

Basic Course Information

Semester:	Summer 2023	Instructor Name:	Jay Lewenstein
Course Title & #:	ENGL 110	Email:	jay.lewenstein@imperial.edu
CRN #:	30076 and 30074	Webpage (optional):	
Classroom:	Asynchronous	Office #:	n/a
Class Dates:	June 20 to July 27	Office Hours:	n/a
Class Days:	All course activity occurs online; there are no required real-time or on campus meetings.	Office Phone #:	(Engl Office:) 760-355-6224
Class Times:	n/a	Emergency Contact:	Use email
Units:	4.0		

Course Description

I. COURSE/CATALOG 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. (CSU, UC)

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

A. PREREQUISITES, if any:

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

Student Learning Outcomes

GRADING CRITERIA

Letter Grade Only

Course Objectives

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

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Listen

Bus Stop Paperback – February 15, 2018

by William Inge (Author)

★★★★☆ 33 ratings

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6 Used from \$6.62
4 Collectible from \$19.90

Paperback
\$7.99 **prime**

1 Used from \$12.81
6 New from \$7.99

Mass Market Paperback
\$11.12

20 Used from \$5.25
6 New from \$11.12
2 Collectible from \$9.95

Cherie was a chanteuse. She said, "I call m'self Cherie. Thass all the name ya need -- like Hidegarde. I won a amateur contest down in Joplin, Missouri, and that got me a job in a night club in Kanz City. But working in a night club ain't all roses..."
Bo Decker had his picture taken by Life magazine because he was a champion professional rodeo rider. Bo had heard about women only he'd hardly ever seen one. Bo was a large, beautiful hunk of man -- but green as new grass when it came to Cherie.

Bo and Cherie got together when they were stranded at a bus stop one night.

Read more

Required Textbook: None

- Jay's Tip: Required Reading – Text for *Bus Stop* – is available in IVC Bookstore - \$7.00

Free Download:

Inge, William. *Bus Stop*. Dramatists Play Service, Inc. 1956

Here is the link: <http://pvp.org/Play%20Reading/Bus%20Stop%20-%20William%20Inge.pdf>

Course Requirements and Instructional Methods

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



Estimados Estudiantes,

Welcome to English 110. I'm your instructor. My name is Jay Lewenstein.

Before I forget, here is my email: jay.lewenstein@imperial.edu

- I have carefully laid out our semester on Canvas Modules. All assignments will be assigned in Canvas and will be submitted in Canvas. Please note that all assignments have due dates. Late work will be subject to penalty. You must check Canvas regularly to find out what the homework is and to read announcements. I recommend that you check your Canvas on a daily basis.

Jay's Canvas Assignments - Tips and Tricks:

- * Follow your course schedule with Canvas Modules
- * Each week of the semester is for you with assignments, quizzes, writing tasks, and deadlines. Like this:

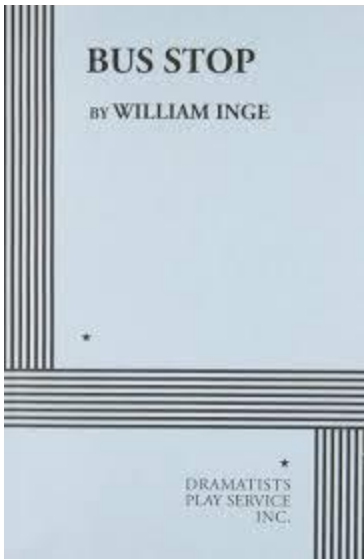
Week One - Getting Started		✓	+	⋮
NEWS AND NOTES AND SUPPLEMENTARY MATERIALS:		✓		⋮
📄	Film History Research Project -JAY'S INTRO - Select Your Movie!	✓		⋮
📄	Marilyn Monroe - The Mysterious Death Of Marilyn Monroe - Video	✓		⋮
📄	Bus Stop - JAY'S INTRO - Link to Stageplay - Assignment Requirements-2	✓		⋮
📄	Sandra Cisneros - "Only Daughter" - Jay's Facebook Post - Topic Sentence Models	✓		⋮
📄	Sandra Cisneros - Geraldo No Last Name - Annotations - Note-Taking Activity	✓		⋮
BUS STOP QUIZZES		✓		⋮
📄	William Inge - Bus Stop - Act One - Multiple Choice Quiz - Questions 1-20 <small>Jan 5, 2022 60 pts</small>	✓		⋮
📄	William Inge - Bus Stop - Act One - Multiple Choice Quiz - Questions 21-40 <small>Jan 7, 2022 60 pts</small>	✓		⋮
📄	Surprize Quiz - Bus Stop - Act One - SETTING <small>Jan 7, 2022 200 pts</small>	✓		⋮
FILM-HISTORY RESEARCH PROJECT		✓		⋮
📄	Film History Research Project - Freewrite - Discussion Board - Joan Didion - Explode a Moment <small>Jan 5, 2022 200 pts</small>	✓		⋮
📄	Film History Research Project - Discussion Board - Movie Poster Analysis - 300 words - Follow Jay's Model - Reply to Two of Your Classmates. <small>Jan 8, 2022 200 pts</small>	✓		⋮

Jay's Note:

* All Canvas assignments and activities are planned out PREVIOUS to the start of the semester - Your teacher maintains to make changes during the semester according to student needs.

* Deadlines are FIRM - If you don't finish on time, I encourage you to submit work LATE with appropriate PENALTY.

Jay's Closer Look at Reading Assignments - Bus Stop:



For your reading and required pleasure, I have assigned the following stage play: *Bus Stop* by William Inge.

*** Copies are available in the IVC Books store - \$7.00.**

*** It's a story of a downtrodden young woman with a dream. Upon seeing the play for the first time, Marilyn was inspired by the spirit of the main character; very soon thereafter she was able to buy the rights to the stage play and bring the story to the big screen.**

* You can download it as a PDF document (You can't beat the PRICE!)

* You will have to print out a HARD COPY - to be kept in your course binder. It comes out to twenty pages - front and back.

Here is the link: <http://pvp.org/Play%20Reading/Bus%20Stop%20-%20William%20Inge.pdf> (Links to an external site.)

Jay's Back-up Copy:

<https://documentcloud.adobe.com/link/track?uri=urn%3Aaaid%3Ascgs%3AUS%3Aa782d5c1-4174-4f86-b783-80cb9891e3c6> (Links to an external site.)

Jay's Back-up Back-up Copy - See attachment at the bottom of this announcement.

(I hope this works - I share my own PDF file.)

[Bus Stop - William Inge - adjusted to scan.pdf](#)

*** BE PREPARED FOR READ DAILY:**

* Multiple-Choice Comprehension Quizzes

- * Written Reading Response Quizzes
- * Weekly Bus Stop Projects to Reinforce Course Standards

FILM - HISTORY RESEARCH PROJECT:



This semester I ask you to explore the real-life drama behind your favorite historical films.

* **Choose a film that emphasizes a significant event, person, idea in world history.** Make a choice that you are familiar with. You will be asked to compare specific scenes with the historical facts.

* **Very Important:** Your GRADE will depend on your RESEARCH! (You will be REQUIRED to use the COLLEGE DATABASES and other CUTTING EDGE technologies.)

Here are my top five ideas (I just looked at my bookshelf here in Mex.)

1. **Frida** – I’m looking forward to researching her personal hardships and her relationship with Diego Rivera. I also want to devote part of my paper to her art.
2. **Milk** – A few semesters ago, my students wrote about gender equality. This film details the country’s first openly gay politician. Tragically, he was assassinated on the job. It would be cool to compare how far we have come as a country in matters of inclusion. Or have we?
3. **42** – Jackie Robinson changed baseball. He changed the COUNTRY! Wouldn’t be interesting to explore both baseball and racism in your paper?
4. **Schindler’s List** – Many of my students have studied the Holocaust in high school. Here they have the chance to use their prior knowledge to develop a paper on the Nazi persecution of the Jews during WWII.

5. **The Titanic** – Forget about Jack and Rose (if you can), but the sinking of the Titanic has taken an important place in the history books we read. Can you discuss cause and effect for the ship’s collision. Can you detail the step-by-step process for how the ship went down. Can you capture the emotion of the survivors?

6. **Jay's Pick: Bonnie and Clyde** - I chose this one because *Bonnie and Clyde* is my favorite movie. Faye Dunaway and Warren Beatty are my favorite actors. But here is what is really cool: The movie takes place during The Great Depression - I get to research a very important time period in our nation's history.

Jay's Note:

* **For MAXIMUM Writing Performance** - We will work together on specific components of your Research Paper on a Daily Basis: Pre-Writing Activities - Research on Campus Data Bases - Summary of Research Article MLA Documentation - Thesis and Topic Sentences - Introduction of Quotations - Definition of Key Terms - Character Analysis - Introductory Paragraph - Conclusion - Visual Analysis - etc.

* At the end of FOUR weeks - you will have 5-7 page Critical-Thinking Research Paper ready to PUBLISH.

* **Often you will be graded TWICE** - Once for in-class performance - Once for final product

* Point Values will Vary!

Jay's Tip: MLA DOCUMENTATION will be CRITICAL to your PERFORMANCE.

* **Should you have questions or concerns, go to your Student Modules. Here:**

Jay's MLA Support Module - Go HERE for MLA Documentation Help		✓	+	⋮
⋮	📄 MLA Style - Works Cited List - Jay's Cheat Sheet - Save for NOW and LATER - Document Your Sources - EAZY!	✓		⋮
⋮	📄 MLA Style - In-Text Citations - Let's Get It Right - Follow These Examples - Avoid Unnecessary Errors with Commas, Capitals, and Periods!	✓		⋮
⋮	📄 MLA Style - Digital Images - Movie Posters!	✓		⋮
⋮	📄 MLA Style - Citing Text Evidence - Direct Quote - Learn as You Go - Don't Wait Until Last Moment!	✓		⋮
⋮	📄 MLA Style - How to Cite Film Title in MLA-2	✓		⋮

Extra Curricular - Grade-Boosting Opportunities:



Recently, I have begun to create Facebook Group Pages for each of my classes. Your English 110 - Winter Intersession 2022 - Page will be called "Find Your Voice."

In this class, I encourage you to write and share ideas with confidence. Learning is a lot more FUN that way.

I can't see very many advantages to learning in ISOLATION. I'm hoping whatever we share on Facebook will bring us closer together.

Below I list a few important Facebook benefits for your participation in our group:

- * **Provide direct communication with instructors.** Instructors and students can contact each other through Facebook, providing an opportunity for better sharing of information and [promoting better working relationships](#).
- * **Allows shy students a way to communicate.** [Shy students](#) who may not want to approach their teacher after class or during office hours can use Facebook to communicate.
- * **Facilitate classmate connections.** When students get to know each other more intimately, they become more involved in the learning experience. This is helpful in both large classes that wouldn't normally promote such intimacy and in smaller settings that regularly depend on that connection.
- * **Make announcements.** Instructors can send out reminders about upcoming tests, upcoming due dates, or any classroom news.

Jay's Tips:

* **Please send me a membership request - You can find us by typing this into your Facebook Search Box: IVC English 110 - FIND YOUR VOICE - Facebook Group Page**

* Here is the URL: <https://www.facebook.com/groups/811538576048785>

* Keep an Eye Open for EXTRA-CREDIT OPPORTUNITIES - Each week, I will try to provide a post that invites your response in the "comment" section.

* Most students are already users of Facebook, so implementing it into class provides a comfortable way for students to participate in class - DON'T HESITATE TO REACH OUT TO YOUR CLASSMATES! This will be your page as much as mine!

* **LET'S WORK TOGETHER. THIS WILL BE GREAT. YOU WILL SEE.**

* **The more we COOPERATE, the more we LEARN.**

This is going to be GREAT. You will see.

Paz,

JL

Attendance

Jay's Canvas Attendance:

- Canvas Roll Call will be conducted within FIRST FIFTEEN MINUTES OF CLASS.
- All absences, tardies, etc, will be recorded and reflected in Canvas course grade.
- Early unexcused student exits will also be recorded.

IVC General Rules:

- 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.

Classroom Etiquette

Jay's Golden Rule:

- Bring your required textbooks to every class – Jay will offer bonus points each week for students who arrive fully prepared.
- Please keep your eye posted for announcements regarding printed materials - Students will be required to share physical components – PRINTED PAGES - of their essays in classroom writers workshops.

IVC General Rules:

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

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 (!!!!)].

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.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **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 through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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.

Disabled Student Programs and Services (DSPS)

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.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.

- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the **IVC Military and Veteran Success Center** is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides

insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Final Grade Determination:

To achieve a passing grade, students must write with clarity and purpose on the final essay exam. Here students are afforded the opportunity to present the writing and critical thinking techniques taught throughout the semester. Students who lack effective sentence and paragraph development skills will fail the exam, and thus, the course.

Jay's Appendix for finding online help:

Help with Log-in on CANVAS

Student can login by visiting: <http://imperial.CANVAS.com>

For username, use the first part of your student email address (e.g. jdoe2)

For password, use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know student email address, these two locations can help you find out that information:

<https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

<https://my.imperial.edu/student-email> (Does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes)

Getting Additional CANVAS Help for Students

There is also training material available for students:

For Students - <http://ondemand.CANVAS.com/students.htm>