



Basic Course Information

Semester:	Fall 2024	Instructor Name:	Darren Simon
Course Title & #:	English 105 Intensive Composition and Reading (hybrid)	Email:	Darren.simon@imperial.edu
CRN #:	10880	Webpage (optional):	
Classroom:	302	Office #:	Virtual
Class Dates:	Aug. 12 to Dec. 7	Office Hours:	Virtual
Class Days:	Thursdays	Office Phone #:	760-604-5100
Class Times:	6 p.m. to 9:10 p.m.	Emergency Contact:	760-604-5100
Units:	5	Class Format:	In-person

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 110. (CSU/UC)

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

ENGL 009 or
ENGL 010 with a grade of "C" or better or appropriate placement based on AB 705.

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. 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)

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
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

Textbooks & Other Resources or Links

Textbook: (Optional)

Title of Book: Patterns for College Writing A Rhetorical Reader

Author: Laurie G. Kirszner and Stephen R. Mandell

Edition: 15th edition

ISBN Number: 978-1-319-24379-1

Novel: (Mandatory)

- The Lord of the Flies by William Golding – ISBN—978-0-399-53742-4

Additional materials:

- A good notebook for notes
- A dictionary

Course Requirements and Instructional Methods

This is primarily a writing course designed to increase your level of comfort in expressing ideas in a standard college-level essay. To that end, we will do a series of essays that examine different essay patterns with the end goal to produce at least 6,000 words of material throughout the course. The coursework will include critical response and analytical essays based on the novel we read and articles from our textbook, a research paper using MLA structure and additional essays to be announced. There will be an essay mid-term and final. Additionally, there will be grammar discussions and quizzes as necessary.

All essays are to be turned in on the due date. Late papers will be docked 10 pts per week. After two weeks, late work will not be accepted.

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.

Course Grading Based on Course Objectives

The course grading is as follows:

Essays – 100 pts.

Research paper – 200 pts. each

Grammar Assignments – Up to 20 pts. each

Grammar Quizzes – Up to 40 pts. each

Mid-term – 200 pts.

Essay Final – 300 pts.

Grammar Final – 70 pts.

Course Policies

- 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.

Specific rules for class:

- You must keep up with assignments to maintain your place in class. If you fall too far behind, you will be subject to a possible drop from the class. You must maintain communication with the professor, in particular, if you are having trouble, can't get work done or need extra help.
- All assignments and tests to be graded must be submitted via Canvas in order to be graded and will be subject to an online plagiarism check.
- Email your work to the professor's email if you want help with an assignment before its due date.

Other Course Information

It is imperative that students maintain regular contact with me to help with their essays. Additionally, it is required that you attend each class session. We will be using that time to workshop essays or address grammar questions you may have. We will also use that time to discuss the readings. Again, your attendance is required, but more than that, it will be very beneficial toward helping you prepare your essays.

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 Catalogue 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.

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.



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

Date or Week	Activity, Assignment, and/or Topic	Short responses
Week 1	Syllabus & Introduction In-class writing	none
Week 2	Discuss Essay structure Run-ons	none
Week 3	Begin Lord of the Flies Assign Essay No. 1 More on run-ons	In class
Week 4	Continue to discuss The Lord of the Flies Assign Essay 2 Finish run-on discussion	In class
Week 5	Continue The Lord of the Flies Re-write Essay 1 Quiz on run-ons	In class
Week 6	Complete The Lord of the Flies Re-write Essay 2 Assign Essay 3 Discuss fragments	In class
Week 7	Discussion of The Lord of the Flies Re-Write Essay 3 More on fragments	In class
Week 8	Mid-Term based on The Lord of the Flies Complete fragments	Mid-term evaluation of the class
Week 9	Begin work on research paper Quiz on fragments	none
Week 10	Continue to discuss research paper Assign Essay 4 Discuss verbs	none



Date or Week	Activity, Assignment, and/or Topic	Short responses
Week 11	Continue with research paper More on verbs	none
Week 12	Complete research paper discussion Re-write Essay 4 Complete verbs	none
Week 13	Quiz on verbs	none
Week 14	Turn in rough draft of research paper for in-class review Discuss sentence structure	none
Week 15	More on sentence structure Prepare for final essay	none
Week 16	Final Exam Final Draft research paper due Grammar Final	none

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