



IMPERIAL VALLEY COLLEGE

### Basic Course Information

Semester:	<b>Fall 2025</b>	Instructor Name:	<b>Rosa Contreras</b>
Course Title & #:	<b>ESL 108 College Composition for Non-Native Speakers</b>	Email:	<b>rosa.contreras@imperial.edu</b>
CRN #:	<b>11031</b>	Webpage (optional):	<b>Canvas</b>
Classroom:	<b>N/A - Asynchronous</b>	Office #:	<b>2789</b>
Class Dates:	<b>August 11 – December 06</b>	Office Hours:	<b>TBD – See Canvas</b>
Class Days:	<b>N/A</b>	Office Phone #:	<b>760-355-5707</b>
Class Times:	<b>9:40 am – 11:45 am</b>	Emergency Contact:	<b>ESL Dept. 760-355-6337</b>
Units:	<b>5</b>	Class Format/Modality:	<b>Asynchronous/ Fully Online</b>

### Course Description

This college composition course emphasizes advanced writing, reading, critical thinking, and research skills. It focuses on the needs of multilingual writers by addressing specific language and cultural content required for academic and professional writing. Writing assignments include expository and argumentative prose based on the analysis of texts that include diverse perspectives. Students write a minimum of 6,000 words, including at least one research paper. (C-ID: ENGL100) (CSU/UC)

### Course Prerequisite(s) and/or Corequisite(s)

Prerequisites: ESL 106 or ESL 107 – with a grade of “C” or better or appropriate placement based on AB 705.

### 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. Critically read, analyze, and summarize college-level texts.
2. Compose texts for a wide range of situations, both academic and professional, which demonstrate critical thinking, effective structure and development, and clarity of language.
3. Assess the credibility of online and print sources and integrate them into writing through effective paraphrases and quotation using MLA citation formatting standards.

### Course Objectives

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

1. Read, analyze, and respond to a sampling of academic and professional texts with consideration of context, purpose, and culturally-bound references;
2. Employ a variety of rhetorical strategies to write comprehensive, well-developed, and coherent texts with focused theses and appropriate support.
3. Summarize and discuss academic college-level non-fiction and fiction.
4. Completely integrate multiple text sources for the purpose of developing a written argument, analysis, or interpretation.
5. Locate, read, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation.
6. Self-edit for common second language errors such as verb usage, word forms, and sentence boundaries.
7. Compose multiple papers-including one research paper – that, together, add up to 6,000 words of formal writing.

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8. Construct concise, grammatically correct, and varied sentences following the principles of standard edited American English and conventions of genre.
9. Demonstrate a command of rules regarding plagiarism and academic ethics.
10. Write timed/in class essay exhibiting college-level control of mechanics, organization, development, and coherence.

## Textbooks & Other Resources or Links

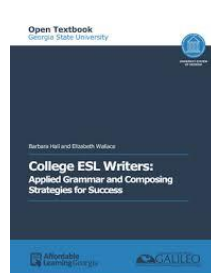
### ***College ESL Writers: Applied Grammar and Composing Strategies for Success***

**Authors:** Barbara Hall & Elizabeth Wallace

This is an OER Book; no need to purchase.

You can access the book from the link below:

<https://oer.galileo.usg.edu/english-textbooks/14/>



### ***I Know Why the Caged Bird Sings***

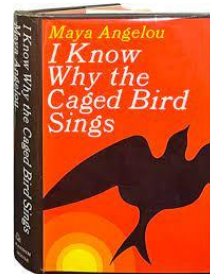
**Author:** Maya Angelou

**Publisher:** Ballantine Books

**ISBN:** 978-0345514400

**\*\* \*\*Any copy of the book is fine because we go by chapters and not page numbers.**

Also, our IVC library has about 30 copies of this book available to check out.



**You will also need:** • Notebook or paper • Pen, pencil, and highlighters • Regular access to a computer with internet, Canvas, email, and Microsoft Word

**NOTE:** We will be using technology in this course. Assignments, quizzes, and discussions will be held or submitted on Canvas. Additionally, you may be asked to download, upload, and/or print resources.

## Course Requirements and Instructional Methods

**This is an ASYNCHRONOUS course. There are NO Class meetings in person. You will do work online (Canvas).** You will have about a week to complete each module; modules open on Sunday morning and close on Saturday at 11:59pm.

**This class will have multiple forms of instruction, including:**

- Lecture/Video • Group work • Individual work • Online work (Canvas)

Assignments will include various forms of writing (individual and group), editing, reading, and responding, exams, other exercises focusing on sentence structure and form, as well as grammar and mechanics.

**Out of Class Assignments:** The Department of Education policy states that one (1) credit hour is the amount of student work that reasonable 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

This course is built for you to succeed; however, you **MUST** do your work! If you do not do your work, you will not pass.

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

CATEGORY	PERCENT
Readings, Exercises, and Responses	20%
Grammar and Writing Exercises	20%
Think and Discuss/Reflections	10%
Final Writings (paragraphs, essays, summaries)	25%
Textbook – <i>College ESL Writers</i>	25%
TOTAL	100%

## 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.

**Plagiarism and Academic Honesty Policy:** Because I want to ensure that you are practicing and learning in this class, I take plagiarism very seriously. Plagiarism happens when you copy words or ideas from somewhere else and submit it or repeat it as your own work. We get better at what we practice, and when we copy, we only get better at copying, not the important English skills we should be practicing. Plagiarism is academic dishonesty and is a very serious problem.

**Plagiarism and cheating includes:** • copying and pasting information from webpages • copying answers from an answer key or Teacher's book • copying the work from another student in your class, in another class, or from a previous term • copying information from a webpage or book in Spanish and submitting the English translation as your work • using AI in any way.

**To help keep track of plagiarism, I use Turnitin Similarity in our class.** Turnitin Similarity will run a report and show how much of the paper is exactly like another paper, webpage, or AI generated. **Any AI usage will result in an automatic zero.**

**IMPORTANT:** Papers that show signs of AI use or are missing citations or works cited pages when required will receive a zero.

## 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 Updated 11/2024



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 Policy:** 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. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class.

**Regular participation is required. Participation includes:**

- Posting and responding in weekly discussions
- Completing weekly work on canvas
- Submitting your work on time

If there is a problem with completing your work (such as being in the hospital or being sick), please let me know. I am willing to help you, but you need to make sure you communicate with me.

**Late Work Policy:** Late work is accepted but will be subjected to a **-5% daily point deduction**. Discussions will not be accepted late. Assignments lock after two weeks.

**Participation Policy:** People learn better when they are connected as a community. I encourage and expect all students to work together and participate in discussions and group activities using English Only!

To ensure your success, plan to **participate in ALL class activities!** There are many ways that we can participate, collaborate, and share ideas in an online environment. Here are a few:

- Contribute and share ideas in groups and online discussion boards.
- Reading information from the instructor as well as classmates.
- Be prepared and complete homework before due dates.
- Turning in assignments, quizzes, homework on-time.

**You may be dropped if you are no longer actively participating in the course, logging into Canvas, and engaging in course material.** Active participation includes logging into Canvas and engaging with course content, completing and turning in homework, assignments, and quizzes. If you are unable to log into Canvas for a long period, it is your responsibility to find out everything you missed. You have a personal problem or issue, please communicate with me and let me know what's going on before too much time has passed.

### **IMPORTANT:**

- If you are missing any five assignments after Week 4 of the semester, you will be dropped from the course due to lack of participation.
- If you are missing any ten assignments after the Week 8, you will be dropped from the course due to lack of participation.
- If you are missing two essays before the drop date (date after which you will get a grade other than "W"), expect to be dropped from the course.

## Tutor Verification Requirement for Essay Grading

In order for your final draft of any essay to be graded, you must submit Tutor Verification showing that you worked with a tutor to revise and/or edit your draft.

👉 This requirement applies to all essays in this course—no exceptions.

You may fulfill this requirement in one of the following ways:

- Meet in person with a tutor and receive written feedback directly on your draft
- Meet with a tutor via Zoom and obtain comments during the session
- Submit your draft online to a tutor and receive written feedback in return

It is your responsibility to meet all project deadlines. Not receiving a response from online tutoring does *not* excuse missing the Tutor Verification requirement. Plan ahead and allow time for possible delays.

✅ **How to Submit Tutor Verification:** You must submit one of the following:

- A photo or screenshot of your draft showing tutor comments
- OR, if you met with an IVC tutor, they may email me directly to confirm your visit and summarize what you worked on

**Essays submitted without Tutor Verification will not be graded, and will result in zero.**

**Any AI usage will result in an automatic zero.**

**Respectful Use and Speech Policy:** All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning! I expect all students to be treated with respect. If someone disagrees with an opinion, it is not an opportunity for name calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in discussions, but we do have to be respectful and kind. Any instances of disrespect in a discussion will result in the student being asked to leave the class.

**Netiquette and Respectful Use:** IVC's Respectful Use and Netiquette Policy: IVC's official policy about netiquette is as follows: What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online. Students are to comply with the following rules of netiquette: 1. Identify yourself 2. Include a subject line 3. Avoid sarcasm 4. Respect others' opinions and privacy 5. Acknowledge and return messages promptly 6. Copy with caution 7. Do not spam or junk mail 8. Be concise 9. Use appropriate language 10. Use appropriate emoticons (emotional icons/emojis) to help convey meaning, and 11. Use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]

## 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](mailto: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



Date or Week	Activity, Assignment, and/or Topic	Due Dates
<b>Week 1</b> <b>August 11-16</b>	Syllabus & Introduction Orientation Module DUE: Tuesday, 8/13 <sup>th</sup> at 11:59pm Module Week 1: Intro to the course components, pre-reading strategies and grammar assessments	Saturday, Aug. 11 by 11:59pm
<b>Week 2</b> <b>August 18-23</b>	Prewriting Strategies, The Writing Process, MLA format, and ICE Discussion: Effective Introduction? Hawkes Learning**	Saturday, Aug. 23 by 11:59pm
<b>Week 3</b> <b>August 25-30</b>	Compare and Contrast writing, RAP and ICE, MLA group practice. <i>Caged Bird</i> Background Information & Ch. 1-6 quiz Hawkes Learning **	Saturday, Aug. 30 by 11:59pm
<b>Week 4</b> <b>September 1-6</b>	<b>*Note* Campus CLOSED on Monday, Sept. 1st in observance of Labor Day</b> Sentence fragments, Compare and Contrast Essay Prompt, review ICE and MLA Annotate Articles for Compare/Contrast Isms essay Discussion: Stereotypes and Restraint Hawkes Learning	Saturday, Sept. 6 by 11:59pm
<b>Week 5</b> <b>September 8-13</b>	Compare/Contrast Isms Essay Rubric & Outline, Sentence Errors <i>Caged Bird</i> Ch. 7-12 quiz Hawkes Learning	Saturday, Sept. 13 by 11:59pm
<b>Week 6</b> <b>September 15-20</b>	Subject-Verb Agreement, <b>**FINAL DRAFT</b> of Compare/Contrast Isms essay, Annotate parenting styles article/poem Discussion: Deadly Superior? <i>Caged Bird</i> Ch. 13-17 quiz Hawkes Learning	Saturday, Sept. 20 by 11:59pm
<b>Week 7</b> <b>September 22-27</b>	Persuasion vs. Argumentation, Intro. To Logos, Pathos, and Ethos, Midterm Group Project Discussion: Logos, Pathos, Ethos <i>Caged Bird</i> Ch. 18-21 quiz Hawkes Learning	Saturday, Sept. 27 by 11:59pm
<b>Week 8</b> <b>Sept. 29-Oct. 4</b>	Comma and semicolon usage, argumentative essay models <b>**Midterm Group Project Submission and Presentations</b> <i>Caged Bird</i> Ch. 22-24 quiz Hawkes Learning	Saturday, Oct. 4 11:59pm
<b>Week 9</b> <b>October 6-11</b>	Argumentative Research Essay: Ban TikTok assignment, Video quizzes, T-chart, Formal vs Informal writing. Hawkes Learning	Saturday, Oct. 11 by 11:59pm
<b>Week 10</b> <b>October 13-18</b>	Research essay Ban TikTok scholarly article, outline, and rough draft. Discussion: Representing Race <i>Caged Bird</i> Ch. 25-29 quiz Hawkes Learning	Saturday, Oct. 18 by 11:59pm
<b>Week 11</b> <b>October 20-25</b>	Argumentative Research Essay peer review (in-class only) Discussion: Who Has More to Fear? <i>Caged Bird</i> Ch. 30-33 quiz Hawkes Learning	Saturday, Oct. 25 by 11:59pm
<b>Week 12</b> <b>Oct. 27-Nov. 1</b>	Argumentative Research essay tutor verification and <b>Final Draft due</b> Discussion: Junkyard: Trash or Treasure?	Saturday, Nov. 1 by 11:59pm



	<i>Caged Bird</i> Ch. 34-36 quiz Hawkes Learning	
<b>Week 13 November 3-8</b>	Final Essay Prompt, Outline, and Rough Draft Discussion: Free from Her Cage? Hawkes Learning	Saturday, Nov. 8 by 11:59pm
<b>Week 14 November 10-15</b>	<b><i>*Note* Campus CLOSED on Monday, Nov. 10<sup>th</sup> in observance of Veteran's Day</i></b> Final Research Essay Rough Draft Peer Review (in class only) <i>Caged Bird</i> Hawkes Learning	Saturday, Nov. 15 by 11:59pm
<b>Week 15 November 17-22</b>	<b><i>*Note* No class meeting on Monday, May 26 in observance of Memorial Day.</i></b> Final Essay draft revising/editing Review: sentence fragments and run-on sentences	Saturday, Nov. 22 by 11:59pm
<b>Thanksgiving Break</b>	<b><i>Thanksgiving Break November 24 – November 29<sup>th</sup></i></b>	Thanksgiving Break
<b>Week 16 December 1-5</b>	<b>IMPORTANT: Final Essay DUE Thursday, December 4th at 11:59pm</b>	<b>Final Essay, 12/4th by 11:59pm Module, 12/6th by 11:59pm</b>

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