



Basic Course Information

Semester:	Spring 2023	Instructor Name:	Olivia Garcia
Course Title & #:	English 110: Composition and Reading	Email:	olivia.garcia@imperial.edu
CRN #:	20124	Office Hours:	Zoom Mon.-Thurs. 10:00 am-11:00 am May also use Pronto or Email
Class Dates:	Feb. 13-June 5, 2023		
Units:	4		
Class Format:	online	Office Phone #:	(760) 355-6518

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. 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)

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

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 TEXTS:

- [Fahrenheit 451](#) by Ray Bradbury
 - PDF is also provided on Canvas
 - However, if a printed text is preferred, this is the book I'm using: [Fahrenheit 451 -- 60th Anniversary Edition](#)
- Other readings will be provided through Canvas, either in PDF document or website link
- MLA style handbook (those listed below are the books and website I use):
 - [MLA Handbook 9th Edition](#) **OR**
 - [Pocket Style Manual \(9th edition\)](#) by Diane Hacker and Nancy Sommers **OR**
 - [The OWL: Purdue Online Writing Lab](#) https://owl.purdue.edu/owl/purdue_owl.html
- Good college level dictionary; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

Course Requirements and Instructional Methods

The semester begins on Monday, February 13, 2023 and will end on Saturday, June 10, 2023. You'll be able to look around Canvas, review the syllabus, and begin the **WEEK 1** assignments starting Monday, February 13, 2023.

- I use a **modified work week**: each new week begins on Tuesday mornings at 12:00 am and ends the following Monday night at 11:59 pm.
 - **WEEK 1 starts on Monday, February 13, 2023--as this is the first day of all classes--and ends on Monday, February 20, 2023, 11:59 pm;**
 - **WEEK 2 starts TUESDAY, February 21, 2023, 12:00 am and ends Monday, February 27 2023, 11:59 pm;**
 - **WEEK 3 starts TUESDAY, February 28, 2023, 12:00 am and ends Monday, March 6, 2023, 11:59 pm;**
 - And so on--the rest of the semester will follow this pattern.
- Assignments will open on Tuesdays at 12:00 am and are due by the next Monday at 11:59 pm.
 - You do not have to open the explanations and assignments on Tuesday at exactly 12:00 am; this is just the beginning of the work week for the class.
 - You do not have to wait to submit your assignments on Monday night at exactly 11:59 pm; this is just the end of the work week for the class.
 - You may read explanations, watch videos, work on assignments and discussions, meet with me or a tutor, and submit work any time during the assigned week.
 - If there is any modification to the due date and time, these instructions will be *clearly* explained within the assignments.

Class Set up

This is not a self-paced course--there are multiple **UNITs** with **weekly assignments and discussions and biweekly tutoring reviews which are due each week** and each week is only accessible once the week begins.

There are six **UNITs** throughout the 16 weeks of the semester (Spring Break does not count as a school week); each unit is broken down into 1-4 weeks, depending on the focus of the **UNIT**. Each week typically has two assignments: a small group or whole-class **discussion** and a writing **assignment** that builds a piece of the semester project Final Draft. Additionally, there are **tutoring reviews** required every two weeks, and there are a few **surveys** scattered throughout the semester. Most of the writing **assignments** will be available beyond their prospective due dates; the **discussions** will close at the end of the week and **tutoring reviews** will close at the end of each two-week period; **surveys** may have slightly different date ranges and will close at the end of that time frame.

UNITs Assignments

- The **PROJECT PREPARATION UNIT** covers the first two weeks of school, **Weeks 1-2**: you will be required to read the entire novel [Fahrenheit 451 Links to an external site.](#) by Ray Bradbury and **pass a reading quiz on the novel** in order to begin **UNIT 1**.
 - **Begin reading the class version the novel in PDF format by clicking the title above.**



- **UNIT 1: PREWRITING** covers **Wks 3-5**: you will complete assignments that focus on brainstorming and outlining. At the end of the unit, you will submit a **Portfolio**.
- **UNIT 2: DRAFTING** covers **Wks 6-9**: you will complete assignments that build to the first rough draft; these assignments focus on the parts of the essay: the Body Section, the Introduction and Conclusion paragraphs, and the Works Cited and MLA format. At the end of the unit, you will submit **Rough Draft 1**.
- **UNIT 3: REVISING** covers **Wks 10-13**: you will complete assignments that *revise* the first rough draft; these assignments also focus on the same three parts as the drafting unit: the Intro and Conclusion, Body, and WC and MLA format. At the end of the unit, you will submit **Rough Draft 2**.
- **UNIT 4: EDITING** covers **Wk 14**: you will complete an assignment that *edits* the second rough draft into the Final Draft. At the end of the unit, you will submit the **Final Draft**.
- **UNIT 5: EVALUATION** covers the last two weeks of the semester, **Wks 15-16**: you will complete a *self-evaluation* of your Final Draft. At the end of the unit, you will submit the **self-evaluation rubric and explanation of the Final Draft**. **This self-evaluation assignment is your class final.**

Discussions

- There is an **Introduce Yourself discussion in Week 1** that must be submitted to ensure your place in the class.
- In **Weeks 2-12, there is one discussion per week**, for a total of 11 discussions.
 - These are brainstorming and drafting exercises that can be used to gain perspectives from other classmates and group members.
 - Discussions must meet minimum requirements to receive full credit (rubric posted on each discussion), but they are not *formal* writings--they are designed to allow you to share ideas, questions, and information among classmates.
 - **Discussions close at the end of each week and cannot be accessed after the due date, nor can they be made up.**

Surveys/quizzes

- Scattered throughout the semester are a few surveys and/or quizzes.
 - There is an **Course Orientation survey in Week 1** that must be submitted to ensure your place in the class.
 - There is a **required reading quiz in Week 2** to ensure that you are ready to begin the project. This quiz requires a 70% pass rate and can be taken multiple times until passed; but, it must be submitted before moving on to **UNIT 1**.
 - There are a few other surveys through the semester that are just to gauge understanding of the setup of the course.

Tutoring Review Sessions

- These are continuous, on-going reviews, beginning in Week 2 and ending in Week 15. Every two weeks, you are required to show *proof* of having attended **ONE** review (every 14 days, you have to show that you did a review on ONE of those days), for a total of 7 reviews by the end of the semester. Week 1 and Week 16 are not included.
 - There are multiple tutoring options and all can be completed online.
 - More than one review per two weeks can be completed, but a review cannot be used for another two-week time period.
 - **TRS must be submitted within the two-week period and cannot be made up.**

Course Grading Based on Course Objectives

Grade Breakdown with Percentages: Standard A-F (100%-0%) grading scale

Surveys	5%	UNIT 4: EDITING	5%
Discussions	10%	UNIT 5: EVALUATION	25%
Tutoring Reviews	15%	TOTAL	100%
UNIT 1: PREWRITING	10%		
UNIT 2: DRAFTING	15%		
UNIT 3: REVISING	15%		

LATE WORK:

- **UNIT Assignments:** There are **no penalties** for submitting the weekly assignments late; if you need an extra day or two, or fall behind, you have built-in time to get the work submitted and there are no points taken off for late submission*. **HOWEVER**, the last assignment for each **UNIT** (stated above) is required to be submitted before moving on to the next **UNIT**; so, while there is no penalty for late submissions, there will be an effect on the timeliness of future assignments and discussions.
 - *If the assignment DOES NOT MEET THE REQUIREMENTS, then, points are taken off. For a late submission, a redo may not be offered.
 - **If an assignment is submitted on time** and there is a problem with what was submitted, I may offer the option to redo and resubmit; the resubmitted assignment is not considered late, but if it fails to meet requirements the second time, it will not be given another option to redo.
- **Discussions:** As stated above, discussions are required weekly and close at the end of the week. These **CANNOT** be made up as they require interacting with group or class members to complete.
- **Tutoring Review Sessions:** Also as stated above, these are on-going reviews; there are no make-ups if a submission is not made in time.

Course Policies

ATTENDANCE

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

We will not be having scheduled Zoom classes because there is no time frame for this class; that means that you can check Canvas, work on assignments, and submit work just about whenever you want, whether that is 10:00 am, 1:15 pm, or 3:45 am. However, you will need to communicate with me and your tutor through email, Pronto, or Zoom meetings, which means the information below does apply to those situations.

- 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 (!!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- 1) **Be RESPECTFUL**
 - a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- 2) **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
 - a. People walking around and pets barking can be a distraction.

- 3) **EAT AT A DIFFERENT TIME.**
 - a. Crunching food or chugging drinks is distracting for others.
 - b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- 4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 - a. It is hard to see you in dim lighting so find a location with light.
 - b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.
- 5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
 - a. If you are using the camera, show your face; it helps others see your non-verbal cues.
 - b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
- 6) **Be READY TO LEARN AND PAY ATTENTION**
 - a. Catch up on other emails or other work later.
 - b. If you are Zooming, silence your phone and put it away.
 - c. If you are in a room with a TV – turn it off.
- 7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
 - a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It’s best if you conference in a private space, but if you can’t find a quiet place, when noises arise **MUTE** your laptop.
- 8) **REMEMBER TO UNMUTE WHEN SPEAKING**
 - a. Follow your instructor’s directions about using the “raise hand” icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
 - b. Do not speak when someone else is speaking.
- 9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
 - a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
 - b. Do not use the Zoom meeting to meet with your peers or put on a “show” for them.
- 10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
 - a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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 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. 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.**
 - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and *will do so without the assistance of others* (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:



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- 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.



IMPERIAL VALLEY COLLEGE

Anticipated Class Schedule/Calendar

Week/Date Tues.-Mon.	Assignment	Due Dates
WEEK 1 Feb.13-Feb. 20 2/20 HOLIDAY (Wash. Bday)	Course Orientation Survey Introduce Yourself discussion MUST BE COMPLETED TO REMAIN IN CLASS	2/20/2023, 11:59 pm 2/20/2023, 11:59 pm CLOSING DATES
WK 2 Feb. 21-27	Discussion 1 F451 Reading Quiz (Must be completed to move to UNIT 1)	2/27/2023, 11:59 pm 2/27/2023, 11:59 pm
WK 3 Feb. 28-Mar. 6	Discussion 2 A1: "Brainstorm" Tutoring Review Sessions 1	3/6/2023, 11:59 pm 3/6/2023, 11:59 pm 3/6/2023, 11:59 pm
WK 4 Mar. 7-Mar. 13	Discussion 3 A2: Outline	3/13/2023, 11:59 pm 3/13/2023, 11:59 pm
WK 5 Mar. 14-Mar. 20	Discussion 4 A3: "Portfolio" (Must be completed to move to UNIT 2) Tutoring Review Sessions 2	3/20/2023, 11:59 pm 3/20/2023, 11:59 pm 3/20/2023, 11:59 pm
WK 6 Mar. 21-Mar. 27	Discussion 5 A4: Body Section Draft Prep UNIT and UNIT 1 Survey	3/27/2023, 11:59 pm 3/27/2023, 11:59 pm 3/27/2023, 11:59 pm
WK 7 Mar. 28-Apr. 3	Discussion 6 A5: Intro/Conc. Draft Tutoring Review Session 3	4/3/2023, 11:59 pm 4/3/2023, 11:59 pm 4/3/2023, 11:59 pm
WK 8 Apr. 4-Apr. 17 (after Spring Break)	Discussion 7 A6: Works Cited Draft	4/17/2023, 11:59 pm 4/17/2023, 11:59 pm DUE AFTER SPRING BREAK
SPRING BREAK APRIL 10-APRIL 15, 2023		
WK 9 Apr. 18-Apr. 24	Discussion 8 A7: Rough Draft 1 (Must be completed to move to UNIT 3) Tutoring Review Sessions 4	4/24/2023, 11:59 pm 4/24/2023, 11:59 pm 4/24/2023, 11:59 pm
WK 10 Apr. 25-May 1	Discussion 9 A8: Intro/Conc. Revisions	5/1/2023, 11:59 pm 5/1/2023, 11:59 pm
WK 11 May 2-May 8	Discussion 10 A9: Body Section Revisions Tutoring Review Sessions 5	5/8/2023, 11:59 pm 5/8/2023, 11:59 pm 5/8/2023, 11:59 pm
WK 12 May 9-May 15	Discussion 11 A10: Works Cited Revisions	5/15/2023, 11:59 pm 5/15/2023, 11:59 pm
WK 13 May 16-May 22	A11: Rough Draft 2 (Must be completed to move to UNIT 4) Tutoring Review Sessions 6 ALL LATE/RESUBMISSIONS MUST BE SUBMITTED	5/22/2023, 11:59 pm 5/22/2023, 11:59 pm 5/22/2023, 11:59 pm
WK 14 May 23-May 29 2/29 HOLIDAY (Mem. Day)	A12: Rough Draft 3 (Must be completed to move to UNIT 5)	5/29/2023, 11:59 pm
WK 15 May 30-June 5	A13: Final Draft A14: Final Draft: Self-Evaluation (Must be completed to receive class grade) Tutoring Review Sessions 7	6/5/2023, 11:59 pm 6/5/2023, 11:59 pm 6/5/2023, 11:59 pm
WK 16 Dec. 6-8 (THURS)	FINALS WEEK Last week to submit RD3, FD, and FD:SE	Last day to submit: Thursday, 6/8/2023, 11:59 PM

Subject to change without prior notice