



## Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Esmeralda Lopez</b>
Class Dates:	<b>2/16/21 - 6/11/21</b>	Class Format:	<b>Correspondence</b>
CRN #:	<b>20274</b>	Units:	<b>4</b>
Course Title & #:	<b>English 110 Composition &amp; Reading</b>		

## 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)

## 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:

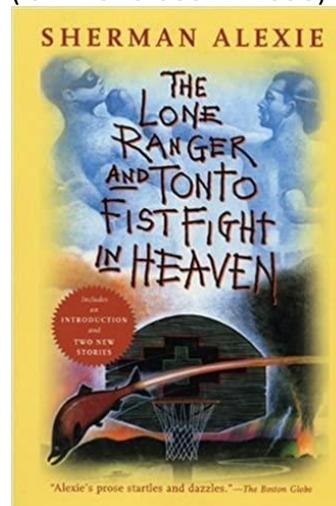
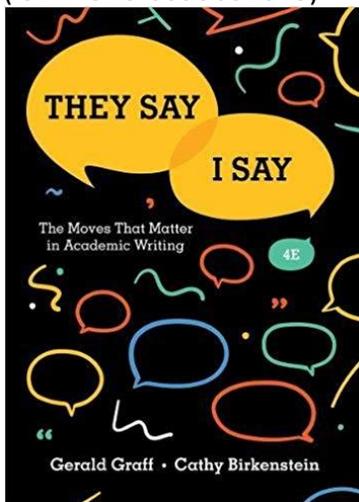
1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose error-free 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

### Required Books:

- *They Say/I Say: The Moves That Matter in Academic Writing*, Fourth Edition by Birkenstein and Graff (ISBN- 978-0393631678)
- *The Lone Ranger and Tonto Fistfight in Heaven* by Sherman Alexie (ISBN- 978-0802121998)



### Recommended Materials:

- College-level dictionary
- Spiral notebook, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters, stapler

## Course Requirements and Instructional Methods

### Reading Journals:

For our assigned book *The Lone Ranger and Tonto Fistfight in Heaven*, you will receive journal prompts for each reading assignment (the Class Schedule lists the reading assignments for each week). You will choose a prompt and write a 1-2-page response (double spaced). You will also receive a rubric to inform you of how



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the journals will be graded. The goal for these journals is for you to reflect on the reading assignments and to utilize your critical thinking skills to interpret and analyze the texts. Reading journals are worth 20 points each, and they amount to 10% of your final grade.

**Writing Exercises:**

For our assigned book *They Say/I Say*, you will receive writing exercises for each reading assignment (the Class Schedule lists the reading assignments for each week). You will receive a writing exercise for each reading assignment which will include a few writing activities based on the assigned chapter(s). You will also receive a rubric to inform you of how the writing exercises will be graded. The objective for these exercises is for you to practice the writing skills that the book covers. Writing exercises are worth 20 points each, and they amount to 10% of your final grade.

**Literature Project:**

You will create one literature projects based on our book *The Lone Ranger and Tonto Fistfight in Heaven*. You will be given choices of various types of projects. The purpose of these projects is for you to use your creativity skills to show your analysis and interpretation of the assigned literature. Literature projects are worth 50 points each, and they amount to 10% of your final grade.

**Writing Assignments:**

You will write a total of six formal essays in this class (counting a baseline assessment and the final writing assessment). The first essay will not affect your grade; it will serve as a baseline essay to inform me of your writing skills. Although it will not be graded, I will provide feedback so that you know what to focus on for improvement. The second essay is the first graded essay. It is a Compare/Contrast Essay which is worth 100 points, 10% of your final grade. The third essay is a Critical Analysis essay. It is also worth 200 points, 20% of your final grade. The fourth essay is an Argumentative Essay which requires some research (at least four sources). It is also worth 200 points, 20% of your final grade. The fifth writing assignment is a final essay. You will receive a prompt and rubric for each writing assignment.

**Final Exam:**

Your final exam will assess your critical thinking, reading, and writing skills. Your exam will consist of an essay, short response questions, and multiple-choice questions. It is worth 200 points, 20% of your final grade.

**Late Work:**

It is important that you submit all of your work on time. If you have a valid excuse (such as a medical reason), it is your responsibility to inform me as soon as possible to make alternative arrangements.

**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

Assignment/Quantity	Points	Total Points	Percent of Grade
Reading Journals (5)	30 points each	150	15%
Writing Exercises (5)	20 points each	100	10%
Literature Project	50 points	50	5%
Compare/Contrast Essay	100 points	100	10%
Critical Analysis Essay	200 points	200	20%
Argumentative Essay	200 points	200	20%
Final Exam	200 points	200	20%
<b>Total Points</b>		<b>1,000</b>	<b>100%</b>

### Grading Scale:

Letter Grade	Points	Percent
A	895-1,000	90-100%
B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

## Course Policies

### Attendance Policy

- Students who do not submit the first module of a class will be dropped by the instructor as no shows. 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.
- Regular work submission in all classes is expected of all students. Students who fail to complete and submit required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.
- Students will receive module packets that include lessons on the topics for the week and assignments. Packets do not need to be submitted; they are meant for students to read and study. Only the assignments should be submitted (reading journals, writing exercises, quizzes, essays, and other assessments). The Tentative Class Schedule (Pages 7-9) lists all assignments in the column on the right. The ones that say "*due by...*" are the assignments that students must submit by the week that they are due.

### 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 importance 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. Repeated acts of cheating may result in an F in the course. 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.

### Keys to Success

Learning something new and improving any skill take time, patience, practice, and perseverance, so your keys to success are the following: manage your time to ensure you complete all of your assignments, be patient, practice (complete the assignments), and do not give up on yourself! You can do it! If you find yourself struggling with the assignments, make sure you seek help. Do not hesitate to reach out to ask questions or to ask for help. I want you to succeed in this class, so I am here to help you.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. Read the following sections for information about the resources and services that IVC offers.

#### 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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.



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## **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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

## **Student Equity Program**

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

## **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

Week/Date	Topics	Assignments
<b>Module 1: Introduction to Composition and Reading</b>		
<b>Week 1</b> 2/16-2/19	Unit 1 <ul style="list-style-type: none"> <li>• Syllabus</li> <li>• Course Introduction</li> <li>• Baseline Essay</li> </ul>	<input type="checkbox"/> Review Module 1: Unit 1 <input type="checkbox"/> Baseline Essay ( <i>due by Week 4</i> )
<b>Week 2</b> 2/22-2/26	Unit 2 <ul style="list-style-type: none"> <li>• Prewriting Strategies</li> <li>• Introduction to Essay Writing</li> <li>• Plot Elements</li> </ul>	<input type="checkbox"/> Review Module 1: Unit 2
<b>Week 3</b> 3/1-3/5	Unit 3 <ul style="list-style-type: none"> <li>• Strong vs. Weak Thesis Statements</li> <li>• Literary Elements Introduction</li> </ul>	<input type="checkbox"/> Review Module 1: Unit 3
<b>Week 4</b> 3/8-3/12	Unit 4 <ul style="list-style-type: none"> <li>• MLA Formatting</li> <li>• Common Writing Errors Part 1</li> <li>• Compare/Contrast Essays</li> <li>• Compare/Contrast Prompt &amp; Rubric</li> </ul>	<input type="checkbox"/> Review Module 1: Unit 4 <input type="checkbox"/> Read <i>Lone Ranger &amp; Tonto...</i> "Introduction" (xi-xxxi), "Every Little Hurricane" (pgs. 1-11), and "Indian Education" (pgs. 171-180) <input type="checkbox"/> Reading Journal #1 ( <i>due this week</i> ) <input type="checkbox"/> Comp./Cont. Prewriting & 1 <sup>st</sup> Draft <b>Note:</b> Module 1 assignments are due this week.
<b>Module 2: Editing vs. Revising and Entering Academic Conversations</b>		
<b>Week 5</b> 3/15-3/19	Unit 5 <ul style="list-style-type: none"> <li>• Common Writing Errors Part 2</li> <li>• Editing vs. Revising</li> </ul>	<input type="checkbox"/> Review Module 2: Unit 5 <input type="checkbox"/> Read <i>Lone Ranger &amp; Tonto...</i> "Crazy Horse Dreams" (pgs. 37-42) and "The Only Traffic Signal on the Reservation Doesn't Flash Red Anymore" (pgs. 43-53) <input type="checkbox"/> Reading Journal #2 ( <i>due by Week 8</i> ) <input type="checkbox"/> Comp./Cont. Prewriting & 2 <sup>nd</sup> Draft
<b>Week 6</b> 3/22-3/26	Unit 6 <ul style="list-style-type: none"> <li>• <i>They Say/I Say</i>: Demystifying Academic Conversation</li> <li>• <i>They Say/I Say</i>: Entering the Conversation</li> <li>• <i>They Say/I Say</i>: They Say</li> </ul>	<input type="checkbox"/> Review Module 2: Unit 6 <input type="checkbox"/> Read <i>They Say/I Say</i> Pre. & Intro. (pgs. xiii-18) and Ch. 1 (pgs. 19-29) <input type="checkbox"/> Writing Exercise #1 ( <i>due by Week 8</i> ) <input type="checkbox"/> Comp./Cont. Essay Final Draft ( <i>due by Week 8</i> )

	<ul style="list-style-type: none"> <li>• Common Writing Errors Review</li> </ul>	
<b>Week 7</b> 3/29-4/2	Unit 7 <ul style="list-style-type: none"> <li>• <i>They Say/I Say: They Say</i></li> <li>• Plot and Literary Elements Review</li> <li>• Critical Analysis Essays</li> <li>• Critical Analysis Prompt &amp; Rubric</li> </ul>	<input type="checkbox"/> Review Module 2: Unit 7 <input type="checkbox"/> Crit. Analysis Essay Prewriting & 1 <sup>st</sup> Draft
<b>*Spring Break 4/5-4/9 (IVC will be closed)</b>		
<b>Week 8</b> 4/12-4/16	Unit 8 <ul style="list-style-type: none"> <li>• Persuasive Appeals in Speeches</li> </ul>	<input type="checkbox"/> Review Module 2: Unit 8 <input type="checkbox"/> Read <i>Lone Ranger &amp; Tonto...</i> "The Lone Ranger and Tonto Fistfight in Heaven" (pgs. 181-190) and "All I Wanted to Do Was Dance" (pgs. 83-92) <input type="checkbox"/> Reading Journal #3 ( <i>due this week</i> ) <input type="checkbox"/> Crit. Analysis Essay Final Draft (only submit the final draft) ( <i>due this week</i> ) <b>Note:</b> Module 2 assignments are due this week.
<b>Module 3: Argumentative Writing and Figures of Speech</b>		
<b>Week 9</b> 4/19-4/23	Unit 9 <ul style="list-style-type: none"> <li>• <i>They Say/I Say: And Yet</i></li> <li>• <i>They Say/I Say: Skeptics May Object</i></li> <li>• <i>They Say/I Say: So What? Who Cares?</i></li> <li>• Analyzing, Interpreting, &amp; Judg. Lit.</li> <li>• Research Skills</li> <li>• Persuasive Appeals Review</li> <li>• Argumentative Essays</li> <li>• Argumentative Essay Prompt &amp; Rubric</li> </ul>	<input type="checkbox"/> Review Module 3: Unit 9 <input type="checkbox"/> Read <i>They Say/I Say</i> Ch. 5 (pgs. 67-76), Ch. 6 (pgs. 77-90), and Ch. 7 (pgs. 91-100) <input type="checkbox"/> Writing Exercise #3 ( <i>due by Week 12</i> ) <input type="checkbox"/> Read <i>Lone Ranger &amp; Tonto...</i> "Imagining the Reservation" (pgs. 149-153) and "Family Portrait" (pgs. 191-198) <input type="checkbox"/> Reading Journal #4 ( <i>due by Week 12</i> ) <input type="checkbox"/> Argumentative Essay Prewriting & 1 <sup>st</sup> Draft
<b>Week 10</b> 4/26-4/30	Unit 10 <ul style="list-style-type: none"> <li>• Word Choice</li> <li>• Figures of Speech Part 1</li> </ul>	<input type="checkbox"/> Review Module 3: Unit 10 <input type="checkbox"/> Argumentative Essay 2 <sup>nd</sup> Draft
<b>Week 11</b> 5/3-5/7	Unit 11 <ul style="list-style-type: none"> <li>• <i>They Say/I Say: So What? Who Cares?</i></li> <li>• <i>They Say/I Say: You Mean I Can Just Say It That Way?</i></li> <li>• Figures of Speech Part 2</li> </ul>	<input type="checkbox"/> Review Module 3: Unit 11 <input type="checkbox"/> Read <i>They Say/I Say</i> Ch. 8 (pgs. 101-116) and Ch. 9 (117-130) <input type="checkbox"/> Writing Exercise #4 ( <i>due by Week 12</i> ) <input type="checkbox"/> Argumentative Essay Final Draft (only submit the final draft) ( <i>due by Week 12</i> )
<b>Week 12</b> 5/10-5/14	Unit 12 <ul style="list-style-type: none"> <li>• Editing vs. Revising</li> <li>• Figures of Speech Review</li> <li>• Editing vs. Revising Review</li> </ul>	<input type="checkbox"/> Review Module 3: Unit 12 <input type="checkbox"/> Read <i>Lone Ranger &amp; Tonto...</i> "A Good Story" (pgs. 139-153) and "Junior Polatkin's Wild West Show" (pgs. 232-242) <input type="checkbox"/> Reading Journal #5 ( <i>due this week</i> ) <b>Note:</b> Module 3 assignments are due this week.

Module 4: Elevating Writing, Literature Projects, and Writing Workshop		
<b>Week 13</b> 5/17-5/21	Unit 13 <ul style="list-style-type: none"> <li>• <i>They Say/I Say: But Don't Get Me Wrong</i></li> <li>• <i>They Say/I Say: He Says Contends</i></li> </ul>	<input type="checkbox"/> Review Module 4: Unit 13 <input type="checkbox"/> Read <i>They Say/I Say</i> Ch. 10 (pgs. 131-140) and Ch. 11 (pgs. 141-161) <input type="checkbox"/> Writing Exercise #5 ( <i>due by Week 16</i> )
<b>Week 14</b> 5/24-5/28	Unit 14 <ul style="list-style-type: none"> <li>• Editing &amp; Revising Practice</li> <li>• Literature Project Introduction</li> </ul>	<input type="checkbox"/> Review Module 4: Unit 14 <input type="checkbox"/> Work on Literature Project
<b>Week 15</b> 5/31-6/4	Unit 15 <ul style="list-style-type: none"> <li>• Plot &amp; Literary Elements Review</li> <li>• Literature Project</li> <li>• Essay Writing Review</li> </ul>	<input type="checkbox"/> Review Module 4: Unit 15 <input type="checkbox"/> Finish Literature Project ( <i>due by Week 16</i> ) <input type="checkbox"/> Study Guide
<b>Week 16</b> 6/7-6/11	Unit 16 <b>Finals week</b> <ul style="list-style-type: none"> <li>• Review Study Guide</li> <li>• Final Exam (<b>exam due by 6/4</b>)</li> </ul>	<input type="checkbox"/> Review Module 4: Unit 16 <input type="checkbox"/> Final Exam ( <i>due this week—by 6/11</i> ) <b>Note:</b> Module 4 assignments are due this week.

\*\*\*Subject to change without prior notice\*\*\*