Basic Course Information

Semester:	**Summer 2025**	Instructor Name:	**Kaylene Elliott**
Course Title & #:	**ENG105: Intensive Composition & Reading**	Email:	**Kaylene.elliott@imperial.edu**
CRN #:	**30140**	Student Hours:	**By appointment online or on campus**
Class Dates:	**June 16-July 24, 2025**	Phone #:	**Text #: 760-498-1091**
Class Days:	**MTWR**	Class Format/location:	**Face to Face, Canvas enhanced Room 207**
Class Times:	9:05AM-12:10PM, 12:30PM-2:45PM **Both sessions are required**	Units:	**5**

Course Description

The standard course in first-year 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. This version of first-year English incorporates a lab component to provide intensive instruction in reading, writing, research, and critical thinking skills to aid in student success. Limitation on Enrollment: Course not open to students with a C or higher in English 110. (C-ID: ENGL 100) (CSU/UC)

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.
4. Develop essays that avoid sentence-level and grammatical errors.

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 ethicsRead actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
10. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
11. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
12. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts
13. Review and apply foundational writing skills including grammar and sentence structure.
14. Read model essays and the work of peers to identify strengths and/or weaknesses.
15. Read and evaluate texts for relevancy, appropriateness, and accuracy

Textbooks & Other Resources or Links

This course is **a zero textbook cost** course. The required reading materials are provided via Canvas. However, you are expected to procure any personal study materials, such as pens, notebooks, etc. You will also need access to a computer with internet. If acquiring these materials could cause a hardship for you, please let me know; the college has resources to support students in need. It's also important to say something if your situation changes in a way that requires additional help. Please do not struggle by yourself.

Superhuman: Life at the Extremes of Our Capacity
Rowan Hooper
Simon and Schuster ISBN: 978-1-5011-68710-0

Frankenstein
Mary Shelley
Pocket Books Publishing

Patterns for College Writing
Laurie Kirszner and Stephen Mandell Bedford St.
Martins

Course Requirements and Instructional Methods

Instructional Methods

Discussion
Assignments
Group Activity

Individual Assistance
Independent Reading
Independent Writing

Each week, students will be responsible for completing the required reading, which includes book chapters, articles, textbook chapters, and module pages on Canvas. Additionally, students are required to stay on top of assignments on Canvas. Students are expected to participate in discussions and activities as well as be respectful to their peers, tutors, and the instructor. Students who choose not to do so will be asked to remove themselves from the course. Unless otherwise specified, all assignments will be available one week before the due date and one week after the due date. Students who need additional time to complete assignments will need to speak with the instructor prior to the due date.

Essay points: Total essay points include rough drafts (rough draft upload to Canvas, prewrites, outline, body drafts, 3 introduction drafts, 2 conclusion drafts) and final drafts (final draft upload to Canvas, 3 peer reviews, self-review, and tutor review), and potential various other assignments relating to the essay. Students must take your essay to be reviewed by a tutor. Students who do not turn in the rough draft may regain up to 50% of the rough draft points by attending the instructor's office hours for at least 15 minutes to discuss their essay plans prior to the due date of the final draft.

All essays must have proper formatting. Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:

Your Name

Professor Elliott

ENG 105

Date draft is due

Mini Essays: Students are required to submit eight (8) mini essays throughout the semester. These mini essays will be in response to specified reading/prompts and at least 3 pages in length and submitted via Canvas. Mini Essays exist to expand our knowledge and participate in low stakes practice for bigger ideas.

Reading Discussions: During the semester, you will read two literature books, *Superhuman: Life at the Extremes of Our Capacity* and *Frankenstein*. For each week in which reading is assigned in these books, students who come to class will type up 1 page of notes for the assigned reading and submit them on Canvas before the class begins. Students who miss class or complete the reading after the class discussion can make up the points by submitting 3 pages. The first student to point out this sentence to the instructor will receive two points of extra credit. The notes must include an engaging quote, one question for classmates, and relevant thoughts on the pages read, with the focus on student thoughts and interaction with the reading. Any student who submits notes that are encompassed by more than 50% of quotes will receive a 0 for that submission.

Late Policy: Students have three (3) days after the due date to turn in late work with the exception of peer review and assignments due in the final week of class, which cannot be turned in late. Assignments due in the final week of class cannot be submitted late. All late work will be given partial credit. All assignments, quizzes, and discussions must be submitted on Canvas. It is the student's responsibility to ensure that the correct assignment is submitted.

Get Out of Jail Free cards: At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card may be used to

- Replace 1 (one) assignment, quiz, OR discussion;
- Replace 1 (one) Mini Essays; or
- Receive 10 points of extra credit at the end of the semester

The instructor must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. Students are expected to keep track of their GOOJF card; if the card is lost, students will not receive another. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

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

Assignment Type	Point Value	Grading Sale
Essay 1: Narrative	100	90-100%: A
Essay 2: Compare/Contrast	150	80-89%: B
Essay 3: Argument	200	70-79%: C
Mini Essays (8 total)	200	60-69%: D
Reading Discussions	200	Below 59 %: F
Assignments	150	
Total	1,000	

Grading is subject to change based on the needs of the course.

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. The first student to point out this sentence to the instructor will receive two points of extra credit. 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.

Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Makings 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.

Week	Monday	Tuesday	Wednesday	Thursday
Week 1 June 16-19	<u>June16:</u> Module 0 content, Class Syllabus, Mini Essay Prompt #1, "A Single Story" (video), Reading Critically, Avoid Plagiarism, Narratives, Essay #1 Prompt, Prewrites, Formal Outlines, Diagnostic Writing	<u>June 17:</u> Analyzing Your Sources, "Brainology" by Carol Dweck, Body Paragraphs, Discussion: Superhuman "Intelligence"	<u>June 18:</u> Introduction and Conclusion strategies, Titles, Rough Draft, Peer Review, Mini Essay #1 Due, Discussion: Superhuman "Memory"	<u>**June 19: No Class in recognition of Juneteenth**</u>
Week 2 June 23-26	<u>June 23:</u> Rough Draft, "Drafting and Revising", formatting, Discussion: Superhuman "Language", Practice Annotation	<u>June 24:</u> Tutor Review Strategies, Sentence Structure, Discussion: Superhuman "Resilience"	<u>June 25:</u> Self Review Strategies, Discussion: Superhuman "Happiness", Quoting & xparaphrasing	<u>June 26:</u> Narrative Final Draft, compare/contrast writing, Mini Essay #2 Due, Visualize Superhuman, Process & Reflect
Week 3 June 30-July 3	<u>June 30:</u> Essay Prompt #2, Venn Diagram prewrites, formal outline, Frankenstein Letters-Ch. 3	<u>July 1:</u> Compare/contrast drafting, ICE your sources, Frankenstein Ch.4-7	<u>July 2:</u> Continue drafting for compare/contrast, 3D your sources, Mini Essay #3 Due, Frankenstein Ch. 8-13 (1- 6 Vol. II), Poetry: "Rime of Ancient Mariner"	<u>**July 3: No Class in honor of Independence Day**</u>
Week 4 July 7-10	<u>July 7:</u> Rough Draft, Citation practice, Frankenstein Ch.14-16 (7-9 Vol. II)	<u>July 8:</u> Tutor Review, Frankenstein Ch. 17-21 (1-5 Vol. III)	<u>July 9:</u> Self Review, Frankenstein Ch. 22-23 (6- 7 Vol. III)	<u>July 10:</u> Final Draft, argumentative writing, Mini Essay #4 Due, Process & Reflect, Visualize Frankenstein
Week 5 July 14-17	<u>July 14:</u> Argumentative Prewrites, outline	<u>July 15:</u> Argumentative Drafting, Evaluating Sources, citation review	<u>July 16:</u> Continue Drafting, Navigating the IVC database, discuss annotated bibliography	<u>July 17:</u> Argumentative rough draft, Mini Essay #5
Week 6 July 21-24	<u>July 21:</u> Annotated Bibliography Due, Fallacy introduction, rough draft revision	<u>July 22:</u> Fallacies continued, rough draft proofreading	<u>July 23:</u> Final Draft prep, final review	July 24: Class Final, Argumentative final draft due, Process & Reflect, Mini Essay #6

Subject to change without prior notice

Updated 11/2024