



Basic Course Information

Semester:	Fall 2021	Instructor Name:	Kaylene Elliott
Course Title & #:	ENG105: Intensive Composition and Reading	Email:	Kaylene.elliott@imperial.edu
CRN #:	10881	Office #:	809
Classroom:	The world is our classroom! Or, you know, the internet. Same thing.	Office Hours:	Monday 10:00-11:00am ONLINE; Wednesday 10:00-11:00am on campus; by appointment
Class Dates:	August 16, 2021 - December 11, 2021	Google Voice #:	760-498-1091
Class Days:	ONLINE	REMIND	Text @4c48e2e to 81010 or use the link: https://www.remind.com/join/4c48e2e
Class Times:	Asynchronous	Units:	5

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. This version of freshman English incorporates a lab component to provide intensive instruction in reading, writing, research, and critical thinking skills to aid in student success. Limitation on Enrollment: Course not open to students with a C or higher in English 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. Develop essays that avoid sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
4. 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



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- 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
 - 14. Review and apply foundational writing skills including grammar and sentence structure.
 - 15. Read model essays and the work of peers to identify strengths and/or weaknesses.
 - 16. Read and evaluate texts for relevancy, appropriateness, and accuracy

Textbooks & Other Resources or Links

This course is largely a zero textbook cost course. However, you must still procure some materials independently. 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

The following two books will be available on Canvas:

Frankenstein

Mary Shelley

Pocket Books Publishing

Patterns for College Writing

Laurie Kirschner and Stephen Mandell

Bedford St. Martins

As this is an online course, you will also need access to a computer and internet. Please let me know if this becomes an issue for you.

Recommended (though not required):

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. Additionally, students are required to stay on top of assignments on Canvas. Students are expected to participate in all discussions and activities as well as be respectful to their peers, tutors, and instructor. Students who choose not to do so will be asked to remove themselves from the course. Unless otherwise specified, all assignments will be available one week before the due date and one week after the due date. Students who need additional time to complete assignments will need to speak with the instructor.

Mistakes are expected—that's how you learn! Don't be too hard on yourself. Students will be allowed to resubmit certain assignments for credit after first submission. Resubmissions must be provided no more than one week after the resubmission has been requested by the instructor.

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.

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

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 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 must also reply to two peers.



Weekly Review: Each week, students will reflect upon their work for the week. Responses include what students learned that week, what they feel they did well on, what they need to work on, how they plan to approach the following week, and any relevant questions students may have.

Unless otherwise specified,

- Discussions will be due on Wednesday
- Assignments will be due on Thursdays and Fridays
- Weekly Reviews will be due on Sunday

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. All assignments, quizzes, and discussions must be submitted on 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 may be used to

- Replace 1 (one) assignment
- Replace 1 (one) Mini Essays, or
- Provide a three (3) day extension on the deadline for one (1) essay (either Essay 1 or Essay 2).
- Receive 10 points of extra credit at the end of the semester

The instructor 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

Assignment/Group	Point Value	Grading Scale
Essay 1	100	90-100%: A
Essay 2	150	80-89%: B
Essay 3	200	70-79%: C
Mini Essays	200	60-69%: D
Reading Discussions	150	Below 59 %: F
Assignments/Quizzes	150	
Weekly Review	50	

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

Course Policies

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 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, 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 two points 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.

IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

- 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 with tutors and computer access. Tutoring services are also available in Canvas.
- 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. See the Library webpage for more information: <https://www.imperial.edu/library-department>
- 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.

DSP&S

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. Instructors and other college personnel will not see information related to student diagnoses; instead, faculty and staff outside of the DSP&S office only see the educational accommodation necessary for students. This information is confidential and will not be provided to anyone outside the college.

Anticipated Class Schedule/Calendar

Week	Reading	Assignments Due
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Week 1 August 16-22	Module 0 content, Class Syllabus, "Brainology" by Carol Dweck, Mini Essay Prompt #1	Introduction Discussion, Syllabus Quiz, Diagnostic Writing, Assignment: Weekly Review 1
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), <i>Superhuman</i> "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: Weekly Review 2
Week 3 August 30-Sept. 5	Body Paragraphs, "IQ Scores Reflect Motivation as Well As Intelligence" by Ed Young, <i>Superhuman</i> "Memory" pgs. 37-66, Patterns Ch. 3 "Arrangement"	Discussion: Superhuman "Intelligence", Assignment: Mini Essay #2, Assignment: Body Drafts, Assignment: Weekly Review 3
Week 4 September 6-12	Introduction and Conclusion strategies, Titles, Mini Essay #3 Prompt, <i>Superhuman</i> "Language" pgs. 67-90, Patterns Ch. 4 "Drafting and Revising" Sept. 6 Labor Day	Discussion: Superhuman "Memory", Discussion: Titles, Assignment: Introduction and Conclusion Drafts, Assignment: Weekly Review 4
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: Weekly Review 5
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: Weekly Review 6
Week 7 September 17-Oct. 3	Frankenstein Letters-Ch. 3	Discussion: Superhuman "Happiness", Assignment: Mini Essay #4, Assignment: Prewrite Essay 2, Assignment: Outline Essay #2, Assignment: Weekly Review 7
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: Weekly Review 8
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: Weekly Review 9
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: Weekly Review 10
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: Weekly Review 11



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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: Weekly Review 12
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" Nov 11 Veteran's Day	Discussion: Frankenstein Ch. 6-7 Vol. III, Assignment: Mini Essay #8, Assignment: Body Drafts Essay 3, Assignment: Weekly Review 13
Week 14 November 15-21	Annotated Bibliography, Common Fallacies	Discussion: Sharing (research) Is Caring, Discussion: Group Fallacy Discussion Area, Assignment: Introduction, Conclusion, Title Drafts, Assignment: Weekly Review 14
Week 15 November 22-28	Thanksgiving Break	No Assignments Due!
Week 16 November 29-Dec. 5	NONE	Discussion: Final Fallacy Project, Assignment: Annotated Bibliography, Assignment: Rough Draft Essay 3, Peer Review, Assignment: Mini Essay #9, Assignment: Weekly Review 15
Week 17 December 6-11	NONE	Assignment: Tutor Review Assignment: Self Review, Assignment: Final Draft Due, Assignment: Mini Essay #10

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