



Basic Course Information

Semester:	Winter 2025	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English 110 - Composition and Reading - Soon to be English C1000	Email:	cynthia.spence@imperial.edu
CRN #:	15211 and 15011	Webpage:	None
Classroom:	Fully Online	Office #:	#2786 – We are not on campus this semester
Class Dates:	January 2nd - February 3rd	Office Hours:	Send me an email if you have questions, I will try and respond within 24 hours.
Class Days:	Fully online	Office Phone #:	Since I am not on campus during the winter session, phone calls are not a point of contact.
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. The assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Type of Class:	This is an accelerated course . You will be completing 16 weeks of work in just five weeks. There is an extensive amount of reading and writing required in a relatively short amount of time This class is intensive. If we were meeting face-to-face you would be in class five days a week and would also be required to submit homework after every class. Many of the assignments in the weekly modules will not take much time, but some will. Pace yourself and do not wait until the end of the week to begin working.
Units:	4	Emergency Contact:	cynthia.spence@imperial.edu

Course Description

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research.

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.

Measurable Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions
5. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper.
6. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.
7. Demonstrate a command of rules regarding plagiarism and academic ethics.

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. However, **Winter intersession meets five days a week. These classes are fast and furious and four times more accelerated than a regular semester. Expect to log on to your course five days a week and spend 3-6 hours each day learning and completing assignments for a single class.**

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*****

Course Check-in must be completed before 11:59 pm Sunday January 5th	1 X 10	10
Discussion Threads	20 X 12	240
Chapter Journals	4 X 30	120
Logical Fallacies Project	1 X 50	50
Song Analysis Essay	1 X 100	100
Reflective Article Essays	4 X 30	120
Argument Essay	1 X 100	100
Works Cited Project	1 X 50	50
Writing Projects- MLA, Works Cited Draft, Argument Draft	3 X 30	90
Quizzes	6 X 20	120
Total Points		1000

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 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 before 11:59 p.m. Sunday January 5th or you will be dropped from the course.**

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
- 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 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.**

There is an entire plagiarism module available to you in our course Canvas shell if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

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

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

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p style="text-align: center;">Week One - January 2nd</p> <p>Course Introduction, MLA rules, Scholarly Articles, EBSCOhost, MLA Works Cited, Propaganda, Logical Fallacies, Color Analysis.</p>	<ul style="list-style-type: none"> • Check-in Discussion Post – must be completed before Sunday January 5th before 11:59 p.m. or you will be dropped from the course. (10 points) • Works Cited Quiz (20 points) • Writing Project: MLA focusing on Heading, Header, Title, Paragraph (30 points) • Writing Project: Works Cited Draft (30 points) • Logical Fallacies Discussion Thread (12 points) • Color Analysis Discussion Thread (12 points) <p style="text-align: right;">114 Points Possible This Week</p>
<p style="text-align: center;">Week Two – January 6th</p> <p>MLA Works Cited, Plagiarism, Words to Avoid in Academic Writing, Paragraph Structure, Commas, Introductions and Conclusions. Resistance Movement One: The Civil Rights Movement</p>	<ul style="list-style-type: none"> • Plagiarism Quiz (20 points) • Words To Avoid in Academic Writing Quiz (20 points) • Paragraph Structure Quiz (20 points) • Comma Quiz (20 points) • Introductions and Conclusions Quiz (20 points) • Plagiarism Discussion Thread (12 points) • 1950's and 1960's in America Discussion Thread (12 points) • Civil Rights Movement Discussion Thread (12 points) • Current Political Music Focused on Allusion Discussion Thread (12 points) • "Southern Man" Political Music Focused on Imagery Discussion Thread (12 points) • Two-page reflective essay on "What My Dad, Malcolm X, Taught Me." (30 points) • Logical Fallacy Project (50 points) <p style="text-align: right;">240 points Possible This Week</p>
<p style="text-align: center;">Week Three - January 13th</p> <p>Introduction to Argument Proposal Essays Resistance Movement Two: The Anti-Vietnam War</p>	<ul style="list-style-type: none"> • Argument Thesis Approval Discussion Thread (12 points) • Vietnam War Discussion Thread (12 points) • Chapter One "Goodbye My Sweetheart, Hello Vietnam' The Soundscape Takes Shape" Journal (30 points) • Chapter Two "Bad Moon Rising' The Soundtracks of LBJ's War" Journal (30 points) • Works Cited Project (50 points) <p style="text-align: right;">134 Points Possible This Week</p>
<p style="text-align: center;">Week Four - January 20th</p>	<ul style="list-style-type: none"> • Youth Protest Discussion Thread (12 points)



<p>Resistance Movement Three – The Youth Movement Resistance Movement Four – The Native American Movement Resistance Movement Five - The Women’s Movement Resistance Movement Six – The Environment</p>	<ul style="list-style-type: none"> • Native American History and Activism Discussion Thread (12 points) • Indigenous Protest Music Discussion Thread (12 points) • Women’s Movement Discussion Thread (12 points) • Hippies and Income Inequality Discussion Thread (12 points) • The Gay Rights Resistance Movement Discussion Thread (12 points) • Chapter Three “‘I-Feel-Like-I’m-Fixin’-To-Die’ Protest, Pot, Black Power, and the (Psychedelic) Sound of Nixon’s War” Journal (30 points) • Chapter Four “‘Chain of Fools’ Radios, Guitars, Eight Tracks (and Silence in the Field)” Journal (30 points) • Two-page Reflective Essay on “Honoring the Mothers of Environmental Justice.” (30 points) • Argument Draft (30 points) <p style="text-align: right;">192 Points Possible This Week</p>
<p style="text-align: center;">Week Five - January 27th</p> <p>Resistance Movement Seven – The Farm Workers Movement Resistance Movement Eight – The Hippie Movement</p>	<ul style="list-style-type: none"> • Remembering Vietnam Discussion Thread (12 points) • Virtual Vietnam Memorial Wall Discussion Thread (12 points) • Environmental Racism Discussion Thread (12 points) • Farm Workers Discussion Thread (12 points) • Music As a Political Statement Farm Workers Discussion Thread (12 points) • Two-page Reflective Essay on “Courage in the Fields: The Amazing Story of Dolores Huerta and the Delano Grape Strike.” (30 points) • Argument Essay Due (100 points) • Song Analysis Essay Due (100 points) • Two-page Reflective Essay on “Income and Income Inequality Are a Matter of Life and Death: What Can Policy Makers Do about It?” (30 points) • Extra Credit – Course Reflection Discussion Thread (20 points) <p style="text-align: right;">290 Points Possible This Week - 20 Points Extra Credit</p>