Welcome to English C1000 Formally English 110 – Composition and Reading!

I am looking forward to sharing the summer semester with you.

Basic Course Information

Semester:	**Fall 2025**	Instructor Name:	**Dr. Cynthia J. Spence**
Course Title & #:	**English C1000 – Formally English 110 - Composition and Reading**	Email:	**cynthia.spence@imperial.edu**
CRN #:	**11276**	Emergency Contact:	**cynthia.spence@imperial.edu**
Classroom:	**Fully Online**	Office #:	#2786
Class Dates:	**Eight Week Course - October 6th - December 6th**	Office Hours:	Online office hours are Wednesdays 4:00 p.m. to 6:00 and Fridays 2:00 p.m. to 4:00 p.m. via email
Class Days:	**Fully online**	Office Phone #:	#760-355-5702 – My classes are online this semester, phone calls are not a point of contact.
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.		This is an accelerated course. You will be completing 16 weeks of work in just eight weeks. There is an extensive amount of reading and writing required in a relatively short amount of time. This class is intensive. If we were meeting face-to-face you would be in class four days a week and would also be required to submit homework after every class. Many of the assignments in the weekly modules will not take much time, but some will. Pace yourself and do not wait until the end of the week to begin working.
Units:	4		

Course Description

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. (Formerly ENGL 110) (C-ID: ENGL 100) (CSU/UC

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

Eligibility for English C1000 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, without relying on outside sources for assistance.

Course Objectives

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

Part 1:

    1. Read analytically to understand and respond to diverse academic texts.

    2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.

    3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.

Part 2:

    1. Compose unified essays that include support for the thesis statement, clear development, and effective transitions

    2. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper

    3. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines

    4. Demonstrate a command of rules regarding plagiarism and academic ethics

Textbooks & Other Resources or Links

This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources
All reading materials are provided free on Canvas

Scholars have articulated the rationale for using a **theme based approach** as a "meaningful" way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students' life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in "fear and horror" themed introductory English classes at a community

college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.

The theme for our course is "**Resistance Movements from the 1960s to Today.**" All the course readings and assignments will be based on this theme. We will be using a **non-fiction book** to meet the requirements of Student Learning Outcome #3. This text is an e-book and is provided free of charge on Canvas.

E-book provided free on Canvas
Bradley, Doug, and Craig Werner. *We Gotta Get Out of This Place: The Soundtrack of the Vietnam War*.
University of Massachusetts, 2015
Scholarly Articles provided free on Canvas

Avancena, Anton, et al. "Income and Income Inequality Are a Matter of Life and Death: What Can Policy Makers Do about It?" *American Journal of Public Health*, vol. 111, no. 8, Aug. 2024, pp. 1404-1408. *EBSCOhost*, https://web-p-ebscohost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=16&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis.

Frank, Mary Kate, and Aida Salazar. "Courage in the Fields: The Amazing Story of Dolores Huerta and the Delano Grape Strike." *Scholastic Scope*, vol. 72, no. 2, Oct. 2023, pp. 22-27, *EBSCOhost*, https://web-p-ebscohost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=5&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis

Shabazz, Ilyasah. "What My Dad, Malcolm X, Taught Me." *Essence*, vol. 54, no. 1, May/June 2023, pp. 40-41. *EBSCOhost,* https://web-p-ebscohost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=24&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis.

Warren, Lattimore. "Honoring the Mothers of Environmental Justice." *Christian Century*, vol. 140, no. 9, 1 Sept. 2023, pp. 40-44. *EBSCOhost*, https://web-p-ebscohost-com.ivc.idm.oclc.org/ehost/pdfviewer/pdfviewer?vid=29&sid=3f89d4cf-2ff8-4748-9e54-1b64a363de6d%40redis..

Course Requirements and Instructional Methods

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. English C1000 is a 4-unit college level English class. This means students should expect to spend **four hours a week in our Canvas shell** and **eight hours a week outside of the Canvas shell** reading, studying, researching, and writing.

Course Grading Based on Course Objectives

Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A
I do not round point totals up or down
I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

This course has three main objectives:

- **To help students expand their critical thinking skills**. To do this, students will be asked to write an analysis of a commercial, a song, a scholarly article, and to observe how things are usually connected in some way.
- **To help students develop their composition skills.** To do this, students will be asked to create college level Works Cited pages, correctly cite text in an essay, learn the seven introductions, avoid grammar mistakes, and learn the structure of an argument essay, an analysis essay, a reflection essay, and a research essay.
- **To help students develop their reading comprehension skills.** To do this, students will be asked to read and understand college level academic articles, college level book chapters, and understand the important points made in video form.

Course Check-in **Must be completed by Sunday October 12th by 11:59 p.m.**	1 X 10	10
Discussion Threads	20 X 15	300
Chapter Reflective Journals	4 X 20	80
Quizzes	6 X 20	120
Writing Projects	3 X 30	90
Reflective Article Essays	4 X 40	160
Works Cited Project	1 X 40	40
Song Analysis	1 X 100	100
Argument Essay	1 X 100	100
Total Points		1000

Course Policies

Attendance:
- 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. The "Check-in Discussion Post" **must be completed by Sunday October 12th by 11:59 p.m.** or you will be dropped from the course.
- Should re-admission 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. See the General Catalog for details.
- 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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

What does it mean to "attend" an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is <u>NOT</u> adequate to demonstrate academic attendance by the student.

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.

Academic Honesty There are many different forms of academic dishonesty. The following examples of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- <u>Plagiarism</u> is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction**.
- <u>Cheating</u> is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero "0" on the exam, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a "0" on the assignment – **enabling another student to cheat is also cheating.** Repeated acts of cheating may result in an F in the course and/or disciplinary action.

Artificial Intelligence Policy: To ensure all students have an equal opportunity to succeed and to preserve the integrity of the course, students are **not permitted to submit text that is generated by artificial intelligence**

(AI) systems such as ChatGPT, Bing Chat, Claude, Google Bard, or any other automated assistance for any classwork or assessments. This includes using AI to generate answers to assignments, exams, or projects, or using AI to complete any other course-related tasks. Using AI in this way undermines your ability to develop critical thinking, writing, or research skills that are essential for this course and your academic success. <mark>Students may use AI as part of their research and preparation for assignments</mark>, or as a text editor, <mark>**but text that is submitted must be written by the student.**</mark> For example, students may use AI to generate ideas, questions, or summaries that they then revise, expand, or cite properly. Students should also be aware of the potential benefits and limitations of using AI as a tool for learning and research. AI systems can provide helpful information or suggestions, but they are not always reliable or accurate. Students should critically evaluate the sources, methods, and outputs of AI systems. Violations of this policy will be treated as academic misconduct. If you have any questions about this policy or if you are unsure whether a particular use of AI is acceptable, please do not hesitate to ask for clarification."

There is an entire plagiarism module available to you in our course Canvas shell if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

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.
 Anticipated Class Schedule/Calendar
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The Assignment Calendar is Subject to Change, Changes Will Be Announced
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Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
Week One **October 6th** - Course Introduction, MLA, Works Cited,	<mark>**Check-in Discussion Thread One – must be completed Sunday October 12th before 11:59 p.m. or you will be dropped from the course.**</mark> • Works Cited Quiz • Works Cited Draft • Heading, Header, Title, Paragraph
Week Two **October 13th** - Resistance Movement – The Civil Rights Movement, Introductions and Conclusions, Essay structure, Plagiarism, Words to Avoid, Commas	• Two Page "What My Dad, Malcolm X, Taught Me." Reflective Essay One • Chapter One "'Goodbye My Sweetheart, Hello Vietnam' The Soundscape Takes Shape" summary • Discussion Thread Two 1950s & 1960s • Discussion Thread Three Civil Rights • Discussion Thread Four Plagiarism • Discussion Thread Five Current Political Music • Introductions Quiz • Plagiarism Quiz

	• Paragraph Structure Quiz • Commas Quiz • Words to Avoid in Academic Writing Quiz
Week Three **October 20th**– Introduction to Vietnam, Introduction to Argument, Resistance Movement – The Anti-Vietnam War Movement	• Chapter One "Goodbye My Sweetheart Hello Vietnam Journal • Chapter Two "'Bad Moon Rising' The Soundtracks of LBJ's War" Journal • Discussion Thread Six Vietnam Introduction • Discussion Thread Seven Argument Thesis Approval • Works Cited Final Project
Week Four **October 27th** – Resistance Movement Three – The Youth Movement, The Women's Movement, The Native American Movement, The Hippie Movement, The Gay Rights Movement, Argument Essay Structure	• Chapter Three "'I-Feel-Like-I'm-Fixin'-To-Die' Protest, Pot, Black Power, and the (Psychedelic) Sound of Nixon's War" Journal • Chapter Five "'Chaing of Fools: Radios, Guitars, Eight Tracks" Journal • Discussion Thread Eight Youth Movement • Discussion Thread Nine Native American Movement • Discussion Thread Ten Women's Movement • Discussion Thread Eleven Hippie Movement • Discussion Thread Twelve Gay Rights Movement • Two Page "Income and Income Inequality Are a Matter of Life and Death" Reflective Essay Two • Argument Draft Due
Week Five **November 3rd** –Resistance Movement – The Environmental Movement, Closing out the Vietnam War Discussion,	• Two Page "Honoring the Mothers of Environmental Justice." Reflective Essay Three • Discussion Thread Thirteen Remembering Vietnam • Discussion Thread Fourteen Virtual Wall • Discussion Thread Fifteen Environmental Movement • Discussion Thread Sixteen Environmental Racism • Discussion Thread Seventeen Environmental Music
Week Six **November 10th** Resistance Movement –The Farm Workers Movement	• Two page "Courage in the Fields: The Amazing Story of Dolores Huerta and the Delano Grape Strike" Reflective Essay Four • Discussion Thread Eighteen Farm Workers Movement • Discussion Thread Nineteen Farm Workers Music
Thanksgiving Week	No Assignments Due This Week
Week Seven **November 24th** Review of Song Analysis Essay Structure	• Song Analysis Due (100 points)
Week Eight December 1st - Canvas Closes on Saturday December 6th at 11:59 p.m.	• Argument Essay Due (100 points) • Discussion Thread Twenty Course Reflection