Basic Course Information

Semester:	**Spring 2021**	Instructor Name:	**Darren Simon**
Course Title & #:	**Eng. 110 Composition and Reading**	Email:	**Darren.simon@imperial.edu**
CRN #:	**20265**	Secondary email	**Simon760@msn.com**
Classroom:	**Online**	Office #:	**No office but you can contact me via email or phone for help**
Class Dates:	**Feb. 16 – June 11**	Office Hours:	**Online support available**
Class Days:	**Online**	Cell Phone #:	**760.604.5100**
Class Times:	**TBA**	Emergency Contact	**Use Canvas**
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. (C-ID ENGL 100/ENGL 110) (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 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

Textbook:

Title of Book: Patterns for College Writing with 2016 MLA update
Author: Laurie G. Kirszner and Stephen R. Mandell
Edition: 14th edition
ISBN Number: 978-1-319-05664-3

Novel:

- The Outsiders by S.E. Hinton – ISBN—13 978-0142407332

Additional materials:

- A good notebook for notes
- A dictionary

Course Requirements and Instructional Methods

This is primarily a writing course designed to increase your level of comfort in expressing ideas in a standard college-level essay. To that end, we will do a series of essays that examine different essay patterns with the end goal to produce at least 6,000 words of material throughout the course. The

coursework will include critical response and analytical essays based on the novel we read and articles from our textbook, a research paper using MLA structure and additional essays to be announced. There will be an essay mid-term and final. Additionally, there will be short-response discussions questions due weekly to which you will have to respond and then reply to two of your classmates' responses. This course will also include grammar discussions and quizzes as necessary. Further, you will be required to submit two of your essays for review from your classmates, and you will be responsible for reviewing two of your classmates' essays.

SpriAll essays are to be turned in on the due date. Late papers will be docked 10 pts per week. After two weeks, late work will not be accepted.

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.

Course Grading Based on Course Objectives

The course grading is as followed:

Essays – 100 pts.

Research paper – 200 pts. each

Grammar Quizzes – up to 40 pts. each

Mid-term – 200 pts.

Essay Final – 300 pts.

Grammar Final – 70 pts.

Peer Review on Essays—must be two reviews – 40 pts. total

Short response and Peer Review based on readings – 20 pts. each

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.

Specific rules for class:

- You must keep up with assignments to maintain your place in class. If you fall too far behind, you will be subject to a possible drop from the class. You must maintain communication with the professor, in particular, if you are having trouble, can't get work done or need extra help.
- All work to be graded must be submitted via Canvas in order to be graded and will be subject to an online plagiarism check.
- Email your work to the professor's email if you want help with an assignment before its due date.

Classroom Etiquette (Does not apply at this point since we are meeting online)

- 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

Date or Week	Activity, Assignment, and/or Topic	Journals due
Week 1	Syllabus & Introduction In-class writing	none
Week 2	Discuss Essay structure Run-ons	none
Week 3	Begin The Outsiders Assign Essay No. 1 More on run-ons	none
Week 4	Continue to discuss The Outsiders Assign Essay 2 Finish run-on discussion	Journal 1 – The Outsiders
Week 5	Continue The Outsiders Re-write Essay 1 Quiz on run-ons	Journal 2 – The Outsiders

Date or Week	Activity, Assignment, and/or Topic	Journals due
Week 6	Complete the Outsiders Re-write Essay 2 Assign Essay 3 Discuss fragments	Journal 3 – The Outsiders
Week 7	Discussion of The Outsiders Re-Write Essay 3 More on fragments	Journal 4 – The Outsiders
Week 8	Mid-Term based on The Outsiders Complete fragments	none
Week 9	Begin work on research paper Quiz on fragments	none
Week 10	Continue to discuss research paper Assign Essay 4 Discuss verbs	Journal 5 – Lord of the Flies
Week 11	Continue with research paper Assign Essay 5 More on verbs	Journal 6 – Lord of the Flies
Week 12	Complete research paper discussion Re-write Essay 4 Complete verbs	Journal 7 – Lord of the Flies
Week 13	Re-write Essay 5 Quiz on verbs	Journal 8 – Lord of the Flies
Week 14	Turn in rough draft of research paper for in-class review Discuss sentence structure	none
Week 15	More on sentence structure Prepare for final essay	Submit all journals
Week 16	Final Exam Final Draft research paper due Grammar Final	none

Tentative, subject to change without prior notice