



Basic Course Information

Semester:	Spring 2025	Instructor Name:	Christina Shaner
Course Title & #:	ENGL 110 Composition & Reading	Email:	christina.shaner@imperial.edu
CRN #:	20126	Webpage (optional):	Canvas course
Classroom:	Canvas/online	Office #:	2785
Class Dates:	February 10 to June 6	Office Hours:	7:00 to 8:00 a.m.
Class Days:	n/a	Office Phone #:	760.355.6162
Class Times:	n/a	Emergency Contact:	email
Units:	4	Class Format/Modality:	online / asynchronous

Course Description - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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) - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

Eligibility for English 110 as determined by the college's multiple measures assessment process.

Student Learning Outcomes - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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 - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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

English 110 is what's known in the field of English as a "rhetoric/composition" or "rhet/comp" course. The basics of reasoning and evidence, with particular emphasis on induction, will be addressed in the Canvas course modules. Some support texts or content for specific assignments may be provided via links embedded in Canvas.

While material I provide in the Canvas course will serve as your textbook on rhetoric and composition, you *must* acquire one book that will serve as the basis for two essays related to your major research project:

Milgram, Stanley. *Obedience to Authority: An Experimental View*. Harper Perennial, 2009. Modern Thought.

A failure to read Canvas course content, the required Milgram book, or external (linked) sources will lead to misunderstanding and inadequate outcomes on assignments.

In general, an "ebook," such as a Kindle edition, of a text is *not* acceptable since it has no fixed pages and you will be required to cite evidence. Failure to cite fully by page number when dealing with a published text means plagiarism and/or grades in the D/F range. Beyond the issue of citation, ebooks are generally a bad idea for coursework since active reading means taking notes and finding or revisiting content in ways that digital bookmarks can't duplicate.

Writing assignments are to employ sound logic (including grammatical logic) and MLA style. For assistance with MLA, you may:

- schedule time to visit the IVC library to access a copy of the *MLA Handbook* as you prepare each essay or discussion post;
- refer to the MLA section of a credible open-access source such as the [Online Writing Lab at Purdue University](#);
- purchase a copy of the current, ninth, edition of the [MLA Handbook](#); or,
- sign up for a paid subscription to [MLA Handbook Plus](#).

Visit the bookstore on campus or try the Bookstore link in the Canvas course navigation menu to check IVC prices and compare them with those of commercial retailers.

To confirm that you've found the correct edition of a book for this or any other class, consult the international standard book number for the particular text you need. That number appears with the publication information just after the title page in a physical copy of a book as well as in listings for books on bookseller websites.

The ISBN for the paperback edition of Milgram's *Obedience to Authority: An Experimental View* is 9780061765216.



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Course Requirements and Instructional Methods

All assignments must be written and submitted by the student according to project instructions. Instructions for the preparation of any required or optional revisions will be provided.

Partially completed essays or projects without all required sources or evidence most often lead to assignment grades in the D or F range.

Late assignments will receive a 5% grade deduction per calendar day. For example, a discussion task completed three days late will receive a 15% deduction from the earned grade.

Feedback and Peer Review

Grading time varies by type of assignment and due to workload.

- The typical turnaround time for essays in a university composition course is two weeks but may take longer if there are ethical/plagiarism issues and due to our double teaching load at IVC. Essay grading includes multiple readings, feedback writing, determining the grade, and self-checking.
- Discussions should be graded within one week but may take longer due to ethical concerns.
- Exams should be graded within one week but may take longer due to ethical concerns.
- Quiz grading is either immediate or within a few days for online multiple-choice and short-answer quizzes.

Peer review projects, when required for an essay, will take place within the grading period. Peer reviews will be completed in the Canvas DocViewer using the software's annotation tools. Instructions will be provided.

Software

Revisions will be prepared using the "**track changes**" features available in **Microsoft Word** or **Apple Pages**. Since Google Docs does not support the exporting of a document with changes marked, you must use Word or Pages to generate essays for this class. Instructions for track changes features will be provided when needed.

An online version of Word is accessible via the Canvas course menu; however, you may have difficulty preserving editing marks with that version of the software. As a student at this institution, you should be eligible to install **Microsoft 365** on your personal device at no added cost. To do so, go to [Microsoft](#) to confirm your IVC student status and follow the instructions provided.

Course Grading Based on Course Objectives

Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). A student begins the semester with zero points and increases their total with each graded assignment.

Assignment point distribution will be as follows:

- essay 1 - 15 points
- essay 2 - 20 points
- discussion posts - 21 points
- peer reviews - 7 points
- survey activities - 7 points
- quizzes - 20 points
- final exam - 10 points

Once you receive notice that an assignment has been graded, you must access the rubric for that assignment. To read comments typed on an essay, you must open the document in Canvas's DocViewer. Instructions for both steps will be featured in this unit and included with assignment instructions.

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The grades in the rubric will be presented as point totals. To convert a point total to a percentage, divide the number you earned by the total possible for the assignment. For example, if you earn a 12.75 out of 15 possible for an assignment, divide 12.75 by 15 ($12.75/15 = .85$ or 85%).

Academic Honesty (Artificial Intelligence -AI) - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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 - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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

Ethics

There are two major concerns in this section. One involves abuse and the other involves cheating.

Discrimination

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject. There is no "freedom" or "right" to abuse members of an identity group. We will study some attempts to use such propaganda and tie it to claims of "belief" or "culture."

Plagiarism

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted.

Your writing and reasoning skills are required in this class. Use of artificial intelligence - whether a dedicated AI product (such as ChatGPT, Grammarly, and the like) or AI generated "suggestions" in your word processing software - constitutes plagiarism.

Types of plagiarism include:

- **False authorship:** False authorship refers to the presenting of someone else's ideas and/or words as your own in an assignment presented for a grade. Common attempts to disguise it include inserting minor word changes and translating from text in another language. Use of a software program to generate essay text or works cited entries can fit into this category as well as unacknowledged collaboration.
- **Unacknowledged collaboration:** Unacknowledged collaboration refers to instances of excessive influence on or re-writing of your work. The willing participation of another person is irrelevant. Use of a software program to generate essay text or works cited entries can fit into this category as well as false authorship.



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- **Misrepresentation of source:** Misrepresentation refers to the distorting or altering of meaning in a source text in order to promote an assumption. It may be performed through unconscious bias or inadequate reading..
- **Insufficient citation:** Insufficient citation refers to the appearance of someone else's work with faulty, or no, citation. It may appear due to lack of attention to MLA format.
- **Recycling:** Recycling refers to the reuse of text prepared by the student for some other purpose without approval or acknowledgement.

Attendance

According to current school policy, a student may be removed from the roster for consecutive absences in excess of the unit value for that course. In an online, sixteen-week course valued at four units, the student is then eligible for removal after two weeks of missed activities.

Sick days and personal matters count toward the missed days allowed. There is no binary of "good" and "bad" absences in a college environment, and instructors have no authority to determine such. With the exception of special rules related to global pandemic (and the need to report positive test results to contain the spread) an instructor has no legal right to ask why you were absent. Federal privacy laws covering that point still exist in the U.S. at this time.

The only absences that don't count toward the maximum allowed before removal from a college course are ones forced on you due to some obligation you have to IVC. For instance, if you are an athlete on an official IVC team and you must miss some part of instruction to travel to a game/match, it's your responsibility to complete assignments in advance.

Given that this is an online course and athletes don't have university-style schedules, sports travel will likely not be a factor.

Personal meetings with IVC staffers/faculty are not required obligations with set times; any appointments with employees of IVC must be rescheduled so that they don't interfere with course obligations/attendance in face-to-face courses.

Email

My IVC email is as follows: christina.shaner@imperial.edu

- **How to email a professor:** Send email through Canvas or from your college email account - not from a personal address. Be sure to include the specific purpose of the message in the subject line. In the message, attempt to communicate with clarity and accuracy in complete sentences. Don't forget to identify yourself and the course.
- **Why you shouldn't use a personal email account:** Personal email accounts provide no reliable sender information. The name/address itself can diminish the student's credibility and/or imply a kind of immaturity or unprofessionalism. Since the sender could be anyone, no confidential business (including grades and projects) may be discussed.
- **How to make emailing quicker and easier:** If you want the convenience of official student email fed straight to your smartphone, consider downloading the Microsoft Outlook app so that you may access IVC communications without mixing your personal life and your professional/student life. Alternatively, you may download the Canvas app to email through Canvas as questions occur to you. If you encounter a technological issue with your IVC email account, notify your instructors and work with IT to resolve it.

Other Course Information

If you experience difficulty with Canvas, use your cursor or trackpad to select the floating question mark or the "Help" icon in the account navigation bar (the dark grey bar with white icons on the left side of the Canvas page).

Alternatively, you may navigate directly to the software developer's [student guide](#).



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Financial Aid - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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 - NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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 following is a general outline of course topics. Deadlines and assignment specifics appear in relevant Canvas modules. The sequence and details below are subject to change.

UNIT 1: argument

- key terms - argument, criticism, judgment, support
- critical thinking text
- in-text citation
- writing checklist

UNIT 2: rhetoric

- ethos, pathos, logos
- dialectic and rhetoric
- species of rhetoric

UNIT 3: faulty reasoning

- propaganda and fallacy
- Classical Athens
- Toulmin
- fallacies

UNIT 4: ideology

- ideology
- Napoleon
- fallacies

UNIT 5: sophistry

- sophists
- literary terms

UNIT 6: authoritarianism

- authoritarianism
- Adorno
- authoritarian personality
- fallacies

UNIT 7: obedience

- Milgram
- experiments

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UNIT 8: fascism

- fascism
- Britt

UNIT 9: ProQuest

- ProQuest settings
- ProQuest sample searches
- ethos checks
- journal article citation

UNIT 10: EBSCOhost

- EBSCOhost settings
- EBSCOhost sample searches

UNIT 11: GALE

- GALE settings
- GALE sample searches
- works cited

UNIT 12: degeneration

- junk science

UNIT 13: criminology

- Lombroso

UNIT 14: revision

- Lombroso and Ferrero

UNIT 15: peer review

- peer essay links
- annotation tools
- peer review comments

UNIT 16: final projects

- EXAM

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