Basic Course Information

Semester:	FALL 2023	Instructor Name:	R. MORENO
Course Title & #:	Eng 110 — Composition & Reading	Email:	**rosella.moreno@imperial.edu**
CRN #:	10119 — 10121	Webpage (optional):	
Classroom:	301	Office #:	TBD
Class Dates:	8/14/23 — 12/09/23	Office Hours:	TBD
Class Days:	Tues & Thurs	Office Phone #:	
Class Times:	8:00 am — 10:05 am (Tues) 10:15 am — 12:20 pm (Thurs)	Emergency Contact:	442.207.8800
Units:	4.00	Class Format/Modality:	HyFlex

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. (C-ID: ENGL 100) (CSU/UC)

Student Learning Outcomes

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. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
3. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
4. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.

5. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)

6. Compose unified essays that include support for the thesis statement, clear development, and effective transitions.

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 6,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.

10. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts.

11. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

• *1984* by George Orwell, ISBN: 978-0451524935

• *Successful College Composition*, Crowther, Kathryn, et al… ISBN: 978-1983292330

OER: https://oer.galileo.usg.edu/english-textbooks/8/

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. English 204 is a 4-unit college level English class. This means students should expect to spend four hours a week in our Canvas shell and eight hours a week outside of the Canvas shell reading, studying, researching, and writing.

Course Grading Based on Course Objectives

Grade Scale by %

A: 90-100 — **B**: 80-89 — **C**: 70-79 — **D**: 60-69 — **F**: 0-59

Note: You never have to add up points; Canvas keeps tracks of all points for you automatically.

Grading rubrics for major assignments like essays are posted on Canvas.

Deadlines and late work: Check upcoming deadlines regularly. All deadlines are posted on the syllabus and Canvas. Any deadlines that change will be updated. **A short grace period can be requested if I am contacted in advance of the due date with a reasonable explanation for the request. ALL late work will be docked points.** Don't expect work completed more than two days late to be awarded any points. If not contacted in advance of the due date about work arriving late, don't expect the assignment to be accepted.

Assignments

- **Paper #1 (Definition Essay)** 100 pts

- **Paper #2 (Compare & Contrast Essay)** 100 pts

- **Paper #3 (Research Paper)** 100 pts

- Discussion Boards (DB): approximately 10 (50 points each)

- Close Readings 3 (25 points)

- Quizzes: 4 (10 points)

- Additional assignments: Close Readings, Essay Outlines + Rough Drafts. — Expect other assignments to be for fewer points than those associated with the essays and materials, but they are important nonetheless as they will reinforce important concepts and prepare you to write your essays.
- Extra Credit: (2) 1 page response each. Listed in class schedule and must be turned in by end of semester.

Academic Honesty (Artificial Intelligence -AI)

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

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.

- Regular attendance in all classes is expected of all students, via zoom or in person. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.

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 (!!!!)] (12) use appropriate punctuation, capitalize the beginning letter of each sentence etc…

• Friendly Reminder: If you email me after 5pm, do not expect a response.

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.

- Note that plagiarism results in a zero for any assignment and could lead to discipline by the college which could not only mean dismissal from the class but also permanent expulsion from IVC. A zero especially on a major assignment also makes it virtually impossible to pass the course. Yes, it's easy to cut and paste text from the internet. You should be very aware that due to technology, detecting plagiarism is even easier for us. We don't have to even look. The system alerts us. It highlights the copied text, even if some words have been been changed. It shows us the URL on the web or the student paper it was copied from-- instantly!

- If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. Of course there are no do-overs for a plagiarized assignment. Most students would never plagiarize. But that one or two who might will very easily be caught with zero effort on my part and will suffer consequences. (Note: If you are retaking this course, avoid self-plagiarism; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

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.

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.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 15	• Syllabus & Introduction • Overview of Canvas • *Successful College Composition* Review Ch. 1 — 1.1-1.3	For Next Class: Read & take notes on: *Successful College Composition* Cont'd Ch. 1 —1.4-1.5 Discussion Board Introduction (DUE AUG 17)
August 17	• *Successful College Composition* Cont'd 1.4-1.5 • *Successful College Composition* Ch. 3 —3.5 — "The Purpose of Definition in Writing" • Powerpoint & Overview of *1984*	Discussion board *1984* Q's (DUE AUG 17) For Next Week: Read *1984* Ch. 1-4
Week 2 August 22	• Class Discussion *1984* • Evaluating chapters 1-4 (Settings, Characters, Concepts) • *Successful College Composition* Ch. 1 — 1.6 • *Successful College Composition* Ch. 2 — 2.1-2.3 • Review Paper #1 Definition Essay Prompts • MLA 8 guidelines	*1984* Discussion Board (DUE AUG 24) *1984* Chapter 1-4 Quiz (DUE AUG 24)
August 24	• Class Discussion *1984* • Incorporating readings into planning for Paper #1 • *Successful College Composition* Ch. 3 —3.5 — "The Purpose of Definition in Writing" • Making connections with *1984* and **Paper #1** prompts • Exploring examples, sharing ideas. Begin outlines for **Paper #1.**	For Next Week: 1. Read *1984* Ch. 5-7 **2. Paper #1 Outline & Rough Drafts (2 pages)** (DUE AUG 29)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 3 August 29	• Class Discussion *1984* • *Successful College Composition 2* —2.4 • In-class peer review and edits, discuss outlines and rough drafts, in-text citations • Grading Rubric for **Paper #1**	*1984* Discussion Board (DUE AUG 31) Paper #1 Outline & Rough Drafts (2 pages) (DUE AUG 29)
August 31	• Class Discussion *1984* • Further discussing the Definition Essay • In-class peer edits, discuss rough drafts, outlines and final ideas	For Next Class: *1.* Read Ch. 8 (End of Part 1) ***2.* Paper #1 Outline & Rough Draft (3 pages) Submit to Canvas** For Next Week: 1. Read *1984* Part 2, Ch. 1-2
Week 4 September 5	• Class Discussion *1984* • Evaluating Part 1 (Settings, Characters, Concepts) • Review Paper #1 layout (Thesis, paragraph structure, conclusion)	*1984* Discussion Board (DUE SEPT 9) **1984 Paper #1 Definition Essay** (DUE SEPT 9)
September 7	• Review Ch. 1.4-1.6 • Close Reading Assignment (2 pages) DUE: *1984* Definition Essay **Paper #1**	For Next Week: 1. Read *1984* Part 2, Ch. 3-5 2. Close Reading Assignment (DUE SEPT 14)
Week 5 September 12	• Class Discussion *1984* • Analyze excerpt from readings • *Successful College Composition* Ch. 3 — 3.6 "The Purpose of Comparison and Contrast in Writing"	*1984* Discussion Board (DUE SEPT 14) Close Reading Assignment (DUE SEPT 14)
September 14	• Review on midterm paper format & midterm prompts, • *Successful College Composition* Review Ch. 2	For Next Week: 1. Read *1984* Ch. 6-7 2. Midterm working outline

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 6 September 19	• Class Discussion *1984* • Evaluating chapters 4-6 • Share and review midterm working outlines	*1984* Discussion Board (DUE SEPT 21) For Next Class: 1. Midterm Rough Draft (2 pages)
September 21	• Rough drafts in-class peer review and edits, discuss outlines and rough drafts • Review on in-text citations & works cited page	For Next Week: 1. Read *1984* Ch. 7-8 **2. Midterm paper Outline + Rough Draft (3 pages)**(DUE SEPT 26)
Week 7 September 26	• Class Discussion *1984* Ch. 7-8 & canvas discussion posts • Midterm outline and rough draft (3 pages) • Peer review and edit rough draft pages • In-class peer edits, discuss rough drafts, outlines and final ideas	**Paper #2 Outline + Rough Draft Submit to Canvas** (DUE SEPT 26) *1984* **Midterm Quiz** (DUE SEPT 28)
September 28	• Peer edit, review & questions • **1984 Midterm Quiz**	For Next Week: **Midterm #2** (DUE Oct 5)
Week 8 October 3	• Class Discussion *1984* • Evaluating chapters 7-8 (Settings, Characters, Concepts)	*1984* Discussion Board (DUE OCT 4)
October 4	• Close Reading Assignment (2 pages) • Group work on *1984* • Black Mirror Episode: *15 Million Merits* **Extra Credit:** Black Mirror Episode: *15 Million Merits* 1 Page Response (extra credit) **Paper #2** Compare and Contrast Midterm (DUE OCT 5)	**Paper #2** Compare and Contrast Midterm Paper (DUE OCT 5) For Next Week: 1. Read *1984* Ch. 9-10 (End of Part 2) 2. 1984 End of Part 2 **Quiz** 3. Closing Reading (DUE OCT 12)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 9 October 10 October 12	• Class Discussion *1984* • End of Part 2 • *Black Mirror Episode: 15 Million Merits* Discussion • *Successful College Composition* Ch. 3 — 3.8 "The Purpose of Persuasive Writing"	*1984* End of Part 2 Quiz (DUE OCT 10) For Next Class: 1. Close Reading (DUE OCT 12) For Next Week: Read *1984* Ch. 1-2 (Start of Part 3)
Week 10 October 17 October 19	• Class Discussion *1984* • *Successful College Composition* Ch. 3 — 3.8 "The Purpose of Persuasive Writing" Discussion • Practice prompts & group work outline • Present Persuasive outlines • *Successful College Composition* Ch. 3 — 3.1 "The Purpose of Narrative Writing" Discussion • Practice prompts & group work outline	*1984* Discussion Board (DUE OCT 19) For Next Class: *1.* Present Persuasive Outlines & submit to Canvas (DUE OCT 19) For Next Week: 1. Read *1984* Ch. 3-4 2. Present Narrative Outlines (submit to Canvas) (DUE OCT 24) *3.* Close Reading Assignment (DUE OCT 26)
Week 11 October 24 October 26	• Class Discussion *1984* • Present Narrative outlines • Close Reading Assignment (2 pages) • *Successful College Composition* Ch. 4 "The Purpose of Research Writing" 4.1 — 4.4 • Article Review: Technology and Humans • Review *Successful College Composition* Ch. 1.4-1.6 • **Paper #3 Final: Research Paper prompts posted**	*1984* Discussion Board (DUE OCT 26) Close Reading Assignment (DUE OCT 26) For Next Week: 1. Read *1984* Ch. 5-6 End 2. Present Outlines (DUE OCT 31)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 12 October 31	• Class Discussion: *1984* final thoughts • *Successful College Composition* Ch. 4 "The Purpose of Research Writing" 4.4 — 4.7 • Article Review: *1984* and Today • Review of Final prompts & expectations	*1984* Discussion Board (DUE NOV 2)
November 2	• *Successful College Composition* Ch. 4 "The Purpose of Research Writing" 4.8 • Article Review: Julia and Winston in *1984* • Article Review: Black Mirror • Peer review outlines and working thesis • In-class peer edits, discuss rough drafts, outlines and final ideas	For Next Class: 1. Outlines and working thesis For Next Week: Rough Drafts and working thesis (2 pages) (DUE NOV 7)
Week 13 November 7	• Review *Successful College Composition* Ch. 1.4-1.6 • Rough drafts (2 pages) peer review and edit rough draft pages In-class peer edits, discuss rough drafts, outlines and final ideas	
November 9	• Black Mirror Episode: *Nosedive* In-class discussion Extra Credit: Black Mirror Episode: *Nosedive* 1 Page Response (extra credit) • Outside sources summary assignment: "Why is this source useful?" 1 paragraph explanation for each source.	For Next Week: 1. Rough drafts (3 1/3 pages) with sources, and paper outline (DUE NOV 16) Submit to Canvas
Week 14 November 14	• Paper #3 rough drafts with working thesis (3 1/2 pages) • In-class peer edits, discuss rough drafts, outlines and final ideas.	
November 16	• Outside sources summary assignment: "Why is this source useful?" 1 paragraph explanation for each source.	
Week 15	Thanksgiving break	For Next Week: 1. Submit outside sources assignment to Canvas (DUE NOV 28) 2. Working paper 4 pages

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 16 November 28 November 30	• Outside sources summary, peer discussion • Review in-text citations, works cited page • Peer edits on working paper • Review *1984* notes • Peer edit, review & questions	 Outside sources summary (DUE NOV 28)
Week 17 December 5 December 7	• Course Overview • Final *1984* Exam • *1984* Film • *Successful College Composition* Exam **Paper #3** Research Essay Final Due Dec 7	

Subject to change without prior notice