



Basic Course Information

Semester:	Spring 2025	Instructor Name:	Alma Castro
Course Title & #:	Composition and Reading	Email:	alma.castro@imperial.edu
CRN #:	20113	Webpage (optional):	
Classroom:	207	Office #:	
Class Dates:	Feb. 11 - June 5	Office Hours:	Tuesday and Thursday 1:30-3:00 pm on Zoom
Class Days:	Tuesdays and Thursdays	Office Phone #:	
Class Times:	10:15 am -12:20 pm	Emergency Contact:	Lency Lucas (760) 355-6337
Units:	4.0	Class Format/Modality:	In person

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)

PREREQUISITES: - 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

Title: *Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales* (Required)

Author: Robert Louis Stevenson

Publisher: Oxford University Press

ISBN: 978-0-19-953622-1

Title: *They Say I Say with Readings* (Required)

Author: G. Graff and C. Birkenstein

Publisher: W.W. Norton

ISBN: 9781324070214

This ISBN includes Norton Illumine Ebook, The Little Seagull Handbook Ebook, InQuizitive for Writers, Tutorials, Videos, and They Say/I Say Blog.

You will need lined paper, pens of different colors, and a binder. You must bring this with you every week.

Course Requirements and Instructional Methods

*In this course, you will read weekly essays, blogs, and chapters from our textbook and novel. All reading schedules are on this syllabus; however, there may be changes. You will also write in the classroom, on pen and paper. I will assign weekly homework aside from **They Say I Say** by Graff and Birkenstein that will include writing short, well-cited, and well-written responses to prompts. Additionally, you will complete activities using Inquisitive software.*

*Also, I have adopted a novel by Robert Louis Stevenson titled **Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales** for this course. You will read this novel according to the reading schedule and write a one-page literary commentary and question for the class discussion each week. Please do not include a summary of the reading. If you submit a summary, you will lose points, or I may not accept your work. All commentaries need to include at least two quotes from the reading. Try to quote short, meaningful phrases, as opposed to entire sentences or paragraphs of text. Quoting large chunks of text will not be accepted.*

Lastly, all assignments in this course need to follow MLA formatting and citing guidelines; you will lose points if you do not. This means that all of your work should have in-text citations and a Works Cited page if needed.



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Course Grading Based on Course Objectives

Late assignments are accepted with a 10% per day penalty. However, I might not accept final drafts of essays and other work, such as literary commentaries, past the due date.

Essays:

All essay drafts, annotated bibliographies, and proposals will be posted in Canvas discussions, except for final drafts. Final drafts must be submitted to BOTH the discussion and to an assignment that I will create. Once I post the discussion assignment for an essay, you will create a thread by replying to my post and then submit your drafts by replying to yourself. I will go over this in class.

Only Microsoft Word document files or PDF files are accepted in this course. I will not accept links to edit or share your work. If I cannot open your file, then you will receive a zero until you resubmit (with a late penalty).

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.

Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

Course Policies

*According to IVC policy, 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. **More than three (3) absences will get you dropped from this class.** 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.*

According to the instructor, there are no acceptable excused absences other than hospitalizations and COVID-19, which require documentation. Home tests will not be accepted as documentation for COVID-19. Also, it is your responsibility to schedule personal appointments and family events so that these do not interfere with this class. These include weddings, travel, and so on. Please speak to me if you have an important, scheduled, life event on DAY ONE of the semester. It is your responsibility to remind me of our agreement so that I can explain any assignment to you in person. This does not mean your absence is excused, however.

Please do NOT email me if you are going to be absent. I do not need to know why you are not in class. You get three (3)



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absences before you are dropped; however, even if I don't drop you, absences affect your grade significantly. Moreover, if you are absent, do not email me to ask what you missed. I teach in person, not online. If you want to know what you missed, contact one of your classmates for notes or schedule an appointment with me during my office hours. Office Hour appointments are limited to 20 minutes.

Lastly, please keep in mind that we only meet twice every week and that you will miss out on lectures, discussions, and explanations of assignments if you are absent. Please do not expect instructions or notes to be posted on Canvas. Again, I teach in person, not online. I reserve the right to give instructions or to post prompts in person without notice on Canvas. Being absent will also affect your grade if you have in-class assignments. I sometimes create assignments for in-class completion without previous notice.

Other Course Information

This course has “brave” and “safe” spaces. This means that during our discussions, anything you wish to share (“brave space”) shall be respected by ALL (“safe space”). Please know that I will drop any student who disrespects, bullies, or demeans anyone in the class. I will also refer you to the Dean of Student Affairs. I welcome all gender, and cultural identities.

Please try and use non-binary language in this course (ex. Folks, people, individuals, students, instead of men and women).

Extra Credit is offered in this course; however, please complete your “regular credit” first.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at finaid@imperial.edu.

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

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

Course Schedule

Week One

Read

Chapter 13 (“I Take Your Point”: Entering Class Discussions)

Chapter 1 (“They Say”: Starting with What Others Are Saying)

Sean Blanda, “The ‘Other Side’ Is Not Dumb” (p. 637)

Kurt Gray, “The Psychology of Political Polarization: Liberals vs. Conservatives” (theysayiblog.com)

Practice

Complete the online tutorial for Chapter 1.

Write

Answer the “Joining the Conversation” questions 1–5 from Blanda’s essay (pp. 642–43).

Answer the “Joining the Conversation” questions 1–4 from Gray’s video (theysayiblog.com).

In-Class Activities

Introductions and Diagnostic Essay

Updated 11/2024



Week Two

Read

Chapter 2 (“Her Point Is”: The Art of Summarizing)

Yascha Mounk, “The Everyday Patriotism of Diverse Democracies” (p. 644)

David Brooks, “The Triumph of the Ukrainian Idea” (p. 653)

Chapter 24 opening, “How Can We Bridge the Differences Between Us?” (p. 632)

Practice

Complete the online tutorial for Chapter 2.

Write

Answer the “Joining the Conversation” questions 1–5 from Mounk’s essay (pp. 651–52)

Answer the “Joining the Conversation” questions 1–5 from Brooks’s essay (p. 657).

Write a summary of Mounk’s or Brooks’s essay.

In-Class Activities

TBD

Week Three

Read

Chapter 4 (“Yes / No / OK, But”: Three Ways to Respond)

Paola Ramos, “Finding Latinx” (p. 700)

Bryan Betancur, “It’s Time to Drop ‘Latinx’” (p. 653)

Practice

Complete the online tutorial for Chapter 4.

Write

Write a summary of Ramos’s or Betancur’s essays.

Answer the “Joining the Conversation” questions 1–5 from Ramos’s essay (p. 711).

Answer the “Joining the Conversation” questions 1–5 from Betancur’s essay (pp. 717–18).

In-Class Activities

TBD

Week Four

Read

Chapter 3 (“As He Himself Puts It”: The Art of Quoting)

Sylvia Mathews Burwell, “Generation Stress: The Mental Health Crisis on Campus” (p. 578)

Mike Rose, “Community Colleges: The Great Equalizer?” (p. 589)

Practice

Complete the online tutorial for Chapter 3.

Complete the InQuizitive for Writers “Incorporating Quotations” activity.

Write

Write the first draft of Assignment 1.

Answer “Joining the Conversation” questions 1–4 after Burwell’s essay (pp. 587–88).

Answer “Joining the Conversation” questions 1–3 after Rose’s essay (pp. 587–98).

In-Class Activities

“Making a Quotation Sandwich” and “Fixing Quotations Sandwiches When a Piece Is Missing”

Week Five

Read

Chapter 5 (“And Yet”: Distinguishing What *You* Say from What *They* Say)

Yael Lenga, “Disability in Higher Education: Building Access and Building Futures” (p. 566)

Luticha Doucette, “If You’re in a Wheelchair, Segregation Lives” (p. 373)

Practice

Complete the online tutorial for Chapter 5.

Write

Assignment 1 due

In-Class Activities

TBD

Week Six

Read

Chapter 6 (“Skeptics May Object”: Planting a Naysayer in Your Text)

Charles Fain Lehman, “The Student Loan Trap: When Debt Delays Life” (p. 614)

Anna Gifty Opoku-Agyeman and Fenaba Addo, “Student Loan Forgiveness Critics Are Wrong about Who Benefits and Why” (p. 625)

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Skyler Adleta, “Free College Will Only Deepen the Class Divide” (theysayiblog.com)

Practice

Complete the online tutorial for Chapter 6.

Write

Respond to “Joining the Conversation” question 5 after Lehman’s essay (p. 624) and “Joining the Conversation” questions 1, 2, and 3 after Opoku-Agyeman and Addo’s essay (p. 630).

In-Class Activities

TBD

Week Seven

Read

Chapter 8 (“So What? Who Cares?”: Saying Why It Matters)

Carine M. Feyten, “The Boys Are Doing Just Fine” (p. 556)

Richard V. Reeves, “No, the Boys Are Not Doing Just Fine” (p. 561)

Practice

Complete the online tutorial for Chapter 8.

Write

First draft for Assignment 2

Respond to “Joining the Conversation” questions 1–6 after Feyten’s essay (pp. 559–60).

Respond to “Joining the Conversation” questions 1–5 after Reeves’s essay (pp. 564–65).

In-Class Activities

TBD

Week Eight

Read

Chapter 9 (“As a Result”: Connecting the Parts)

Sandis Edward Waialae Wightman, “Mauna Kea: The Fight to Preserve Culture” (p. 531)

Ayana Elizabeth Johnson, “What I Know about the Ocean” (p. 495)

Practice

Complete the online tutorial for Chapter 9.

Write

Assignment 2 due

In-Class Activities

TBD

Week Nine

Read

Chapter 15 (“But As Several Sources Suggest”: Research as Conversation)

Chapter 19 (“Help Me Understand . . .”: When Your ‘They Say’ Is a Bot)

Jason Smith, “Roe Butt, Cy Borg, Ann Droid: Hint, They’re Not Taking Your Job” (p. 224)

Sidney I. Dobrin, “Generative AI Bots Will Change How We Write Forever – and That’s a Good Thing” (theysayiblog.com)

Practice

Complete the online tutorial for Chapter 15.

Write

Find two sources for Assignment 3 and write one page on how the authors address the conversation/topic you’re exploring for Assignment 3.

In-Class Activities

Instruction on research, library databases, and good internet searches

Week Ten

Read

Chapter 7 (“In My Experience”: Using Personal Stories to Energize Your Argument)

Jan Victor Andasan, “Port Pollution Sickens My Family. That’s Violence” (theysayiblog.com)

Joe Garcia, “Left Behind: Internet Access for People Behind Bars” (p. 435)

Chapter 21 opening, “How Is Technology Changing Us?” (p. 397)

Practice

Complete InQuizitive for Writers “Rhetorical Situations” and “Elements of Argument”

Write

Assignment 3 draft due

Respond to “Joining the Conversation” questions 1–4 after the Andasan video (theysayiblog.com) or “Joining the Conversation” questions 1–5 after Garcia’s essay (pp. 437–39).

In-Class Activities

TBD



Week Eleven

Read

Chapter 12 (“What I Really Want to Say”: Revising Substantially)

Appendix, “Citing What ‘They Say’”

Emma Barnes, “The Fast and the Fashionable: How Your Closet Contributes to a Global Crisis” (p. 479)

Practice

Complete InQuizitive for Writers “Documenting Sources: MLA Style.”

Write

Assignment 3 due

In-Class Activities

TBD

Week Twelve

Read

Chapter 10 (“You Mean I Can Just Say It That Way?”: Academic Writing Doesn’t Mean Setting Aside Your Own Voice)

Greta Thunberg, “Our Relationship with Nature Is Broken” (theysayiblog.com)

Dina Gilio-Whitaker, “Environmental Justice Is Only the Beginning” (p. 540)

Practice

Complete the online tutorial for Chapter 10.

Write

Proposal for Assignment 4 due

Respond to “Joining the Conversation” questions 1–4 after Gilio-Whitaker’s essay (p. 547).

Respond to “Joining the Conversation” questions 1–4 after Thunberg’s video (theysayiblog.com).

In-Class Activities

TBD

Week Thirteen

Read

Chapter 14 (“What’s Motivating This Writer?”: Reading for the Conversation)

David Wallace-Wells, “The Uninhabitable Earth” (p. 505)

Practice

Complete InQuizitive for Writers “Evaluating Sources” and “Fact-Checking Sources.”

Write

Source Analysis

Respond to “Joining the Conversation” questions 1–4 after Wallace-Wells’s essay (pp. 512–13).

In-Class Activities

TBD

Week Fourteen

Read

Chapter 17 (“The Data Suggest”: Writing in the Sciences)

Chapter 18 (“Analyze This”: Writing in the Social Sciences)

Practice

Complete the InQuizitive for Writers “Integrating Sources” Activity

Write

Working Argument due

In-Class Activities

TBD

Week Fifteen

Read

Chapter 11 (“But Don’t Get Me Wrong”: The Art of Metacommentary)

Practice

Complete the online tutorial for Chapter 11.

Write

Assignment 4 draft due

In-Class Activities

TBD

Week Sixteen

Read

Re-read Chapter 12 (“What I Really Want to Say Is”: Revising Substantially).

Re-read Appendix (“Citing What ‘They Say’”).

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Assignment 4 draft, aloud!

Practice

Complete the online tutorial for Chapter 12 using your Assignment draft.

Write

Assignment 4 due

In-class final.

In-Class Activities

Final EXAM

Reading Schedule

Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales by Robert Louis Stevenson

Week	Chapter and Pages	Discussion and Commentary
1	"Story of the Door" pgs. 5-10	February 20
2	"Search for Mr. Hyde" pgs. 11-17	February 27
3	"Dr. Jekyll was Quite at Ease" pgs. 18-19. And, "The Carew Murder Case" pgs. 20-23	March 6
4	"Incident of the Letter" pgs. 24-27.	March 13
5	"Remarkable Incident of Dr. Lanyon's" pgs. 28-3. And, "Incident at the Window" pgs. 32-34	March 20
6	"The Last Night" pgs. 34- 44	March 27
7	"Dr. Lanyon's Narrative" pgs. 45-51	April 3
8	"Henry Jekyll's Full Statement of the Case" pgs. 52-66	April 10
9	"The Body Snatcher" pgs. 67-84	April 17
10	Spring Break No Class!	Spring Break
11	"Markheim" pgs. 85-100	May 1
12	"Olalla" pgs. 101-138	May 8
13	"A Gossip on Romance" pgs. 139-150	May 15
14	"A Chapter on Dreams" pgs. 151-162	May 22