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

I am looking forward to sharing the 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 #:	11285	Webpage:	None
Classroom:	**Real-Time Online**	Office #:	#2786
Semester Dates:	**August 11, 2025, to December 6, 2025**	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 and Times:	**Tuesday 5:30 p.m. – 9:45 p.m. on Zoom**	Office Phone #:	#760-355-5702 – My classes are online this semester. Sending me an email if best.
Mode of Instruction:	In a real-time online class, course meetings occur virtually on Zoom. The course meetings occur on scheduled days and times. At the start of the semester, a detailed schedule for the term, with Zoom meetings, will be posted on the syllabus and in Canvas. Click on the TechConnect Zoom Button on the left-hand side of the Canvas toolbar to access our meetings.	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

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 Cl000 – Formally English 110 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. Expect to spend **12 hours a week** working on this class in order to be successful in a 4-unit course.

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.

List of Class Assignments and Point Values

Course Check-in **Must be completed by Sunday August 17th by 11:59 p.m.**	1 X 10	10
Discussion Threads	20 X 10	200
Chapter Reflective Journals	5 X 25	125
Logical Fallacies	1 X 50	50
Song Analysis	1 X 100	100
Reflective Article Essays	4 X 25	100
Argument Essay	1 X 100	100
Works Cited Project	1 X 50	50
Research Essay	1 X 100	100
Writing Projects	3 X 15	45
Quizzes	6 X 20	120
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 August 17th by 11:59 p.m.** or you will be dropped from the course. During the semester, students must submit assignments to Canvas to continue their enrollment. Students who do not submit any assignments within a two-week period, 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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

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.

- 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.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction**.
- 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.

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. Students may use AI as part of their research and preparation for assignments, or as a text editor, **but text that is submitted must be written by the student.** 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.

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.

Anticipated Class Schedule/Calendar

The Assignment Calendar is Subject to Change; Changes Will Be Announced

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
Week One **Tuesday August 12th** Course Introduction, MLA, Works Cited	• **Check-in Discussion Post – must be completed by Sunday August 17th or you will be dropped from the course.** • Works Cited Quiz • Heading, Header, Title, Paragraph
Week Two **Tuesday August 19th** Propaganda, Logical Fallacies, Ethos Logos, Pathos, Works Cited	• Discussion Thread One • Discussion Thread Two • Capitalization Writing Project • Works Cited Draft
Week Three **Tuesday August 26th** Resistance Movement One – The Civil Rights Movement, Words to Avoid, Introductions and Conclusions	• Two-page reflective essay on "What My Dad, Malcolm X, Taught Me." • Introduction to *We Gotta Get Out of This Place: The Soundtrack of the Vietnam War* Reflective Journal • Discussion Thread Three • Works Cited Project • Introductions Quiz
Week Four **Tuesday September 2nd** Introduction to Vietnam	• Chapter One "'Goodbye My Sweetheart, Hello Vietnam' The Soundscape Takes Shape" Reflective Journal • Logical Fallacies Project • Discussion Thread Four • Discussion Thread Five • Words to Avoid Quiz • Plagiarism Quiz
Week Five **Tuesday September 9th** Resistance Movement Two – The Anti-Vietnam War Movement	• Chapter Two "'Bad Moon Rising' The Soundtracks of LBJ's War" Reflective Journal • Discussion Thread Six • Discussion Thread Seven

	• Paragraph Structure Quiz
Week Six **Tuesday September 16th** Resistance Movement Three – The Youth Movement	• Chapter Three "'I-Feel-Like-I'm-Fixin'-To-Die' Protest, Pot, Black Power, and the (Psychedelic) Sound of Nixon's War" Reflective Journal • Discussion Thread Eight • Discussion Thread Nine
Week Seven **Tuesday September 23rd** Resistance Movement Four – The Native American Movement, Commas, Argument Review	• Chapter Four "'Chain of Fools' Radios, Guitars, Eight Tracks (and Silence in the Field)" Reflective Journal • Discussion Thread Ten • Commas Quiz
Week Eight **Tuesday September 30th** Resistance Movement Five - The Women's Movement	• Argument Essay Due • Discussion Thread Eleven • Discussion Thread Twelve
Week Nine **Tuesday October 7th** Resistance Movement Six – The Environment	• Two-page Reflective Essay on "Honoring the Mothers of Environmental Justice." • Chapter Five "'What's Going On' Music and the Long Road Home" Reflective Journal • Discussion Thread Thirteen • Discussion Thread Fourteen
Week Ten **Tuesday October 14th** Resistance Movement Seven – The Farm Workers Movement	• Two-page Reflective Essay on "Courage in the Fields: The Amazing Story of Dolores Huerta and the Delano Grape Strike." • Discussion Thread Fifteen • Discussion Thread Sixteen
Week Eleven **Tuesday October 21st** Resistance Movement Eight – The Hippie Movement, Song Analysis	• Two-page Reflective Essay on "Income and Income Inequality Are a Matter of Life and Death: What Can Policy Makers Do about It?" Discussion Thread Seventeen • Discussion Thread Eighteen
Week Twelve **Tuesday October 28th** Research Introduction	• Song Analysis Essay Due
Week Thirteen **Tuesday November 4th** Resistance Movement Nine – The Gay Rights	• Discussion Thread Nineteen
Week Fourteen **Tuesday November 11th** End of Vietnam discussion	• Discussion Thread Twenty
Week Fifteen **Tuesday November 18th**	• Research Essay Due

Lab as needed by appointment	
Thanksgiving Week – No Class	• No assignments due this week
Week Sixteen **Tuesday December 2ⁿᵈ** Final class - questions	• Work on turning in late assignments if necessary