



## Basic Course Information

Semester:	<b>Fall 2025</b>	Instructor Name:	<b>Sacha Sykora</b>
Course Title & #:	<b>ENGL C1000</b>	Email:	<b>Sacha.sykora@imperial.edu</b>
CRN #:	<b>11284</b>	Zoom ID:	<b><a href="https://imperial-edu.zoom.us/j/5956946624">https://imperial-edu.zoom.us/j/5956946624</a></b>
Classroom:	<b>303</b>	Office #:	<b>N/A (Please contact via Pronto messaging app)</b>
Class Dates:	<b>8/11/25-12/6/25</b>	Office Hours:	<b>Monday 9-1 p.m. (Zoom)</b>
Class Days:	<b>Thursday</b>	Office Phone #:	<b>Pronto</b>
Class Times:	<b>5:30-9:45 p.m.</b>	Emergency Contact:	<b>Lency Lucas; (760)355-6337</b>
Units:	<b>4</b>	Class Format/Modality:	<b>F2F</b>

## 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)

Additional Description Information:

Limitation on Enrollment: Course not open to students with a C or higher in ENGL105 or ESL 108.

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

**PREREQUISITES:** - Placement 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

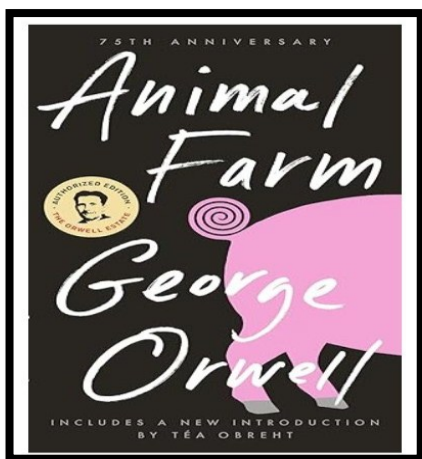
Title of Book: Writing Guide with handbook

No cost textbook OER: <https://openstax.org/details/books/writing-guide>

Title of Book: Animal Farm: 75<sup>th</sup> Anniversary Edition Author:  
George Orwell

Publisher: Signet

ISBN-10: 9780451526342



(Cost: approximately \$7.00)

Other resource(s) needed:

College ruled notebook (weekly journal)

- Access to Canvas
- For this course, the student will need to have access to a computer with Microsoft Word (student services can assist you with this if needed). Also be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal. In addition, you should have access to a good dictionary or dictionary app.

\*Students can access Microsoft Word by logging into their IVC account.



## Resources & Links

Purdue Online Writing Lab (OWL): [https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

EasyBib (citation generator): <http://www.easybib.com/guides/>

Citation Machine (citation generator) <https://www.citationmachine.net/mla>

Grammarly (for spelling and grammar checks)

Remember, these are tools we can use, but we should know the proper way to format a Works Cited page and be ready to edit the works-cited entries yielded by any citation generator.

## Course Requirements and Instructional Methods

- To pass this class, it is important to complete all assignments. Do not expect to pass the class if you do not complete ALL your essays.
- Students missing two weeks of class assignments may be dropped at the instructor's discretion. If you encounter any issues, please communicate with me via Canvas messaging, email, or Pronto.
- Each assignment must be completed by its due date.
- You are responsible for keeping track of your class grade average and the drop deadline.

**Writing Assignments:** Include the following components discussion questions, writing workshops from the textbook, an annotated bibliography, and peer review discussions.

**Journals:** Each journal entry should be approximately half a page in length (typed if uploaded onto Canvas), or one page handwritten. Journals are a freewriting technique designed to help you brainstorm ideas and help you analyze your writing.

**Quizzes:** Quizzes are given to encourage reading assigned material (*Animal Farm*); there will be multiple quizzes throughout the semester. Quizzes are easy! You also have two tries on the quizzes and you can keep your highest score. If you do your reading, you should receive an A on this part of your grade. These will be comprehension quizzes based on your fiction books: *Animal Farm*.

**Formal Writing Assignments:** For this class, there will be a total of four e graded essays and a final essay. Rough draft essays are submitted (printed for peer reviews) in class or uploaded onto Canvas; final essays are submitted through Canvas. Electronically submitted essays must be saved as a PDF prior to submitting through Canvas. All essays must be in MLA format. Required essays include descriptive/narrative, film or literature review, argument, and research project essay. Writing is a process; hence you will be writing several drafts of your essays. Part of the grade for your formal writing assignments will include the rough drafts and peer reviews of your essays. There is tutoring assistance if needed.



\*There are no 'do-overs' for any formal essay, regardless of the reason. We prepare in stages for each essay, so there is absolutely no reason to hand in any work that is way off base.

\*Students can access Microsoft Word by logging into their IVC account.

**Final:** The final will be in essay format, and it is based on Animal Farm. The final will assess your comprehension and critical thinking skills.

**Late Work:** You are required to submit the assignments by the due date. Late work is accepted up to a week after the due date with a penalty (10% for each day after the due date). I understand that life happens, however it is important that you manage your time wisely and communicate with me if you are struggling in this course. A handy tip is to set a calendar item or alarm on your phone to remind yourself of the due dates. The assignments will be locked one week after the due date.

**Extra credit:** There will be an opportunity to earn up to 150 points with the extra credit assignments. The assignments must be turned in by November 20, 2025-no exceptions. You can earn 50 extra points if you decide to write the extra (10) journals; up to 100 points for the extra essay. You can select one of the three assigned topics (topics will be posted on Canvas). Extra credit is intended to help improve your grade if you struggled with a writing assignment, but it is not meant to substitute for a missing essay.

**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 a 4-unit college-level English class. Expect to spend approximately 8-12 hours a week (depending on your skill level it could be longer than 12 hrs.) working on this class to be successful in a 4-unit course.

### Course Grading Based on Course Objectives

Assignments: (tentative)

Essays (rough/final draft) (5): 40%  
Writing assignments/participation: 15%  
Quizzes: 15%  
Journal (20): 15%  
Final: 15%

**Narrative Essay:** 1,000 words

**Film or literature review:** 1,000 words

**Argument:** 1,000 words

**Research:** 1,000 words

**See the grading scale below for letter grades:**



A 100-90  
B 89-80  
C 79-70  
D 69-60  
F 59 or Below

\*Extra credit (optional): 100 points (essay); 50 points (journal)

Deadline: 11/20/25

### 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.

### 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

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. See 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. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and 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.

### Classroom Etiquette

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**Electronic Devices:** Cell phones and electronic devices must be turned off or turned to silent mode and put away during class, unless otherwise directed by the instructor. Please be respectful to your instructor and your peers.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

### **Netiquette**

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) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **Academic Honesty**

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the importance of acknowledging and safeguarding intellectual property. There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

### **Plagiarism**

Plagiarism 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.

### **Cheating**

Cheating 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.

### **Consequences**

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following:

(a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c)

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communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## 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

### Tentative schedule

**Last day to drop with a "W": 11/1/25**

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 8/14	Class introductions (icebreaker)/Syllabus (Q &A) Pre-test (assessment) Intro. To Canvas MLA basics Intro. To Writing Process & genre Practice freewriting <b>Journal: (1) What do you expect to learn in this class? Why are you taking this class?</b>	<b>Purchase book</b> <i>Animal Farm</i>  <b>Due date: 8/21</b>  Topic for narrative essay: <b>8/21</b>
Week 2 8/21	Chapter 3-(Descriptive) Narrative Essay (elements of storytelling) 3.3-Glance at a Genre-The Literacy Narrative.  3.5 Writing Process: Tracing the Beginnings of Literacy  Chapter 4: Memoir of a Personal Narrative:  George Orwell biography  <b>Journal: (2) Describe a place where you felt the happiest. (3) Describe your perfect vacation.</b>	<b>Narrative essay:</b> (1,000 words)  (Rough draft) Peer review/ Writing conference #1/Journal check Due Date: <b>8/28</b>  (Final Draft): <b>8/28</b>
Week 3 8/28	Chapter 6: Proposal: Writing about problems and solutions.  6.2 Trailblazer; Book 170-172 (PDF 184-186) Discussion Q's: 1-6 172 (PDF 186)  Peer review (narrative essay) Writing conference #1	Discussion Q's 1-6: <b>9/4</b> (6.2)

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Journal: (4) What is the scariest story you ever heard? (5) Describe a scary situation you have experienced.	
Week 4 9/4	Library Tour (virtual)  6.3 Glance at Genre: Features of Proposals  6.4 Annotated Student Sample: "Slowing Climate Change" by Shawn Krukowski  6.5 Writing Process: Creating a Proposal  Journal: (6) What is your greatest fear and how did you conquer it? (7) Compare two theme parks (i.e., Universal Studios/Disneyland) (8) Write a review (book, film, TV series, Podcast, or videogame)	
Week 5 9/11	Chapter 7: Evaluation or Review: Would you recommend it; 205-207 (219-221)  7.1 Thumbs Up or Down?  7.2 Trailblazer  7.3 Glance at Genre: Criteria, Evidence, Evaluation  7.5 Writing Process: Thinking Critically About Entertainment  Peer review (proposal essay) Writing conference #2/Journal check  Journal: (9) What's your favorite color, place, food, book, song, or movie, and why? (10) How real are you on social media?	
Week 6 9/18	7.4 Annotated Student Sample: "Black Representation in Film" by Caelia Marshall; 211-216 (225-230) Discussion Q's: 1-5; 216 (230)  7.5 Writing Process: Thinking Critically About Entertainment; 216-224 (230-238)  7.6 Editing Focus: Quotations; 224-226 (238-240)  7.8 Spotlight on ... Language and Culture; 229-231 (243-245)	Discussion Q's: 1-5 (9/25) 7.4
Week 7	In class movie: <i>The Truman Show</i> or <i>Her</i>	



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
9/25	Journal: (11) What is something you would like to change about the world? (12) What is something you would like to change about yourself, or are you happy the way you are?	Book or Movie Review (essay): (1,000 words) (Rough draft) Peer review/ Writing conference #3 Due Date: 10/2 Final draft: 10/9
Week 8  10/2	Peer review (movie or literature review) Writing conference #2  Chapter 10 Position Argument: Practicing the Art of Rhetoric; 304 (317)  10.1 Making a Case: Defining a Position Argument  Journal: (13) Write a letter to someone that you always wanted to thank, but never had a chance to do so. (14) If you could time travel where would you go?	Quiz I <i>Animal Farm</i> : 10/9
Week 9  10/9	10.3 Glance at Genre: Thesis, Reasoning, and Evidence; 307-310 (321-324)  10.4 Annotated Sample Reading: "Remarks at the University of Michigan" by Lyndon B. Johnson  10.5 Writing process: Creating a position argument  Argument essay outline: 328 (342)  Journal: (15) Can graffiti be considered art? Should it be protected? (16) What are some impacts on climate change? (17) How has climate change affected your life?	Argument essay topic: 10/16
Week 10  10/16	10.8 Spotlight on ... Citation; 334-336 (348-350)  11 Reasoning Strategies: Improving Critical Thinking. 11.1 Developing Your Sense of Logic.  Journal: (18) Should college education be free? (19) Do machines (AI) present a threat to humans?	Argument (essay): 1,000 words (Rough draft) Peer review/ Writing conference #4 Due Date: 10/23 Final draft: 10/30
Week 11  10/21 & 10/23	11.3 Glance at Genre: Reasoning Strategies and Signal Words; 347-357 (361-371)  Peer review (argument essay) Writing conference #3	Quiz II <i>Animal Farm</i> : 10/28

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Journal: (20) If you could spend twelve hours doing anything you want, anywhere you want, how would you spend it?	
Week 12 10/28 & 10/30	<p>11.4 Annotated Sample Reading: from Book VII of The Republic by Plato; 358-363 (372-377) Discussion Q's: 1-4 363 (377)</p> <p>14 Annotated Bibliography: Gathering, Evaluating, and Documenting Sources 14.1 Compiling Sources for an Annotated Bibliography 14.2 Glance at Form: Citation Style, Purpose, and Formatting</p> <p>Journal: (21) Write about a mistake that turned out to be a blessing. (22) What advice would you give future generations who read this journal?</p>	<p>Discussion Qs 1-4: 11/4 (11.4)</p> <p>Annotated bibliography: 11/4</p>
Week 13 11/4 & 11/6	<p>13 Research Process: Accessing and Recording Information 13.1 The Research Process: Where to Look for Existing Sources;</p> <p>Journal: (23) If you had \$150,000 to spend in 24 hours or less, how would you spend it? (24) If you could have a superpower what would it be? (25) What place is on your 'bucket list' and why? (26) How concerned are about the future of this country?</p>	Research essay topic: 11/11
Week 14 11/11 & 11/13	<p>13.3 Glance at the Research Process: Key Skills; 425-426 (439-440)</p> <p>Journal: (27) Should Tik Tok be banned? (28) What news stories do you follow? (29) Do you trust your government? (30) What change do I most want to see in my world?</p>	<p>Research (essay): 1,000 words (Rough draft) Peer review/ Writing conference #5 Due Date: 11/18 Final draft: 11/20</p> <p>Quiz III <i>Animal Farm</i>: 11/20</p>
Week 15 11/18 & 11/20	<p>Peer review (research essay) Writing conference #4 16.3 Glance at Genre: Print or Textual Analysis Review for final test</p>	<p>Write a 500-word reflective essay that assesses your writing process, challenges, and growth. Due: 12/2</p>
Week 16 11/25 & 11/27	No school-Thanksgiving break	
Week 17 12/2	<p>Final Test (essay)</p> <p>Animal Farm</p>	

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

