



Basic Course Information

Semester:	SPRING 2024	Instructor Name:	R. MORENO
Course Title & #:	ENG 110 Composition & Reading	Email:	rosella.moreno@imperial.edu
CRN #:	10119	Webpage (optional):	
Classroom:	BLD 300 — RM 301	Office #:	TBD
Class Dates:	Aug 12, 2024 — Dec 7, 2024	Office Hours:	TBD
Class Days:	TUES/THURS	Office Phone #:	
Class Times:	8:00 AM - 10:15 PM	Emergency Contact:	
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. 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

- *The Perks of Being a Wallflower* by Stephen Chbosky and the ISBN is **978-1451696196**
- *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 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 track 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.** If not contacted in advance of the due date about work arriving late, don't expect the assignment to be accepted.



Assignments

- **Paper #1 (Compare and Contrast Essay)** 100 pts
- **Paper #2 (Definition Essay)** 100 pts
- **Paper #3 (Research Paper)** 100 pts
- Discussion Boards (DB): approximately 3-5 (50 points each)
- Close Readings: 2 (50 points)
- Quizzes: Approx: 3
- Class notes (due every meeting): Approx: 10-25 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

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 & PARTICIPATION:

- We meet every week.
- 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 in person. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.
- Additionally, in this course, logging in to Canvas regularly and your class participation is how I will gauge your "attendance." Online attendance is about participation and engagement with the course activities and assignments.
- In-person attendance will be required for quizzes.

Going beyond logging onto Canvas includes:

- Submitting an assignment or exam
- Taking a class quiz
- Creating a discussion post



- If, after reviewing the syllabus and orientation unit, you feel this is not the right course for you, please let me know ASAP so that you can be dropped from the course and another student can be added in your place. Students who miss more than two graded assignments (lessons, discussions, drafts, peer reviews, or conferences) **may** be dropped from the course.
- If you are struggling, experiencing access issues, or are seriously ill, please contact me immediately so we can develop a success plan together.

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.

Request for Student Equity Support

https://imperial.teamdynamix.com/TDClient/2322/Portal/Requests/TicketRequests/NewForm?ID=xY%7eBoc4D8vY_&RequestorType=Service

Extended Opportunities Program and Services (EOPS)

<https://www.imperial.edu/students/eops/>

Tentative Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 August 13	<ul style="list-style-type: none"> • Eng 110 Class Overview Presentation • Go over Syllabus and Canvas • Student introductions 	
August 15	<ul style="list-style-type: none"> • <i>Successful College Composition</i> — Chapter 1 1.1-1.3 • <i>The Perks of Being a Wallflower</i>: Background, reading purpose, reading goals 	<p>DUE 08/15</p> <ol style="list-style-type: none"> 1. Student Introductions 2. Syllabus Quiz
Week 2 August 20	<ul style="list-style-type: none"> • <i>Successful College Composition</i> — Chapter 1 Cont'd 1.4-1.6 • <i>The Perks of Being a Wallflower</i>, Character Work and Theme Work • <i>In-class: TPBW August 25, 1991-September 11, 1991</i> 	
August 22	<ul style="list-style-type: none"> • <i>In-class: TPBW September 16, 1991-September 29, 1991</i> • <i>Successful College Composition</i> • Paper #1 Prompts 	



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 3 August 27 August 29	<ul style="list-style-type: none"> • <i>Successful College Composition Chapter 2 — 2.1-2.3</i> • Brainstorms for Paper #1 DUE • <i>In-class: TPBW October 6, 1991-October 15, 1991</i> • Working Outlines + working Thesis • Looking for research articles <ul style="list-style-type: none"> • <i>In-class: TPBW October 28, 1991-November 8, 1991</i> • MLA 8 Guidelines • Freewrites on chosen Prompts • Working Outlines + working Thesis 	<p>For next class READ: TPBW October 28, 1991-November 8, 1991</p> <p>DUE on CANVAS 08/26</p> <ol style="list-style-type: none"> 1. Brainstorms for Paper #1 <p>For next class READ: TPBW November 12, 1991-November 23, 1991</p> <p>DUE NEXT WEEK 09/03:</p> <ol style="list-style-type: none"> 1. Outlines + 2 pages of Rough draft (In-class and Canvas) 2. Research Article used for Paper #1 (Canvas)
Week 4 September 3 September 5	<ul style="list-style-type: none"> • <i>In-class: TPBW November 12, 1991-November 23, 1991</i> • Review: Outlines +2 pages of Rough draft • Work on rough draft page 3 • Discussion Board #1 <ul style="list-style-type: none"> • <i>In-class: TPBW December 7, 1991-December 21, 1991</i> • Work on rough draft page 3-4 	<p>DUE 09/05:</p> <ol style="list-style-type: none"> 1. Rough draft pages 3-4 (In-class and Canvas) 2. Discussion Board #1 <p>For next class READ: TPBW December 23, 1991-December 25, 1991</p>
Week 5 September 10 September 12	<ul style="list-style-type: none"> • Work on rough draft page 4-5 • Work Cited page • <i>In-class: TPBW December 23, 1991-December 25, 1991</i> <ul style="list-style-type: none"> • Work on rough draft page 5-6 • Paper #1 Checklist (Rubric) • <i>In-class: TPBW December 26, 1991-January 1, 1992</i> 	<p>DUE 09/12:</p> <ol style="list-style-type: none"> 1. Rough draft pages 5-6 (In-class and Canvas) <p>For next class READ: TPBW January 4, 1992-January 25, 1992</p>
Week 6 September 17 September 19	<ul style="list-style-type: none"> • Finalizing Paper #1: Questions, review • Paper #1 Checklist (Rubric) • Close Reading Assignment • <i>In-class: TPBW January 4, 1992- January 25, 1992</i> <ul style="list-style-type: none"> • Work on Close Reading Assignment • Paper 1 DUE In-person & Canvas • Quiz 1 IN-PERSON 	<p>DUE 09/19:</p> <ol style="list-style-type: none"> 1. Paper #1 <p>DUE NEXT WEEK 09/26:</p> <ol style="list-style-type: none"> 1. Close Reading #1 Canvas



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Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 7 September 24 September 26	<ul style="list-style-type: none"> • <i>Successful College Composition</i> — Chapter 3 — 3.5 “The Purpose of Definition in Writing” • Paper #2 Prompts • Work on Close Reading Assignment • <i>In-class: TPBW February 2, 1992- February 15, 1992</i> 	For next class READ: TPBW February 2, 1992- February 15, 1992 DUE 09/26: 1. Close Reading #1 Canvas
Week 8 October 1 October 3	<ul style="list-style-type: none"> • <i>In-class: TPBW February 23, 1992- March 7, 1992</i> • Brainstorms for Paper #2 DUE on Canvas • Working Outlines for Paper #2 DUE on Canvas • Finalize Paper #2 outlines, quotes for book need to be included. • Work on rough draft pages — topic sentences, explications. 	DUE on CANVAS 10/01 1. Brainstorms for Paper #2 2. Working Outlines DUE on CANVAS 10/04 1. Paper #2 Outlines + Working thesis 2. Rough Draft (1-2 pages)
Week 9 October 8 October 10	<ul style="list-style-type: none"> • Explication practice • Work on Rough draft pages • <i>In-class: TPBW March 28, 1992- April 26, 1992</i> • Definition paragraph class/peer review • Explication practice 	For next class READ: TPBW March 28, 1992- April 26, 1992 DUE on CANVAS 10/11 1. Paper #2 Outlines + Working thesis 2. Rough Draft (3-4 pages)
Week 10 October 15 October 17	<ul style="list-style-type: none"> • Recap presentation on TPBW • Going over character developments, themes, questions etc... • Explication practice • Paper #2 work on + review rough draft pages • Explication practice 	DUE on CANVAS 10/17 1. Discussion Board #2 DUE on CANVAS 10/22 1. Rough draft pages 5-6 For next class READ: TPBW April 29, 1992- May 8, 1992
Week 11 October 22 October 24	<ul style="list-style-type: none"> • <i>In-class: TPBW April 29, 1992- May 8, 1992</i> • Video discussion: TPBW • Video discussion: TPBW • In-class group discussion questions 	DUE IN-CLASS/CANVAS 10/24 1. In-class group discussion questions For next class READ: TPBW May 11, 1992



IMPERIAL VALLEY COLLEGE

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 15 November 19 November 21	<ul style="list-style-type: none"> • <i>In-class: TPBW June 16, 1992</i> • Peer review paragraph content and research pages 1-4 • Practice citing sources and using quotes • Watch The Virgin Suicides Film +Discussion <ul style="list-style-type: none"> • <i>In-class: FINISH TPBW June 22, 1992</i> • Watch The Perks of Being a Wallflower film +Discussion • Peer review paragraph content and research pages 4-5 • Extra credit assignment • Paper #1 Checklist (Rubric) 	For next class READ: <i>TPBW June 22, 1992</i> DUE on CANVAS 11/19: 1. Outside Sources Summary Assignment DUE on CANVAS 11/22: 1. Rough draft pages 5-6
Week 16 November 26 November 28	<p style="font-size: 2em; text-align: center;">• Thanksgiving break</p>	 DUE NEXT WEEK 12/05: 1. Paper #3 Final 2. Extra Credit assignment
Week 17 December 3 December 5	<ul style="list-style-type: none"> • Watch The Perks of Being a Wallflower film +Discussion • Final Research Paper work • Peer review paragraph content and research pages 7-8 • Paper #1 Checklist (Rubric) <p style="color: red; font-weight: bold;">Final Paper #3 DUE QUIZ #3 IN PERSON Extra credit assignment due</p>	

Subject to change without prior notice