



## Basic Course Information

Semester:	fall 2022	Instructor Name:	Professor Christina Shaner
Course Title & #:	Composition & Reading 110	Email:	<a href="mailto:christina.shaner@imperial.edu">christina.shaner@imperial.edu</a>
CRN #:	ENGL 110.10579	Webpage (optional):	Canvas course page
Classroom:	2751	Office #:	2785
Class Dates:	8/16/22 to 12/8/22	Office Hours:	11:15 to 11:45 a.m. MW 11:15 a.m. to 12:45 p.m. TR
Class Days:	TR	Office Phone #:	760.355.6162
Class Times:	3:15 to 5:20 p.m.	Emergency Contact:	email
Units:	4	Class Format:	in person

## Course Description

*(Content as in course description. Not written/edited by the professor in this class.)*

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. Limitation on Enrollment: Course not open to students with a C or higher in English 105. (CSU/UC)

## Course Prerequisite(s) and/or Corequisite(s)

*(Content as in course description. Not written/edited by the professor in this class.)*

ENGL 009 or  
ENGL 010 with a grade of "C" or better or appropriate placement.

## Student Learning Outcomes

*(Content as in course description. Not written/edited by the professor in this class.)*

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

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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

Rhetoric content will be posted to the Canvas course and/or made available by the professor. It is required reading.

There will be one required book this term:

Atwood, Margaret. *The Handmaid's Tale*. Anchor, 2017.

To confirm that you have the correct book, consult the international standard book number for the particular publication you need. In this case, the ISBN is 9780385490818.

Those who disregard assigned readings can expect to earn failing grades on projects and, eventually, the class.

In a k12 class, teachers and students share responsibility for motivation. As a student moves through high school, the obligation shifts in their direction. In a college/university class, the responsibility for motivation rests fully on the student. In other words, a college class is not compulsory education. It's a choice. While specific sources of stress can limit your performance, don't blame a prof. for a simple/general lack of effort, engagement, or intellectual curiosity. We can discuss the way sexism factors in to such excuses or rationalizations when the professor is a woman.

## Course Requirements and Instructional Methods

All assignments must be written and submitted by the student according to project instructions.

Instructions for the preparation of any essay revisions will be provided.

Partially completed essays or projects without all required sources will lead to significant point reductions.

Late essays may not be accepted. If you have difficulty with a project and wish to request an extension, do so before the deadline for the essay.

## Course Grading Based on Course Objectives

While you should consult the professor with specific questions about your work, it's up to you to monitor your overall effort, progress, and points. Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). Assignment distribution will be as follows:

- **mini-essays** - 50 points
- **research project** - 20 points
- **quizzes** - 15 points
- **MLA quiz** - 5 points
- **final exam** - 10 points



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To convert a percentage or letter grade to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn a “B” on a project worth 15 points, multiply to find 85% of 15 (.85 x 15 = 12.75 points).

In Canvas you likely will see the points earned rather than percentages. To figure out what letter grade corresponds to the points earned, divide the number by the total possible for the assignment (12.75/15 = .85 or 85%).

To check your current course grade, divide your overall points earned by the number of points possible for all assignments due by that date.

Canvas may count any ungraded assignments already due as “0” scores while I grade them or while you complete multi-part assignments. In that case, the overall total provided by Canvas will be incorrect. It is, once again, up to you to keep track of what assignments will be required this semester and your totals for each one

## Course Policies

### Announcements

There will be some announcements about upcoming course deadlines, professor sick days (if any), and new materials. Be sure to check your notification settings in Canvas so that you don't miss them. (There is a section in Canvas to help you.)

### Email

Face-to-face communication is usually best. While office hours and appointments are best for lengthy conversations about course projects, email is the most efficient means of communication between class meetings for specific questions with focused answers.

#### • Guidelines:

1. Emails should be sent through Canvas or direct from the student's college email account.
2. The email "subject" line should identify the specific purpose of the message.
3. If emailing direct from your college email account, rather than through Canvas, it can be helpful to indicate the course.

#### • It's Not "Personal" Communication:

1. Personal (non-IVC) email accounts often have account names that would diminish the sender's credibility.
2. Personal email accounts provide no reliable sender information. In other words, the instructor won't know if they're communicating with a specific student. The sender could be anyone - even if the address includes some version of your legal name.
3. If the identity of the sender is uncertain, no confidential business (including grades and projects) may be discussed by that account without risk of violating federal privacy law.

#### • Technology:

1. If you encounter a technological issue with your IVC email account, notify the professor right away and work with IT to resolve it.



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2. If you want the convenience of official student email fed straight to your smartphone, consider downloading the Microsoft Outlook app so that you may access IVC communications without mixing your personal life and your professional/student life.

### **Ethics**

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject.

### **Plagiarism**

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

- **False authorship.** Obtaining by any means someone else's work and using that work in an assignment presented for a grade. Common attempts to disguise it include inserting minor word changes and translating from text in another language.
- **Unacknowledged collaboration.** Allowing outside influence or re-writing of the student's work. Cooperation is irrelevant.
- **Misrepresentation of source.** Distorting or altering the meaning of a source text in order to promote an assumption.
- **Insufficient citation.** Using excerpts or paraphrased content from someone else's work with faulty, or no, citation.
- **Recycling.** Submitting all or part of a text prepared by the student for some other purpose.

### **Attendance Policy**

For absences due to required attendance at an IVC event, make arrangements in advance with the professor. Personal meetings with IVC staffers/faculty do not apply and would count against you for drop.

If you skip a class, contact a classmate (not the professor) to request notes or updates. There is no need to notify the professor or provide explanations/evidence. The professor has no authority to determine whether an absence not for an IVC event was for a "good reason."

According to current school policy, a student may be removed from the roster for consecutive absences in excess of the unit value for that course. In this case, a student would be eligible for removal after the fourth absence.

## **Other Course Information**

### **Subject Matter Warning**

Some of the content we encounter will include bigoted and/or traumatizing language or claims. I will endeavor to warn you about specific types of content as we proceed. We will analyze biases and ideology. Any supremacist (identity-based) slurs you try to analyze must be partly redacted in MLA format. Details will be provided.



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## IVC Student Resources

*(Not written/edited by the professor in this class.)*

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 Class Schedule/Calendar

### Week 1

8/16: syllabus and crash codes

8/18: introduction to argument and mini-essay 1

### Week 2

8/23: additional basic concepts, MLA layout, and work on essay 1

8/25: introduction to sophistry and turn in mini-essay 1

### Week 3

8/30: introduction to ideology

9/1: introduction to authoritarianism and mini-essay 2

### Week 4

9/6: work on mini-essay 2

9/8: introduction to propaganda and work on mini-essay 2

### Week 5

9/13: fallacy list and turn in mini-essay 2

9/15: fallacy activity

### Week 6

9/20: Atwood

9/22: introduction to mini-essay 3

### Week 7

9/27: Atwood and work on mini-essay 3

9/29: Atwood and turn in mini-essay 3

### Week 8

10/4: Atwood

10/6: introduction to academic research at IVC and mini-essay 4

### Week 9

10/11: introduction to research project and work on mini-essay 4

10/13: turn in mini-essay 4

Week 10

10/18: Atwood

10/20: introduction to mini-essay 5

Week 11

10/25: Atwood and work on mini-essay 5

10/27: turn in mini-essay 5

Week 12

11/1: work on research draft and citations

11/3: turn in research project

Week 13

11/8: peer review

11/10: work on revisions

Week 14

11/15: MLA quiz

11/17: fallacy activity

THANKSGIVING BREAK

Week 15

11/29: MLA quiz retake

12/1: review

Week 16

12/6: final exam

12/8: final exam