment: Outline, Assignment: Mini Essay #1, Assignment: Question 2	Mini Essay #2, drafting for Essay #1, reading *Superhuman*
Week 3 August 30-September 5	Body Paragraphs, "IQ Scores Reflect Motivation as Well As Intelligence" by Ed Young, *Superhuman* "Memory" pgs. 37-66, *Patterns* Ch. 3 "Arrangement"	Discussion: Superhuman "Intelligence", Assignment: Mini Essay #2, Assignment: Body Drafts, Assignment: Question 3	Drafting for Essay #1, Mini Essay #3, reading *Superhuman*
Week 4 September 6-12	Introduction and conclusion strategies, Titles, *Superhuman* "Language" pgs. 67-90, *Patterns Ch.* 4 "Drafting and Revising"	Discussion: Superhuman "Memory", Assignment: Introduction, Conclusion, and Title Drafts, Assignment: Question 4	Compiling Rough Draft, reading *Superhuman,* Mini Essay #3
Week 5 September 13-19	Peer Review, Tutor Review, Self Review, Mini Essay #4 Prompt, *Superhuman* "Resilience" pgs. 227-248,	Discussion: Superhuman "Memories", Rough Draft #1, Peer Review, Assignment: Question 5	Revision for Essay #1: Tutor Review, Self Review, reading *Superhuman*, Mini Essay #3, Essay 4
Week 6 September 20-26	Compare/Contrast, Prompt Essay #2, *Superhuman* "Happiness" pgs. 279-304, "How Many of Your Memories Are Fake?", Mini Essay #5 Prompt, *Patterns* Ch.11 "Comparison and Contrast"	Discussion: Superhuman "Resilience", Assignment: Tutor Review, Assignment: Self Review, Assignment: Final Draft, Assignment: Mini Essay #3, Assignment: Question 6	Prewriting and outlining for Essay #2, Mini Essay #4, Mini Essay #5

Week	Reading	Assignments Due	Continue working on
Week 7 September 27-October 3	*Frankenstein* Letters-Ch. 3	Discussion: Superhuman "Happiness", Assignment: Mini Essay #4, Assignment: Prewrite Essay 2, Assignment: Outline Essay #2, Assignment: Question 7	Drafting for Essay 2, Mini Essay #5, reading *Frankenstein*
Week 8 October 4-10	Quoting, Paraphrasing, and Summarizing, 3D your Sources, *Frankenstein* Ch.4-7 (finish Vol. I), "Ozymandias" by Percy Bysshe Shelley (video available), Mini Essay #6 Prompt	Discussion: Frankenstein Letters-Ch. 3 Assignment: 3D Escape Room, Assignment: Body Drafts Essay 2, Assignment: Mini Essay #5, Assignment: Question 8	Drafting Essay 2, Mini Essay #6, reading *Frankenstein*
Week 9 October 11-17	Works Cited page, Mini Essay # 7 Prompt, *Frankenstein* Vol. II Ch. 1-6, "A Modest Proposal" by Jonathan Swift, Satire, Mini Essay #8 Prompt, *Patterns* Ch. 18 "Documenting Sources: MLA"	Discussion: Frankenstein Ch. 4-7 Vol. I Assignment: Introduction, Conclusion, and Title drafts Essay 2, Assignment: Mini Essay #6, Assignment: Question 9	Compiling Rough Draft, Reading *Frankenstein*
Week 10 October 18-24	Peer Review, Self Review, Tutor Review, *Frankenstein* Ch. 7-9 (finish Vol. II), *Patterns* Ch. 5 "Editing and Proofreading"	Discussion: Frankenstein Ch. 1-6 Vol. II Assignment: Rough Draft Essay #2, Peer Review, Assignment: Question 10	Revising Essay 2, reading *Frankenstein,* Mini Essay #7, Mini Essay #8
Week 11 October 25-31	Argument, Essay Prompt #3, *Frankenstein* Ch. 1-5 Vol. III, *Patterns* Ch. 14 "Argumentation"	Discussion: Frankenstein Ch. 7-9 Vol. II, Assignment: Self Review Assignment Tutor Review, Assignment: Final Draft Essay 2 Assignment: Question 11	Prewriting and outlining Essay 3, reading Frankenstein, Mini Essay #7, Mini Essay #8
Week 12 November 1-7	Utilizing Outside Sources, *Frankenstein* Ch. 6-7, Mini Essay #9 Prompt, *Patterns* Ch. 16 "Finding and Evaluating Sources"	Discussion: Frankenstein Ch. 1-5 Vol. III Assignment: Mini Essay #7, Assignment: Prewriting Essay 3, Assignment: Outline Essay 3, Assignment: Question 12	Drafting Essay 3, collecting outside sources, finish *Frankenstein*
Week 13 November 8-14	Navigating the IVC Database, Works Cited Page, Quoting, Paraphrasing, and Summarizing, 3-D your sources, *Patterns* Ch. 17 "Integrating Sources and Avoiding Plagiarism"	Discussion: Frankenstein Ch. 6-7 Vol. III, Assignment: Mini Essay #8, Assignment: Body Drafts Essay 3, Assignment: Question 13	Drafting Essay 3, introduction drafting, collecting research
Week 14 November 15-21	Annotated Bibliography, Common Fallacies	Discussion: Sharing (research) Is Caring, Discussion: Group Fallacy Discussion Area, Assignment:	Compile Rough Draft Essay 3, Annotated Bibliography, Mini

Week	Reading	Assignments Due	Continue working on
		Introduction, Conclusion, Title Drafts, Assignment: Question 14	Essay #9, finish Fallacy project
Week 15 November 22-28		**Thanksgiving Week-No Assignments!**	
Week 16 November 29- December 5	None	Discussion: Final Fallacy Project, Assignment: Annotated Bibliography, Assignment: Rough Draft Essay 3, Peer Review, Assignment: Mini Essay #9, Assignment: Question 15	Revising Essay #3, Mini Essay #10
Week 17 December 6-12	None	Assignment: Tutor Review Assignment: Self Review, Assignment: Final Draft Due, Assignment: Mini Essay #10	

Tentative, subject to change without prior notice