



Basic Course Information: ENGL 105

Semester:	Fall 2021	Instructor Name:	Audrey A. Morris
Course Title & #:	Composition and Reading	Email:	audrey.morris@imperial.edu
CRN #:	10886	Webpage (optional):	
Classroom:	Online	Office #:	2796
Class Dates:	16 August – 11 December	Office Hours:	M, W, R: 7-8 pm Online T: 4:45 – 5:45 pm Office
Class Days:	Online	Office Phone #:	760 355-6354
Class Times:	Online	Emergency Contact:	760 355-6224
Units:	5	Class Format:	Traditional Online

“How do we know that two and two make four? Or that the force of gravity works? Or that the past is unchangeable? If both the past and the external world exist only in the mind, and if the mind itself is controllable – what then?”

~ George Orwell

Course Description

English 105 is the standard freshman course in English at IVC with an added lab. 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)

This course is offered online in a traditional (asynchronous) format and requires the use of a computer and an online learning platform called Canvas®. Log-in instructions and a link to Canvas® can be found on the IVC “Student” drop-down menu.

Course Prerequisites

English 009 with a minimum grade of C or better or
English 010 or ENGL 099 with a grade of "C" or better

Student Learning Outcomes

SLOs: 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 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 activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

- Required
 - *The Concise St. Martin's Guide to Writing 8th Edition*, by Rise B. Axelrod and Charles R. Cooper, ISBN: 978-1-319-05854-8
 - *Fahrenheit 451*, by Ray Bradbury – Any Version
- Choose one:
 - *Divergent*, by Veronica Roth
 - *Ready Player One*, by Ernest Kline
 - *1984*, by George Orwell
- Access to a computer and the Internet

Note: You can purchase or rent new or used copies of the textbooks in the IVC bookstore or online. Electronic versions are also available.

Course Requirements and Instructional Methods

- In English 105, concepts and skills are introduced and practiced through online activities and assignments, including lab assignments. Completion of assignments and participation in online discussions and journals is required. Due dates are firm.

- Online and Hybrid courses demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#).
- Note: *If you do not complete the first Week 1 Assignment, you will be dropped from the course. If you decide later in the semester that you do not want to finish the course; however, it is your responsibility to drop before the deadline.*
- 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

A final grade will be based on your weighted average in the following categories:

Essays: 60%

- Essay 1: Explain a Concept Essay: 10%
- Essay 2: Literary Analysis Essay: 10%
- Essay 3: Research Proposal: 25%
- Essay 4: Argumentative Essay Final Exam – 15%

Weekly Discussion: 10%

Weekly Assignments: 10%

Weekly Journals: 5%

Weekly Practice Quizzes: 5%

Lab Grade: 10%

NOTE: 90-100% =A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F

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. Should readmission be desired, 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.
- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. 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, as will absences due to medical emergencies.
- Acceptable indications of attendance are:
 - Student submission of an academic assignment or discussion
 - Student submission of an exam
 - Student participation in an instructor-led Zoom conference
 - Documented student interaction with class postings, such as a tutorial or computer-assisted instruction
 - 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.

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

Netiquette

- Netiquette is a set of guidelines for behaving properly online and includes internet manners, online etiquette, and digital etiquette.
- Students should comply with the following when emailing or taking part in discussions:
 - Identify yourself by first and last name
 - Include a subject line
 - Respect others' opinions and privacy
 - Use appropriate language (think PG or PG-13)
 - 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 un acceptable 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.

Work-Based Learning

Work-based learning (WBL) uses classroom assignments to help you gain skills that are needed in the world of work to provide you with a deeper, more engaging and relevant learning environment. This semester, I will be offering the following WBL activity to prepare you for careers like nursing, teaching, law, sales, police and border patrol that require critical thinking, problem solving, research, communication, and collaboration skills.

WBL Activity Name	WBL Activity Description
WBL Activity: Capstone Project	For Essay #3, you will be researching a local problem and proposing a solution for it, using critical thinking, problem solving, research, and literacy (reading and writing) skills.



IMPERIAL VALLEY COLLEGE

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.

Anticipated Reading and Assignment Schedule

UNIT 1: Reading, Writing and Learning (4 weeks)

- Week 1: Reading, Writing & Rhetoric (*Concise St. Martin's*, Ch.1 & 2)
- Week 2: Explaining a Concept (*Concise St. Martin's*, Ch. 4; *Fahrenheit 451*, Part I)
- Week 3: Inventing and Prewriting (*Concise St. Martin's*, Ch. 9; *Fahrenheit 451*, Part II)
- Week 4: Using Effective Strategies (*Concise St. Martin's*, Ch. 4; *Fahrenheit 451*, Part III)

Essay #1: Explaining a Concept (1000 words) – DUE Saturday, 11:59 pm.

UNIT 2: Reading, Writing and Analyzing Literature (4 weeks)

- Week 5: Understanding Literary Elements (*Begin **2nd Dystopian Novel) **See choices below
- Week 6: Analyzing Dystopian Literature (*Fahrenheit 451* & **2nd Dystopian Novel) **See choices below
- Week 7: Comparing & Contrasting Literature (*Concise St. Martin's*, Ch.15 & 16)
- Week 8: Composing a Literary Analysis Essay

Essay #3: Analyzing Dystopian Societies (1000 words) – DUE Saturday, 11:59 pm.

UNIT 4: Reading, Writing and Researching (5 weeks)

- Week 9: Proposing a Solution (*Concise St. Martin's*, Ch. 7)
- Week 10: Planning a Research Proposal & Selecting Sources (*Concise St. Martin's* Ch. 14; 15)
- Week 11: Analyzing & Synthesizing Findings (*Concise St. Martin's* Ch. 5)
- Week 12: Preparing an Annotated Bibliography (*Concise St. Martin's*, Ch. 5) *Bibliography Due Saturday
- Week 13: Organizing and Using Evidence (*Concise St. Martin's* Ch. 10)
- Week 14: Using MLA & Avoiding Plagiarism (*Concise St. Martin's*, Ch.16) *Research Paper Due Saturday

Essay #4: CAPSTONE PROJECT & Research Paper / Proposing a Solution (2500 words)

Essay 4A: Annotated Bibliograph / 10% of Final Grade – Due Saturday, Week 12 (500 words)

Essay 4B: Researched Solution Proposal / 20% of Final Grade – Due Saturday, Week 14 (2000 words)

UNIT 5: Reading, Writing and Persuasion (2 weeks)

- Week 15: Analyzing and Responding to an Argument (*Concise St. Martin's*, Ch. 6)
- Week 16: Endings. . . / Arguing a Position

Essay #5 / Final Exam: Persuasive Essay (1000 words)

*Note: *Concise St. Martin's* refers to *The Concise St. Martin's Guide to Writing*; Eighth Edition

**Choose one of four novels: *Ready Player One*, *Divergent*, or *1984*.