



Basic Course Information

Semester:	Spring 2025	Instructor Name:	Judy Cormier
Course Title & #:	English 110	Email:	judy.cormier@imperial.edu
CRN #:	20120, 20124, 20125	Webpage (optional):	
Classroom:	online	Office #:	e-mail
Class Dates:	Feb. 10-June 6, 2025	Office Hours:	M-Th 7pm-8pm or as needed via e-mail
Class Days:	N/A	Office Phone #:	N/A
Class Times:	N/A	Emergency Contact:	Use e-mail
Units:	4	Class Format:	Asynchronous online

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 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 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

Textbooks & Other Resources or Links

- Ackley, Katherine. *Perspectives on Contemporary Issues* 9th ed. Cengage, 2024. E-book. ISBN: 9780357946237 (You can rent the paperback if you want to, but the e-book is less expensive)

Course Requirements and Instructional Methods

- Since this is an asynchronous online class, lectures that would ordinarily be covered by the professor in a physical classroom have been added to the modules. Students need to be organized and cover all of the required material independently.
- The materials are presented as written text, audio lectures, and some videos. Readings from the textbook are integrated into the discussion boards and essays.
- For this class we have essays, quizzes, a research paper, discussion boards and audio-video lectures.
- To request a loaner laptop, MYFI device, or other electronic device, submit your request here: [student-equity](#)
- **It is VERY important that students monitor their e-mail and Canvas announcements daily.** This is how I communicate with the class. It is through announcements that you receive important information, updates, reminders and changes.
- Because this is an online writing class, students need to be familiar with how to format their essays using a word processing program. This includes such things as setting headers, double-spacing text, saving and downloading documents, and so on.

Course Grading Based on Course Objectives

Homework and Late Work

Be aware that assignment due dates sometimes also have link closing times (“Until”). The link closing time has nothing to do with whether an assignment is late or not. It is simply the time that the submission link shuts down. The due date indicates when an assignment is due.

- **If a paper is not following the directions for the assignment, it will not be considered complete, even if it is turned in on time and finished.** If the directions are not being followed, even the drafts may not receive credit. Read and follow directions carefully.
- I usually do not accept late work. If I *do* accept your late work, it will lose up to 5% of the grade at my discretion. Make-up work is still considered late and subject to penalty.
- Assignments for this class have both due dates (when the assignment is due) and “until” dates (when the link closes down, even for late work). **I usually do not open up closed assignments**, except for unusual circumstances (for example, a Canvas outage.) **It is YOUR responsibility to submit your work in a timely manner.** I strongly discourage trying to submit work at the last minute.
- I cannot take assignments via e-mail. Assignments need to be connected to the course grading program, gradebook, plagiarism scanner, AI scanner and paper cache. E-mail won’t do any of those things. That is why **all assignments need to be submitted into Canvas, which is an integrated course management system.** I can’t do anything with e-mailed submissions.
- I may add, change or eliminate assignments in the portfolio in order to better serve the needs of the class. Be careful not to miss any assignments. **Monitor Canvas Announcements daily and watch for changes.**
- Participation in discussion boards is required. In order to successfully complete these assignments, you need to show critical thinking, fully develop your points **and respond to other students’ posts according to the instructions** in order to get credit for these assignments. **Discussion boards need to be your own original work. Do not do research for these. Stay out of the internet. Use your own critical thinking**
- Googledocs is not supported by Canvas and documents created in it will not process. If you use that program, turn the documents into pdf files (which may or may not process in Canvas). I strongly suggest switching over to MS Word instead. You can get the app free from IVC. The apps are in your Microsoft Office 365 e-mail.
- **I might not read your final research paper until you have successfully completed the sources validation quiz.**

Essay Criteria and Scoring Rubric

Papers are scored according to overall quality based on the criteria below. Excessive problems in any one of these areas or in any combination of them could result in low scores.

The following is meant to help clarify what the scores mean. However, papers are evaluated on overall quality, including:

- Development of points
- Focus and coherency
- Understanding of rhetorical devices
- Effective use of examples
- Proper use of research materials including current MLA formatting (as assigned)
- Avoidance of logical fallacies
- Analysis of causal relationships

- Understanding of and appropriate use of assigned reading materials
- Presentation of appropriate thesis and internal claim points
- Avoidance of plagiarism and AI content
- Careful following of the instructions
- Demonstration of college-level grammar, punctuation and language usage.

Some assignments are scored as "complete" or "incomplete." "Complete" means that what was presented is acceptable. "Incomplete" means it is not acceptable. An assignment might be marked as "incomplete" if it has a large amount of AI material, what is presented has minimal information, or it is missing parts. It could also mean that the entire assignment is missing. Incomplete assignments get 0 points. These assignments are either complete and satisfactory or they are not.

Other assignments are scored on a traditional percentage scale:

Scoring Rubric in %

100%-98% ("A+") Excellent

This paper demonstrates advanced skills. You rock!

97%-90% ("A") Very good

This paper demonstrates solid writing skills. Very good.

89%-80% ("B") Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

79%-70% ("C") Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic grammar and punctuation skills are okay but still show occasional errors. The paper might be a little short or the points may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

69%-60% ("D") Not acceptable : Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the readings. The paper might not follow proper MLA protocol.

59%-1% ("F") Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for this level class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources.

0% ("F") Missing or not accepted for scoring

This would include partial final papers, papers showing plagiarism or AI content, papers submitted too late, or papers not following the directions for the assignment. This also applies to assignments scored “Incomplete.”

Assignment Portfolio

This is a tentative portfolio. I may add, change or eliminate topics, assignments or due dates in order to better serve the needs of the class. Be careful not to miss any assignments. Late work can lose up to 5% off of the grade for that paper at my discretion.

- 20% Essay 1
- 20% Essay 2
- 20% Quizzes (averaged)
- 25% Research paper (I might not read your research paper until you have completed the sources validation quiz)
- 10% Discussion boards (These must include peer-editing replies to other students’ posts)
- 5% Required preview paper drafts and research outline

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 use it 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.

When submitting an assignment in Canvas, a **plagiarism and AI report** viewable by your instructor will be generated.

Papers that show signs of plagiarism or are flagged for AI use or are missing citations or works cited pages when required will receive a 0.

Discussion boards need to be your own original work. Do not do research for these. Stay out of the internet. Use your own critical thinking.

Any information you read from a source needs to be cited in the body of the paper **and** on the works cited page. If you do not cite the material you are using, that is plagiarism. It doesn’t matter if it is a direct quotation or a paraphrase of the information.

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

Attendance



IMPERIAL VALLEY COLLEGE

- Initial attendance for this class is taken from the first day assignment submission, which needs to be turned in within 12 hours of the start of the semester. If it is not submitted, you will be dropped as a “no show” and your place given to a crasher. The first day submission is how I take roll, and it establishes your active participation in the class.
- If you choose to stop participating in the class, it is your responsibility to drop yourself officially before the final drop date of the semester. If you stop participating in class and do not drop, you may receive an “F” in the class. **If you are not actively participating in the class for more than a week, I might drop you for inactivity.** Participation is the same thing as "attending" class online.
- For this online class, “attendance” means participating in weekly activities, such as discussion boards or assignment submissions.

Netiquette

Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is how we behave properly online. You can disagree with someone in the discussion board or chat room but do so politely and respectfully. Do not use vulgar language or other inappropriate terms.

Other Course Information

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 [student resources](#) or click the heart icon in Canvas.

Anticipated Class Schedule/Calendar

English 110 Class Outline Spring 2025

10-17-24

I may add, change or eliminate topics or assignments in order to serve the needs of the class. Changes may be made without advance notice. Monitor Canvas Announcements daily.

► **NOTE: Don't forget to engage with the weekly discussion boards and post replies. Incomplete boards do not receive credit. Many of these boards will require studying an assigned reading from your textbook. That is part of your grade. The discussion boards close Saturday nights.**

Week 1 Module 1 February 10-15

February 14 is Lincoln's Day

- Class orientation video February 10

- **Submit first day assignment to establish your attendance in the class due February 10**

- What is Peer-Review and How Do We Do It?

- **Discussion Board Instructions**

- Metacognition
- What is Effectiveness in College Writing?
- What Does It Mean to “Write” a Paper?
- Working with Language
- From Weak Questions to Powerful Statements
- Working with Tone

Study for terminology test (on Modules 1-5)

Week 2 Module 2 February 16-22

February 17 is Washington’s Day

- Building Effective College Reading Skills
- Responding to Articles and Readings
- Using Examples in College Writing
- Summaries and Paraphrases
- Embedding Quotations: Signal Phrases and Parenthetical Citations (and avoiding plagiarism)
- Academic Honesty and Plagiarism
- Comma Splices, Run-on’s and Fragments
- “Me-centered” Writing
- The “You and Your” Trap

Study for terminology test

Week 3 Module 3 February 23-March 1

- **Using Your E-book**
- Hallmarks of Informality
- Development and Quality of Points in a Paper
- Superficial vs Full Development
- Topic Sentences for College Papers
- Forming Thesis Statements
- Statements of Intent
- Eliminating Redundancy
- Using Transitional Words and Phrases

Study for terminology test

Week 4 Module 4 March 2-8

- Rationalization
- Definition vs Description
- Facts vs Opinions
- Rhetorical *Ethos*, *Social Ethos*, *Pathos* and *Logos*
- **Read Pages 89-92 on fallacies**
- Logical Fallacies and Establishing Credibility
- How to Target an Intended Audience

Study for terminology test

Week 5 Module 5 March 9-15

- Introductions
- Short Sample Essay Introduction Models

- Writing Effective Conclusions
- Causal Analysis vs Cause and Effect
- Process Analysis and Plan of Action
- MLA Page Formatting and Working with Word
- **Instructions for essay 1** (analysis, effects, definition)

Study for terminology test

Week 6 Module 6 March 16-22

- **Essay 1 rough draft is due March 20**
- **► Terminology test on modules 1-5 is due March 22**
- Forming Academic Titles

Work on essay 1

Week 7 Module 7 March 23-29

- **Essay 1 (completed 4 pages) is due March 29**
 - Brackets, Ellipsis and Blending Quotations into Sentences
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Week 8 Module 8 March 30-April 5

- What is Concrete Language?
- Rebuttals, Refutations, Qualifiers and Concessions
- Focusing reading Response Essays
- **Instructions for essay 2** (argument)

Work on essay 2. *There is no collected rough draft for this paper so do your best work*

Week 9 Module 9 April 6-12

- **Essay 2 (completed 3-4 pages) is due April 9**
 - **Modules 9-11 cover research. (Both the research quiz and the sources validation quiz are due in week 13)**
 - What is a Research Paper? How is it Different from a Big Essay?
 - **Read pages 103-172 on research**
 - Research Papers Composition
 - Red Flags for Research
 - Why are We Limiting Sources?
 - **Sign up topic for research paper—due April 12.** See list of authorized subjects.
 - **Research paper instructions**
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Week 10 Module 10 April 13-19

Spend this week finding and validating the sources for your paper. Form a working outline to organize your points.

- Working with Outlines **(Your research outline is due May 5)**
- Researching, Composing and Formatting MLA Research Papers and Avoiding Plagiarism
- Research Cards
- Finding Sources
- Working with IVC Databases
- A Note about Databases
- What Does “Validation of Sources” Mean?
- P.A.S.S.O.R and C.A.A.R.P.D: How to Validate Sources

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- How to Work with Sources Validation
 - Having trouble finding information about your authors?
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April 20-26 is Spring Break

Week 11 Module 11 April 27- May 3

Spend this week drafting out your paper and putting the works cited together. Finish the outline.

- Embedding Materials and Works Cited Pages
- Using Signal Phrases and Parenthetical Citations
- Works Cited Pages
- URLs on Works Cited Pages

Keep working on research paper and outline

Week 12 Module 12 May 4-10 (May the fourth be with you!)

Spend this week drafting and editing your paper. Turn in your outline.

- **Research outline is due May 5**

Keep working on research paper and study for research quiz

Week 13 Module 13 May 11-17

Spend this week carefully editing the paper and complete the quizzes

- **Research quiz is due May 11** (This is on the research lectures in modules 9-11)
- **Sources validation quiz is due May 16** (This is on the sources you are using for your paper.)

I might not read your final paper until you have successfully completed this validation quiz

Keep working on research paper

Week 14 Module 14 May 18-24

- **Research paper rough draft+ WC (required) is due May 19**
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Week 15 Module 15 May 25-31

May 26 is Memorial Day

Polish the research paper. Do you have all six pages including the works cited? Is the validation quiz completed? Double-check your formatting of the signal phrases, parenthetical citations, works cited page, headers, etc. Review the instruction sheet. Is this paper doing what it is supposed to be doing?

Week 16 Module 16 June 1-6 (Finals week.)

- **Research paper (Completed 5 pages +WC) is due June 2**
- **Extra credit is due June 4**