IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Summer 2024**	Instructor Name:	**Kaylene Elliott**
Course Title & #:	**ENG105: Intensive Composition and Reading**	Email:	**Kaylene.elliott@imperial.edu**
CRN #:	**30140**	Office #:	**3900**
Classroom:	**207**	Phone #:	**760-498-1091**
Class Dates:	**June 17-July 25, 2024**	Department Secretary:	**Lency Lucas (760) 355- 6337**
Class Days:	**Mondays-Thursdays**	Units:	**5**
Class Times:	**12:30-2:45 PM**	Last Day to Drop with a W:	**July 17, 2024**

Introduction/Teaching Philosophy

Welcome to English 105! I would like to congratulate you on your decision to continue your education! Each of you come with different knowledge and experience, and my goal is to make this experience enjoyable, inclusive, and enriching while supporting students in developing skills for success and promoting student curiosity. We will spend time in class diving into topics I think might be interesting and useful while maintaining course standards. The theme of this course is the extremes of human existence and the significance of humanity. We will explore social, cultural, technological, and biological influences as well as explore theories on historical and futuristic possibilities of human experience.

Teaching Philosophy

My teaching philosophy is that all students are capable of success. YOU are capable of success! Each student comes to class with unique experiences, backgrounds, knowledge, culture, and identity; all are valid and encouraged. My job is to advocate for your needs when necessary and empower you to advocate for yourself. Laziness does not exist, mistakes are a crucial aspect of the learning process, and success is not always linear. You may find yourself facing obstacles, and those obstacles aren't always academic struggles, but that doesn't mean that they don't affect your academic success. I'm here to help! If you experience barriers that stand in the way of your success, please speak to me as soon as possible; I will work with you in any way that I can and do my best to connect you with resources that may support you.

Course Description

What IVC says: 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. This version of freshman English incorporates a lab component to provide intensive instruction in reading, writing, research, and critical thinking skills to aid in student success. Limitation on Enrollment: Course is not open to students with a C or higher in English 110. (CSU/UC)

What this means: This class will allow us to expand our ability to express our scholarly ideas mainly through writing while analyzing and thinking critically about the world around us. We will learn to find trustworthy sources and combine our ideas with other authors, and we will respect those other authors through scholarly citation. This course satisfies the freshman composition requirement; we have extra time built into the class to support student engagement and retention of information.

Student Learning Outcomes (SLOs)

What IVC says: 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. Develop essays that avoid sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
4. 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)

What this means: Student Learning Outcomes (SLOs) represent the specific academic goals of the course. In this course, successful students will learn skills relating to project management, research, rhetoric, orthography, and critical reading and writing.

Course Objectives

What IVC says: 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
14. Review and apply foundational writing skills including grammar and sentence structure.
15. Read model essays and the work of peers to identify strengths and/or weaknesses.
16. Read and evaluate texts for relevancy, appropriateness, and accuracy

What this means: Course Objectives represent the methods we use to meet the Student Learning Outcomes (SLOs). They are the "how" of SLOs. In this course, we will participate in activities that allow us to craft college-level discourse, explore various types of writing, apply critical thinking skills, discover/employ methods of analysis, exercise reading skills/reading "between the lines", and improve our overall understanding of rhetoric and writing.

Textbooks & Other Resources or Links

This is a **zero-cost textbook** course. All required reading materials are provided via Canvas. You will need to purchase personal materials, such as pens, notebooks, etc. You will also need access to a computer with internet as this course utilizes Canvas for materials and assignments. If acquiring these materials creates a hardship for you,

please let me know; the college has resources to support students in need. It's also important to say something if your situation changes in a way that requires additional support. Please do not struggle by yourself.

Textbooks

- **English Composition II: Rhetorical Methods**
  Lumen Learning, https://quillbot.com/courses/english-composition-ii-c/
- **Superhuman: Life at the Extremes of Our Capacity**
  By: Rowan Hooper, Simon and Schuster ISBN: 978-1-5011-68710-0
- **Frankenstein**
  By: Mary Shelley

Resources & Links

- **Purdue Online Writing Lab (OWL):** https://owl.purdue.edu/owl/
  The Online Writing Lab (OWL) is a reference tool for MLA, grammar, and writing rules.
- **Columbia College MLA Citation Guide:** https://columbiacollege-ca.libguides.com/MLA9
  Colombia College is another MLA reference tool; some find this a bit more user-friendly than Purdue OWL.
- **Grammar Bytes:** https://chompchomp.com/menu.htm
  Grammar Bytes provides explanations of grammar topics with plenty of examples.
- **Grammarly:** https://app.grammarly.com/apps
  Grammarly is an app/browser extension for real time grammar and wording suggestions. You can also use their online grammar check without downloading.
- **Using English:** https://www.usingenglish.com/esl/students/
  Using English is a community for supporting ESL students. This site includes articles, reference guides, and interactive materials.

Course Requirements and Instructional Methods

Instructional Methods

Discussion	Individual Assistance
Assignments	Independent Reading
Group Activity	Independent Writing

Course Assignments

Essay points: Total essay points include rough draft assignments (prewrites, outline, body drafts, 3 introduction drafts, 2 conclusion drafts, and rough draft), review assignments (peer reviews, self-review, grammar review, and tutor review), and a final draft. Other assignments relating to the essay may also be assigned as necessary. Approximately 15% of the total essay grade is dedicated to rough draft assignments; 15% of the essay grade is dedicated to reviews, and the remaining 70% is dedicated to the final draft. Students who do not turn in the rough draft may regain up to 50% of the rough draft points by attending the instructor's office hours for at least 15 minutes to discuss their essay plans prior to the due date of the final draft. Unless otherwise specified, essay assignments must be submitted via Canvas.

Mini Essays: : Students are required to submit six (6) mini essays throughout the semester. Mini Essays will vary in topics and substance, such as reflective writing, analytical writing, and low stakes practice. These mini essays will be in response to specified reading/prompts and at least 3 pages in length (approximately 600 words). Unless otherwise specified, assignments must be submitted via Canvas.

Reading Discussions: During the semester, you will read two literature books, *Superhuman: Life at the Extremes of Our Capacity* and *Frankenstein*. For each week in which reading is assigned in these books, students who come to class will type up 1 page of notes for the assigned reading and submit on Canvas. Students who miss class can make up the points by submitting 3 pages (approximately 600 words). The notes must include at least an engaging quote (with page

numbers), question for classmates, and relevant thoughts on the pages read. Students should also consider predictions, theories, symbolism, character analysis, historical significance, personal application, and/or stand out details.

Assignment Policies

Late Policy: Things happen, and even the most diligent student might need extra time. Students have three (3) days after the due date to turn in late work with the exception of work due in the final week of class, which cannot be turned in late. All late work can be given partial credit. Any extension request beyond this policy must be discussed with the instructor.

Get Out of Jail Free cards: At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card may be used to
- Replace 1 (one) assignment, quiz, OR discussion
- Replace 1 (one) Mini Essays, or
- Receive 10 points of extra credit at the end of the semester

The instructor must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. Students are expected to keep track of their GOOJF card; if the card is lost, students will not receive another. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

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.

To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: https://imperial.edu/students/student-equity-and-achievement/

Course Grading Based on Course Objectives

Assignment Type	Point Value	Grading Scale
Essay 1	100	90-100%: A
Essay 2	150	80-89%: B
Essay 3	200	70-79%: C
Mini Essays (6x35)	210	60-69%: D
Reading Discussions (11x15)	165	Below 59 %: F
Assignments/Quizzes	115	
Reflections (6x10)	60	

This Grading is subject to change based on the needs of the course.

Course Policies

Communication

I will not discuss sensitive student information outside of official IVC methods of communication. That means that you should use Canvas Inbox, your student email, or approach me in person (before/after class or during Student Hours) to

discuss sensitive matters; this includes, but is not limited to, grade information, registration, or requests for support. This policy is to protect your information; not only do I value your privacy, but it is federal law that instructors cannot share your information without explicit consent.

I use several tools to contact students:

1. Canvas Announcements
2. Grading Feedback
3. Canvas Inbox
4. Email (if applicable).

Students can expect grading feedback around one week after submission. Larger assignments, such as final drafts, may take a bit longer (up to two weeks after submission). Instructor utilizes comments, rubrics, and annotations to provide feedback.

Students have several methods of contacting the instructor:

1. Canvas Inbox
2. Email: kaylene.elliott@imperial.edu
3. Call or text: 760-489-1091. I prefer text. If I don't answer, leave a message.
4. I have Student Hours! This is time set aside to address student questions and concerns.

Students should expect responses within 48 hours (usually much sooner than that). One exception to this timeline is if a student emails me class work. I generally do not accept emailed course work; however, in the event that we do agree that I will accept coursework in that manner, I won't open the email until I'm ready to input that grade into the gradebook.

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. 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.
- Students should not rely on the instructor to drop them. Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.

Conduct & Respectful Speech

All students should be respectful to all members of the college community. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed to make mistakes. They are a part of learning! We should celebrate our fellow peers for improving skills and increasing knowledge; we should never tear them down for not knowing something. We do not judge others for expressing their perspectives. Instead, we use it as an opportunity to respectfully listen, contemplate, and learn. Additionally, we want to avoid disrupting the learning environment for others. Side conversations during lectures, discussion, or other learning opportunities may not seem like a problem, but it can prevent other students who aren't even involved in your conversation from fully participating in educational activities.

Students who choose not to conduct themselves respectfully may be asked to remove themselves from the course.

Academic Honesty

Academic honesty requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. Academic dishonesty can take several forms.

- Plagiarism is taking and presenting the writings or ideas of others as one's own without citation. In this class, we will be learning how to cite sources and give credit to our sources. Information is a gift, and we must treat it as such.
    - o Self-plagiarism is resubmitting previous work created for a different purpose/assignment. As we learn, our ideas, voice, and knowledge should grow and change. While previous writings you have created may influence or inspire current writings, they should not be the same.
- 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.
    - o We are living through a time of rapid technological progress. That progress can have a positive impact on education and how we learn. Many new tech tools are useful to both faculty and students, and I'm excited to learn more about these advancements. That being said, while Artificial Intelligence can lend itself to support education, it should not replace learning opportunities. PVC values critical thinking 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. In case of any uncertainty regarding the ethical use of AI tools, please ask!

Anyone caught purposely cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident for campus discipline. Repeated acts of cheating may result in an F in the course and/or disciplinary action. The first student to point out this sentence to the instructor will receive two points of extra credit. 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; (f) using artificial intelligence to complete assignments.

How do I show academic honesty and integrity in an online "classroom"?

- · KEEP YOUR PASSWORDS CONFIDENTIAL.
- · COMPLETE YOUR OWN COURSEWORK. Examples of Academic Dishonesty that can occur in an online environment:
- · 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.

The Family Educational Rights and Privacy Act (FERPA)

FERPA is a federal law that mandates the protection of student information, including contact information, grades, and graded assignments. This guides my conduct and policies regarding communication and use of student information. I will not communicate with you regarding sensitive matters outside of PVC approved methods, and I will not post grades or leave graded assignments in public places. Students will be notified at the time of an assignment if copies of student work are retained beyond the end of the semester or used as examples for future students or the wider public. Students will be consulted, and no student work will be used as educational examples without approval. Students maintain intellectual property rights to work products they create as part of this course unless they are formally notified otherwise.

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.

Anticipated Class Schedule/Calendar

Week	Monday	Tuesday	Wednesday	Thursday
Week 1	**June 17:** Module 0 content, Class Syllabus, Mini Essay Prompt #1, "A Single Story" (video), Avoid Plagiarism, prewriting, Diagnostic Writing, Patterns Ch. 2 "Invention", Ch. 6 "Narration"	**June 18:** "Brainology" by Carol Dweck, Reading Critically, Analyzing sources, outlines, Superhuman "Introduction" pgs. 1-7 and "Intelligence" pgs. 7- 36 (for Thursday)	**June 19: No Class in observance if Juneteenth**	**June 20:** Mini Essay 1 Due, Body Paragraphs, Introduction and Conclusion strategies, Titles, Superhuman "Memory" pgs. 37-66, Patterns Ch. 3 "Arrangement" Superhuman "Language" pgs. 67-90, Patterns Ch. 4 "Drafting and Revising"
Week 2	**June 24:** "IQ Scores Reflect Motivation as Well as Intelligence" by Ed Young, Mini Essay #2 Prompt, Superhuman "Language" pgs. 67-90, Patterns Ch. 4 "Drafting and Revising"	**June 25:** Peer, self, and tutor review, Comma Splice Practice, Superhuman "Resilience" pgs. 227-248	**June 26:** Run on Practice, Superhuman "Happiness" pgs. 279-304, MLA format, review final draft	**June 27:** Mini Essay #2 Due, Fragment Practice, Introduce compare/contrast writing, Review final draft, Frankenstein Letters-Ch. 3
Week 3	**July 1:** Introduce essay prompt #2, prewrites, "How Many of Your Memories Are Fake?", Mini Essay #3 Prompt, visualizing *Superhuman*	**July 2:** Outlines, Quoting, Paraphrasing, and Summarizing, 3D your Sources, Frankenstein Ch.4-7 (finish Vol. I)	**July 3:** Drafting, ICE and 3D, Frankenstein Ch. 8-13, Patterns Ch. 18 "Documenting Sources: MLA"	**July 4: No Class in observance of Independence Day**

Week 4	**July 8:** Poetry, Mini Essay #4, Peer Review, Self-Review, Tutor Review, Frankenstein Ch. 14-16, Patterns Ch. 5 "Editing and Proofreading"	**July 9:** Works Cited page, Verb tense practice, Frankenstein Ch. 17-21	**July 10:** Sentence structure practice, review final draft, Frankenstein Ch. 22-4	**July 11:** Mini Essay #4 due, introduce argument, review final draft
Week 5	**July 15:** Introduce essay prompt #3, Mini Essay #5 prompt, prewrite, visualize *Frankenstein*	**July 16:** Evaluating sources, Sharing is Caring, Outline	**July 17:** Navigating the IVC Database, Works Cited Page, Quoting, Paraphrasing, and Summarizing, 3-D your sources, avoiding plagiarism	**July 18:** Mini Essay #5 due, Drafting, introduce Annotated Bibliography
Week 6	**July 22:** Mini Essay #6 prompt, peer, self, and tutor review	**July 23:** Fallacies introduction and discussion	**July 24:** review final draft	**July 25:** Mini Essay #6 due, final draft due

Subject to change without prior notice