



## Welcome to English 110 – Composition and Reading!

I am looking forward to sharing the semester with you.

### Basic Course Information

Semester:	<b>Fall 2024</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 110 - Composition and Reading</b>	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	<b>10129</b>	Webpage:	<b>None</b>
Classroom:	<b>Real-Time Online</b>	Office #:	<b>#2786</b>
Class Dates:	<b>August 12, 2024 - December 7, 2024</b>	Office Hours:	Tuesday 11:00-12:00 via email Tuesday 4:20-5:20 in office Thursday 11:00-1:00 via email
Class Days and Times:	<b>Tuesday and Thursdays 8:00 a.m. to 10:05 a.m. on Zoom</b>	Office Phone #:	#760-355-5702 – Most of my classes are online this semester. Sending me an email if best.
Mode of Instruction:	<b>In a real-time online class, course meetings occur virtually on Zoom. The course meetings occur on scheduled days and times. At the start of the semester, a detailed schedule for the term, with Zoom meetings, will be posted on the syllabus and in Canvas. Click on the TechConnect Zoom Button on the left-hand side of the Canvas toolbar to access our meetings.</b>	Units:	<b>4</b>

### Course Description

The standard first-year English course. 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)

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

Eligibility for English 110 as determined by the college's multiple measures assessment process.

### 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.
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.
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.



## 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

### **This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources**

#### **All reading materials are provided free on Canvas**

Scholars have articulated the rationale for using a **theme based approach** as a “meaningful” way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students’ life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in “fear and horror” themed introductory English classes at a community college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.

The theme for our course is “**Resistance Movements from the 1960s to Today.**” All the course readings and assignments will be based on this theme. We will be using a **non-fiction book** to meet the requirements of Student Learning Outcome #3. This text is an e-book and is provided free of charge on Canvas.

#### **E-book provided free on Canvas**

Bradley, Doug, and Craig Werner. *We Gotta Get Out of This Place: The Soundtrack of the Vietnam War*. University of Massachusetts, 2015



## Scholarly Articles provided free on Canvas

Avancena, Anton, et al. "Income and Income Inequality Are a Matter of Life and Death: What Can Policy Makers Do about It?"

*American Journal of Public Health*, vol. 111, no. 8, Aug. 2024, pp. 1404-1408. *EBSCOhost*, <https://web-p-ebSCOhost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=16&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis>.

Frank, Mary Kate, and Aida Salazar. "Courage in the Fields: The Amazing Story of Dolores Huerta and the Delano Grape Strike."

*Scholastic Scope*, vol. 72, no. 2, Oct. 2023, pp. 22-27, *EBSCOhost*, <https://web-p-ebSCOhost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=5&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis>

Shabazz, Ilyasah. "What My Dad, Malcolm X, Taught Me." *Essence*, vol. 54, no. 1, May/June 2023, pp. 40-41. *EBSCOhost*,

<https://web-p-ebSCOhost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=24&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis>.

Warren, Lattimore. "Honoring the Mothers of Environmental Justice." *Christian Century*, vol. 140, no. 9, 1 Sept. 2023, pp. 40-44.

*EBSCOhost*, <https://web-p-ebSCOhost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=29&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis>.

## 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 110 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. English 55 will help with studying and writing, but students will need to plan additional time to research and read. Expect to spend **12 hours a week** working on this class in order to be successful in a 4-unit course.

## Course Grading Based on Course Objectives

**Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

**\*\*\*I do not round point totals up or down\*\*\***

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

### **This course has three main objectives:**

- **To help students expand their critical thinking skills.** To do this, students will be asked to write an analysis of a commercial, a song, a scholarly article, and to observe how things are usually connected in some way.
- **To help students develop their composition skills.** To do this, students will be asked to create college level Works Cited pages, correctly cite text in an essay, learn the seven introductions, avoid grammar mistakes, and learn the structure of an argument essay, an analysis essay, a reflection essay, and a research essay.
- **To help students develop their reading comprehension skills.** To do this, students will be asked to read and understand college level academic articles, college level book chapters, and understand the important points made in video form.

Course Check-in <b>Must be completed by Sunday August 18th</b>	1 X 10	10
Discussion Threads	20 X 10	200
Chapter Reflective Journals	5 X 25	125
Logical Fallacies	1 X 50	50
Song Analysis	1 X 100	100
Reflective Article Essays	4 X 25	100
Argument Essay	1 X 100	100
Works Cited Project	1 X 50	50
Research Essay	1 X 100	100
Writing Projects	3 X 15	45
Quizzes	6 X 20	120
Total Points		1000

## 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. **The “Check-in Discussion Post” must be completed by Sunday August 18th or you will be dropped from the course.**
- Should re-admission 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 the [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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### 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.**

## 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.

**Academic Honesty** There are many different forms of academic dishonesty. The following examples 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.
- **Asking someone else to write your essay or using an essay writing service is a serious academic honesty infraction.**
- **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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

**Anyone who allows another student to copy discussion threads, summaries, or essays will also receive a “0” on the assignment – enabling another student to cheat is also cheating.** 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can’t be submitted in this class for a grade.

## 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.

Student Support: <https://www.imperial.edu/student-support/index.html>

## Anticipated Class Schedule/Calendar

**\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced\*\*\***

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p><b>Week One</b></p> <p><b>Tuesday August 13<sup>th</sup></b> Course Introduction, MLA, Works Cited</p> <p><b>Thursday August 15<sup>th</sup></b> Questions and Review Works Cited</p>	<ul style="list-style-type: none"> <li>• <b>Check-in Discussion Post – must be completed by Sunday August 18<sup>th</sup> or you will be dropped from the course.</b></li> <li>• Works Cited Quiz</li> <li>• Heading, Header, Title, Paragraph</li> </ul>
<p><b>Week Two</b></p> <p><b>Tuesday August 20<sup>th</sup></b> Propaganda, Logical Fallacies, Ethos Logos, Pathos, Works Cited</p>	<ul style="list-style-type: none"> <li>• Discussion Thread One</li> <li>• Discussion Thread Two</li> <li>• Capitalization Writing Project</li> <li>• Works Cited Draft</li> </ul>



<p><b>Thursday August 22<sup>nd</sup></b>          Propaganda, Logical Fallacies, Ethos Logos, Pathos, Works Cited</p>	
<p style="text-align: center;"><b>Week Three</b></p> <p><b>Tuesday August 27<sup>th</sup></b>          Resistance Movement One – The Civil Rights Movement</p> <p><b>Thursday August 29<sup>th</sup></b>          Words to Avoid, Introductions and Conclusions</p>	<ul style="list-style-type: none"> <li>• Two Page “What My Dad, Malcolm X, Taught Me.” Reflective Essay One</li> <li>• Introduction to <i>We Gotta Get Out of This Place: The Soundtrack of the Vietnam War</i> Reflective Journal</li> <li>• Discussion Thread Three</li> <li>• Works Cited Project</li> <li>• Introductions Quiz</li> </ul>
<p style="text-align: center;"><b>Week Four</b></p> <p><b>Tuesday September 3<sup>rd</sup></b>          Introduction to Vietnam</p> <p><b>Thursday September 5<sup>th</sup></b>          Plagiarism, Logical Fallacies Review</p>	<ul style="list-style-type: none"> <li>• Chapter One ““Goodbye My Sweetheart, Hello Vietnam’ The Soundscape Takes Shape” Reflective Journal</li> <li>• Logical Fallacies Project</li> <li>• Discussion Thread Four</li> <li>• Discussion Thread Five</li> <li>• Words to Avoid Quiz</li> <li>• Plagiarism Quiz</li> </ul>
<p style="text-align: center;"><b>Week Five</b></p> <p><b>Tuesday September 10<sup>th</sup></b>          Resistance Movement Two – The Anti-Vietnam War Movement</p> <p><b>Thursday September 12<sup>th</sup></b>          Introduction to Argument, Essay structure, Grammar</p>	<ul style="list-style-type: none"> <li>• Chapter Two ““Bad Moon Rising’ The Soundtracks of LBJ’s War” Reflective Journal</li> <li>• Discussion Thread Six</li> <li>• Discussion Thread Seven</li> <li>• Paragraph Structure Quiz</li> </ul>
<p style="text-align: center;"><b>Week Six</b></p> <p><b>Tuesday September 17<sup>th</sup></b>          Resistance Movement Three – The Youth Movement</p> <p><b>Thursday September 19<sup>th</sup></b>          Resistance Movement Three – The Youth Movement</p>	<ul style="list-style-type: none"> <li>• Chapter Three ““I-Feel-Like-I’m-Fixin’-To-Die’ Protest, Pot, Black Power, and the (Psychedelic) Sound of Nixon’s War” Reflective Journal</li> <li>• Discussion Thread Eight</li> <li>• Discussion Thread Nine</li> </ul>
<p style="text-align: center;"><b>Week Seven</b></p> <p><b>Tuesday September 24<sup>th</sup></b>          Resistance Movement Four – The Native American Movement</p> <p><b>Thursday September 26<sup>th</sup></b>          Commas, Argument Review and Discussion</p>	<ul style="list-style-type: none"> <li>• Chapter Four ““Chain of Fools’ Radios, Guitars, Eight Tracks (and Silence in the Field)” Reflective Journal</li> <li>• Discussion Thread Ten</li> <li>• Commas Quiz</li> </ul>



<p style="text-align: center;"><b>Week Eight</b></p> <p><b>Tuesday October 1<sup>st</sup></b> Resistance Movement Five - The Women's Movement</p> <p><b>Thursday October 3<sup>rd</sup></b> Women's Movement, Argument Review and Discussion</p>	<ul style="list-style-type: none"> <li>• Argument Essay Due</li> <li>• Discussion Thread Eleven</li> <li>• Discussion Thread Twelve</li> </ul>
<p style="text-align: center;"><b>Week Nine</b></p> <p><b>Tuesday October 8<sup>th</sup></b> Resistance Movement Six – The Environment</p> <p><b>Thursday October 10<sup>th</sup></b> Resistance Movement Six – The Environment</p>	<ul style="list-style-type: none"> <li>• Two Page “Honoring the Mothers of Environmental Justice.” Reflective Essay</li> <li>• Chapter Five “‘What’s Going On’ Music and the Long Road Home” Reflective Journal</li> <li>• Discussion Thread Thirteen</li> <li>• Discussion Thread Fourteen</li> </ul>
<p style="text-align: center;"><b>Week Ten</b></p> <p><b>Tuesday October 15<sup>th</sup></b> Resistance Movement Seven – The Farm Workers Movement</p> <p><b>Thursday October 17<sup>th</sup></b> Resistance Movement Seven – The Farm Workers Movement</p>	<ul style="list-style-type: none"> <li>• Two page “Courage in the Fields: The Amazing Story of Dolore Huerta and the Delano Grape Strike.” Reflective Essay</li> <li>• Discussion Thread Fifteen</li> <li>• Discussion Thread Sixteen</li> </ul>
<p style="text-align: center;"><b>Week Eleven</b></p> <p><b>Tuesday October 22<sup>nd</sup></b> Resistance Movement Eight – The Hippie Movement</p> <p><b>Thursday October 24<sup>th</sup></b> Song Analysis</p>	<ul style="list-style-type: none"> <li>• Two page “Income and Income Inequality Are a Matter of Life and Death: What Can Policy Makers Do about It?” Reflective Essay</li> <li>• Discussion Thread Seventeen</li> <li>• Discussion Thread Eighteen</li> </ul>
<p style="text-align: center;"><b>Week Twelve</b></p> <p><b>Tuesday October 29<sup>th</sup></b> No class – Instructor Obligation</p> <p><b>Thursday October 31<sup>st</sup></b> Research Introduction</p>	<ul style="list-style-type: none"> <li>• Song Analysis Essay Due</li> </ul>
<p style="text-align: center;"><b>Week Thirteen</b></p> <p><b>Tuesday November 5<sup>th</sup></b> Resistance Movement Nine – The Gay Rights</p> <p><b>Thursday November 7<sup>th</sup></b> Research continued</p>	<ul style="list-style-type: none"> <li>• Discussion Thread Nineteen</li> </ul>



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<p><b>Week Fourteen</b> <b>Tuesday November 12<sup>th</sup></b> End of Vietnam discussion</p> <p><b>Thursday November 14<sup>th</sup></b> Research continued</p>	<ul style="list-style-type: none"><li>• Discussion Thread Twenty</li></ul>
<p><b>Week Fifteen</b> <b>Tuesday November 19<sup>th</sup></b> Research continued</p> <p><b>Thursday November 21<sup>st</sup></b> Research continued</p>	<ul style="list-style-type: none"><li>• Research Essay Due</li></ul>
<p><b>Thanksgiving Week – No Classes</b></p>	<p>*****</p>
<p><b>Week Sixteen</b> <b>Tuesday December 3<sup>rd</sup></b> Final class - questions</p>	<ul style="list-style-type: none"><li>• Work on turning in late assignments if necessary</li></ul>