



# ENGLISH 110: Composition and Reading

## Basic Course Information

Semester:	Summer 2022	Instructor Name:	J D Patterson
Course Title:	Composition & Reading	Email:	james.patterson@imperial.edu
CRN:	CRN 20124		
Classroom:		Office #:	Office 2795
Class Days:	Online	Office Hours:	By appointment only
Class Times:		Office Phone #:	760-355-6486 (leave message only)
Units:	4.0 unites		

## Course Description

This is the standard course in first-year English composition. 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.

## Course Objectives

To ensure satisfactory completion of the course, students will:

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

All textbook materials will be provided in Canvas.

Frank, Thomas. *10 Steps to Earning Awesome Grades (While Studying Less)*. CreateSpace, 2015. ISBN: 978-151700446.

Guptill, Amy. *Writing in College: from Competence to Excellence*. Open SUNY Textbooks, 2016. ISBN: 978-1-942341-21-5 ebook.  
<<https://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>>.

Williams, Joseph M., and Lawrence McEnerney. *Writing in College*. The University of Chicago Writing Program. 2013. Available at Folsom Cordova Unified School District:  
<https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/3762/University%20of%20Chicago%20Writing%20an%20Argument%20in%20College.pdf>

- The student will need access to her/his IVC email account and Canvas. Specific instructions and assignments will be available only through Canvas.
- In addition, the student is expected to have access to a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.

**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

### **Reading Comprehension Quizzes** (75 points)

Following a reading assignment, the instructor will quiz the student on her/his comprehension of the text. Students may refer to their notes during these quizzes; students may not access the reading assignment itself.

### **Note-Taking** (variable)

Occasionally during the course, the instructor will direct students to submit their reading notes for a given reading assignment.

The student can submit the notes in one of two ways:

1. The student can type the notes and send the instructor the notes as an email attachment, or
2. The student can take a snapshot of the notes and send the image to the professor in an email message.

The note-taking “check in” is marked as extra credit in the instructor’s gradebook.

### **Written Assignment Development** (3 x 10 = 30 points)

The student will provide evidence of pre-writing strategies and outlining skills for each of the assigned research papers. The work will culminate in a comprehensive outline which will be uploaded into Canvas for instructor review and feedback.

### **Peer Editing** (3 x 10 = 30 points)

The student will provide peer editing to the work of other students in the class. Specifically, the student will review grammar, spelling, and punctuation as well as evaluating the thesis statement and essay organization. In order to participate in peer editing sessions in class, the student must submit a first draft of the given assignment.

### **Research Papers** (3 x 30 = 90 points)

The primary focus of this class will be on the writing of research papers, that is, Academic Writing. Academic Writing is a sub-genre of non-fiction and represents the research and learning of the student writer. “Academic writing is one of the most demanding tasks that all academics and researchers face. In some disciplines there is guidance on what is needed to be productive, successful writers; but in other disciplines there is no training, support or mentoring of any kind” (Rowena Murray and Sarah Moore. “The Handbook of Academic Writing.” 2006.)

**Research Paper 1: Academic Writing**

Assignment: *From your research, develop a paper which analyzes the characteristics of academic writing at the university level.*

(First Draft: 500 words minimum; Final Draft: 700 words maximum; three required sources: Amy Guptil (Chapters 1-3), Williams and McInerney (Part 1), and Akkaya & Aydin)

**Research Paper 2: Project Management**

Assignment: *From your research, develop a paper which reviews the characteristics of basic project management and provides a blueprint for your success in this class.*

(700 words minimum, 900 words maximum, and three credible web-based resources and at least one scholarly source)

**Research Paper 3: Career Management Skills**

Assignment: *From your research, develop a paper which demonstrates an understanding of the basic components of career management and provides a blueprint for the completion of a degree or certificate (or successful transfer to a university).*

(800 words minimum, 1,000 words maximum, and at least three credible web-based resources and at least one scholarly source)

The first and final drafts for each of the research papers will be submitted through Canvas assignments. The final draft must be saved as a Microsoft Word document (.docx) or PDF and uploaded into Canvas.

Documents submitted in any other format (e.g., Google Docs) will remain unread and ungraded until the student submits the draft in the correct format. Penalties for late submissions may apply.

*“Be paranoid about verb tense” (Nicole Carter).*

***post mortem* reports** (2 x 10 points = 20 points)

The Latin term *post mortem* means *after death*. When each of the first three papers are graded and returned to the student, the student-author will review and evaluate the strengths and weaknesses of the paper. The student will then prepare and submit a short essay describing the strengths and weaknesses and describing – in detail – adjustments to be made in preparing the next assigned paper. The *post mortem* essays should be typed in correct MLA format (or APA format) and sent to the instructor as an email attachment.

“As long as they are well-intentioned, mistakes are not a matter for shame, but for learning”  
(Margaret Heffernam, businesswoman).

Essay Development.....	30 points
Peer Editing.....	30 points
Research Papers .....	30 points
<i>post mortem</i> reports.....	20 points
Reading Comprehension Quizzes .....	75 points
Midterm Examination .....	30 points
Final Examination .....	30 points

Minimum Point Total for a Passing Grade of C: 225 points

“Free education is abundant, all over the Internet.  
It’s the desire to learn that’s scarce.”

– Naval Ravikant, Entrepreneur

## 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 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. The deadline to drop with "W" is **14 May 2022**.

Dr. Patterson only drops students on the Opening Day Roster and the Census Roster.

Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### **Academic Honesty**

Students should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If the student does not understand how to correctly cite a source, the student must ask for help. There is no difference between accidental and intentional plagiarism.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source.
  - Quoting from a source without identifying the quoted words with quotation marks is plagiarism.
  - Placing paraphrased material in quotation marks is a form of plagiarism called fabrication.
  - Failing to provide accurate and complete bibliographic information for research materials is plagiarism.
- 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, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating 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 School 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) use of a commercial term paper service.