



Basic Course Information

Semester:	Fall 2024	Instructor Name:	Sacha Sykora
Course Title & #:	English 110	Email:	Sacha.Sykora@imperial.edu
CRN #:	10696	Zoom ID #:	https://imperial-edu.zoom.us/j/5956946624
Classroom:	Bldg. 400 Rm. 413	Office #:	N/A
Class Dates:	8/12/24-12/7/24	Office Hours:	Monday 12-2 p.m., Zoom (online)
Class Days:	Wednesday	Office Phone #:	N/A
Class Times:	5:30-9:45 p.m.	Emergency Contact:	Lency Lucas (760) 355-6337
Units:	4	Class Format:	Face-to-face

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. (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

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

Title of Book: Writing Guide with handbook

No cost textbook OER:

<https://openstax.org/details/books/writing-guide>

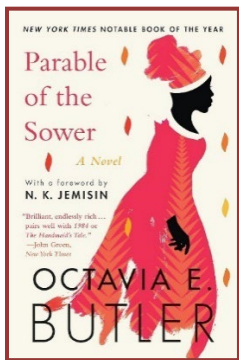
Title of Book: [Parable of the Sower](#)

Author: Octavia E. Butler

Publisher: Grand Central Publishing

ISBN-13: 978-1538732182

1.



Other resource(s) needed:

College ruled notebook (weekly journal)

*Access to Canvas

**For this course, the student will need to have access to a computer with Microsoft Word (student services can assist you with this if needed). Also be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal. In addition, you should have access to a good dictionary or dictionary app.*

Course Requirements and Instructional Methods

To pass this class, it is important to complete all assignments. Do not expect to pass the class if you do not complete ALL your essays.

Students missing two weeks of class assignments may be dropped at the instructor's discretion. (If you have problems communicate with me via Canvas messaging, E-mail, or Pronto.)

- Each assignment must be completed by its due date. (Face to face and/or Canvas)
- You are responsible for keeping track of your class grade average and the drop deadline.

This is a face-to-face class, however some assignments will be required to be completed on Canvas (i.e. quizzes & formal essays).

Writing projects: Writing projects include the following: discussion questions, writing workshops from the textbook, annotated bibliographies, and peer review discussions. You are required to do all the reading and the assigned exercises.

Quizzes: Quizzes are given to encourage reading assigned material, there will be multiple quizzes throughout the semester. Quizzes are easy! You also have two tries on the quizzes and you can keep your highest score. If you do your reading, you should receive an A on this part of your grade. These will be comprehension quizzes based on the your fiction book, *Parable of the Sower*.

Writing journals: There are many benefits to writing journals: increased creativity, improved writing skills, self-reflection, enhanced critical thinking skills, and much more. Students are expected to write in their journal on a weekly basis. Topics are provided for students. Each journal entry should have a date and title and should be about a page to a page and a half in length (handwritten in your notebook). There will be time in class dedicated to your writing journals. There will be a total of 35 journal topics to choose from; you only need to complete 20 for full credit. (15x5)

Formal Writing Assignments: For this class, there will be a total of five graded essays and a final essay. Essays are submitted through Canvas. **Electronically submitted essays must be saved as a PDF prior to submitting through Canvas.** All essays must be in MLA format. These essays will be worth at least half of your grade. Required essays include narrative/descriptive, cause/effect, argument (2), and research project essay. Writing is a process; hence you will be writing several drafts of your essays. Part of the grade for your formal writing assignments will include the rough drafts of the essays. There is tutoring assistance if needed.

***There are no “do-overs” for any reason on any formal essay. We prepare in stages for each essay, so there is absolutely no reason to hand in any work that is way off base.

Writing conference/journal check: There will be a total of five writing conferences for each essay, they will take place during the peer reviews. The writing workshop is to give you feedback on your rough draft essay and check your journal. This is also a great opportunity to ask questions!

Final: The final will be in essay format, and it is based on *Parable of the Sower*. The final will assess your comprehension and critical thinking skills.

Late Work: This is a face-to-face course. You are required to submit the discussions and assignments by the due date. Late work is accepted a week after the due date with a penalty (10% for each day after the due date). I understand that life happens, however it is important that you manage your time wisely and communicate with me if you are struggling in this course. A handy tip is to set a calendar item or alarm on your phone to remind yourself of the due dates.

Extra credit: There will be an opportunity to earn up to 125 points with the extra credit assignments. You will have the opportunity to earn up to 75 points if you complete the 15 extra journal entries. There will also be an opportunity to earn 50 points for a written essay; I will assign the topics a few weeks before the due date. The essay & journals must be turned in by **November 20th, 2024-no exceptions**. Extra credit is not intended to substitute for a writing assignment: It is to help you if you get an abysmal grade in one of your writing assignments.

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. Expect to spend **12-15 hours per week** working on this class to be successful in a 4-unit course.

Course Grading Based on Course Objectives

Grading scale:

90-100=A

80-89=B

70-79=C

60-69=D

59 & below=F

Assignments: (tentative)

Essays (rough/final draft) (5): 52%

Final essay: 8%
Quizzes: 12%
Annotated bibliographies: 8%
Discussions/peer reviews/writing assignments: 12%
Journal (20): 8%

Essays (5): 638 points
Final essay: 100 points
Quizzes: 150 points
Annotated bibliographies: 100 points
Discussions/peer reviews/writing assignments/participation: 150 points **(10)**
Journal (20): 100 points (deadline 11/20)
Total: 1254 points

***Extra credit (optional): 125 points**

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. 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

Electronic Devices: Cell phones and electronic devices must be turned off or turned to silent mode and put away during class, unless otherwise directed by the instructor. Please be respectful to your instructor and your peers.

- 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.

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 importance 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

Plagiarism is taking and presenting as one's own 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

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.

Consequences

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.

Using AI tools

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools like Chat GP 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.

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>

Anticipated Class Schedule/Calendar

Tentative schedule

Last day to drop with a "W": 11/2/24

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Homework
<p>Week 1</p> <p>8/14</p>	<p>Class introductions (icebreaker)/Syllabus (Q &A) Pre-test (assessment) Intro. To Canvas MLA basics Intro. To Writing Process & genre Journal: (1) What do you expect to learn in this class? Why are you taking this class?</p>	<p>Purchase book (<i>Parable of the Sower</i>)</p> <p>Due date: 8/14</p>
<p>Week 2</p> <p>8/21</p>	<p>Chapter 3-(Descriptive) Narrative Essay (elements of storytelling) 3.3-Glance at a Genre-The Literacy Narrative; 69-71 (83-85) 4.2 Trailblazer; 105-108 (119-122) 4.3 Glance at Genre 108-111 (122-125) 4.4 Annotated Sample Reading: from life...; 111-115 (125-129) Discussion Q's 1-6 Octavia Butler biography Narrative essay (topics) Journal: Describe a place where you felt the happiest. (2) Describe your perfect vacation. (3)</p>	<p>Topic for narrative essay</p> <p><i>Parable...</i> discussion #1</p> <p>Discussion Q's 1-6</p> <p>Due date: 8/21</p>
<p>Week 3</p> <p>8/28</p>	<p>Peer review (narrative essay) Writing conference #1/Journal check Chapter 7: Evaluation or Review: Would you recommend it; 205-207 (219-221) 7.2 Trailblazer; 207-208 (221-222) Discussion Q's 7.4 Annotated Student Sample; 211- 216 (225-230) Developing evaluative criteria; 218-219 (231-232) Journal: What is the scariest story you ever heard? (4) Describe a scary situation you have experienced. (5)</p>	<p>Narrative Essay (1) (Rough draft)</p> <p>Peer review (1) (narrative essay)</p> <p>Writing conference #1/Journal check</p> <p>Read <i>Parable...</i> Chapters 4-5 Pgs. 27-55</p> <p>Due Date: 8/28</p>
<p>Week 4</p> <p>9/4</p>	<p>7.4 Annotated Student Sample; 211- 216 (225-230) Cause and Effect essay Journal: What is your greatest fear and how did you conquer it? (6) Compare two theme parks (i.e., Universal Studios/Disneyland) Write a review (book, film, TV series, Podcast, or videogame) (7)</p>	<p>Read <i>Parable...</i> Chapters 6-8 Pgs. 57-88</p> <p>Quiz I (Canvas): <i>Parable...</i></p> <p>Narrative Essay (1) (final draft) Canvas</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Homework
		<p>Due date: 9/4</p>
<p>Week 5 9/11</p>	<p>Chapter 14 Annotated bibliography 437 (451) Library research (online) Journal: What's your favorite color, place, food, book, song, or movie, and why? (8) How real are you on social media? (9)</p>	<p>Read <i>Parable...</i> Chapters 9-11 Pgs. 89-117 Cause & Effect topic Due date: 9/15</p>
<p>Week 6 9/18</p>	<p>Writing conference #2 Peer reviews Chapter 10 Position Argument: Practicing the Art of Rhetoric; 308 (322) 10.4 Annotated Sample Reading: 310 (324) Journal: What is something you would like to change about the world? (10) Yourself? (11)</p>	<p>Read <i>Parable...</i> Chapters 12-14 Pgs. 119-155 Cause & Effect (2) (rough draft) Peer review (2) cause & effect Due date: 9/18</p>
<p>Week 7 9/25</p>	<p>Library research (in-person tour) 10.5 Writing process; 316 (330) Argument essay (topics); 317 (331) Journal: Write a letter to someone that you always wanted to thank, but never had a chance to do so. (12) If you could time travel where would you go? (13)</p>	<p>Read <i>Parable...</i> Chapters 15-17 Pgs. 157-200 Argument essay topic (3) Cause & effect (2) (final draft) Canvas Due date: 9/25</p>
<p>Week 8 10/2</p>	<p>Peer reviews Writing conference #3/Journal check Chapter 10 Working thesis frames/organization of ideas; 318 (332) Journal: Can graffiti be considered art? Should it be protected? (14) What are some impacts on climate change? (15) How has climate change affected your life? (16)</p>	<p>Read <i>Parable...</i> Chapters 18-20 Pgs. 201-242 Argument essay (3) (rough draft) Peer review (3) argument essay Quiz II (Canvas): <i>Parable...</i> Due date: 10/2</p>



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Homework
<p>Week 9 10/9</p>	<p>Chapter 10 Aristotelian Argument; 319 (333) Rhetorical Appeals; 320 (334) Chapter 14 Annotated bibliography; 437 (451) Journal: Should college education be free? (17) Do machines (AI) present a threat to humans? (18)</p>	<p>Read <i>Parable...</i> Chapters 21-23; Pgs. 243-277</p> <p>Argument essay (3) (final draft) Canvas</p> <p>Annotated bibliography/Argument essay (4) Canvas</p> <p>Due date: 10/9</p>
<p>Week 10 10/16</p>	<p>Peer review argument essay Writing conference #4/Journal check Evaluating sources; 445 (459) 14.3 Annotated student sample; 453 (467) Discussion Q's; 456 (470)</p> <p>Journal: If you could spend twelve hours doing anything you want, anywhere you want, how would you spend it? (19)</p>	<p>Read <i>Parable...</i> Chapters 21-23; Pgs. 243-277</p> <p>Argument essay (4) (rough draft)</p> <p>Due date: 10/16</p>
<p>Week 11 10/23</p>	<p>Chapter 16.3 Glance at Genre; 505 (519)</p> <p>Journal: Write about a mistake that turned out to be a blessing. (20) What advice would you give future generations who read this journal? (21)</p>	<p>Finish reading <i>Parable...</i> Chapters 24-25; Pgs. 279-311</p> <p>Argument essay (4) (final draft) Canvas</p> <p>Due date: 10/23</p>
<p>Week 12 10/30</p>	<p>Writing your research paper Chapter 13 Research process; 411 (425) 13.3 Glance at the Research Skills; 425 (439)</p> <p>Journal: If you had \$150,000 to spend in 24 hours or less, how would you spend it? (22)</p>	<p>Quiz III (Canvas): <i>Parable...</i></p> <p>Annotated bibliography/research essay (5) Canvas</p> <p>Last day to drop with a "W": 11/2/24.</p> <p>Due date: 10/30</p>

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests/Homework
<p>Week 13</p> <p>11/6</p>	<p>Chapter 13.4 Annotated student sample; 426 (440) Discussion Q's; 428 (442)</p> <p>Journal: If you could have a superpower what would it be? (23) What place is on your 'bucket list' and why? (24) How concerned are about the future of this country (25)</p>	<p>Annotated bibliography/research essay (5)</p> <p>Due date: 11/16</p>
<p>Week 14</p> <p>11/13</p>	<p>Research essay: sources</p> <p>Journal: Should Tik Tok be banned? (26) What news stories do you follow? (27)</p>	<p>Due date: 11/13</p>
<p>Week 15</p> <p>11/20</p>	<p>Peer Review Writing Conference #5/Journal check Final essay review</p> <p>Journal: What local problems do you think your mayor should try to solve? (28) Do you trust your government? (29) What change do I most want to see in my world? (30) What can older people learn about your generation? (31) What's your dream job? (32) What hidden talents might you have? (33) Journal: How should schools address bullying? (34) What are some answers to America's gun violence? (35)</p>	<p>Research essay (rough draft) (5)</p> <p>Peer reviews (5) research essay</p> <p>Writing conference/journal check</p> <p>Due Date: 11/20</p>
<p>11/27</p>	<p>No school/Thanksgiving break</p>	
<p>Week 16</p> <p>12/4</p>	<p>In class final essay (<i>Parable of the Sower</i>)</p>	<p>Research essay due: 12/4 by 11:59 p.m. (final draft) Canvas</p>

*****Subject to change without prior notice*****