Basic Course Information

Semester:	**Fall 2025**	Instructor Name:	**Olivia Garcia**
Course Title & #:	**ENGL C1000 -- Academic Reading and Writing**	Email:	**olivia.garcia@imperial.edu**
CRN #:	**11353**	Office #:	**2791**
Class Dates:	**Aug. 11-Dec. 5, 2025**	Office Hours:	**ZOOM ONLY Monday 9:00 am-10:00 am Tuesday 9:00 am-10:00 am Wednesday 9:00 am-10:00 am Thursday 9:00 am-10:00 am**
Units:	**4**	Office Phone #:	**(760) 355-6518**
		Class Format/Modality:	**ONLINE**

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

REQUIRED TEXTS:

- ***The Anxious Generation*** by Jonathan Haidt
  - You are required to purchase either the hardcover or paperback version (the hardcover may be a bit easier to write on, and it's only 98 cents more than the paperback, *BUT* that's up to you). Though there are a Kindle and audio version option through Amazon (and other illegal versions available online), **you will be required to submit HANDWRITTEN annotations directly on the pages of the book for a number of assignments.**
    - **If additional or alternative needs are required, please email me immediately.**
  - Other readings will be provided online
- **MLA style handbook**
  - **A Pocket Style Manual** (9th edition) by Diane Hacker and Nancy Sommers
- **Good college-level dictionary**; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

REQUIRED MATERIALS:

- **Standard 8 ½ x 11 in. notebook paper**: this can be loose-leaf paper or a spiral-bound notebook
  - DO NOT USE any style of this type of [notebook](#).
- **Black or blue ink PENS:** the kind of pen is up to you
  - DO NOT USE pencil or any white out.
- **Regular computer access**: if you don't have a personal computer/laptop, you should have *access* to one weekly
  - Using the Canvas app on your phone usually causes problems getting started or opening/submitting assignments
    - Should you encounter app issues, that does not equal extended time or allowance for late submission: you are required to make sure that you can see all assignments, explanations, and videos and can submit work on time every week.

Course Requirements and Instructional Methods

The 16 weeks of the semester are separated into **UNITS** breaking down the writing process. The topic focus will come from the book ***The Anxious Generation*** **by Jonathan Haidt** and the writing process itself. You can see on the Canvas **Home** page the breakdown of the entire semester. Within each unit, you will see these assignment types:

- **Information Pages:** provide a basic summary of what the unit or assignment is; do not skip these as you will lose valuable information.
- **Assignments:** the required writings that build to the Final Draft: Self-evaluation; each UNIT focuses on a step of the writing process, as do the assignments.
- **Discussions:** weekly online small group or whole-class discussions to guide you through understanding *The Anxious Generation* and the writing process.
- **Surveys/Quizzes**: assignments that provide some "padding" to your grade, usually to gauge understanding of course content.
- **Tutoring Review Sessions**: continuous, biweekly reviews for assignment maintenance (assignment explanation and details on Canvas in the **Course Orientation** module).

The information in this **Course Orientation** module and the following **Fall 2025 Project Information** module front load all the information you need for the entire semester. It's a lot of reading--and a lot of information, period--but I'm letting you know about the whole class; I don't do secrets, pop quizzes, or generally hold information from you. You have all you need from me, at all times. Something I don't tolerate well is "I didn't know", because what that actually means is: "I didn't bother to read." DO NOT misunderstand what I just wrote: I have absolutely no problem with questions and helping you out because you truly don't understand something, an explanation wasn't as clear as I thought, or you simply want to make sure you're doing what's expected. But there is a difference between "I don't know" because you didn't even bother and "I don't understand". Prepare yourselves appropriately, please.

Course Grading Based on Course Objectives

Grading scale: Standard A-F (100%-0%) scale

Assignment Group	Weight (Percent of class)
Quizzes/Surveys	5%
Tutoring Session Reviews	15%
Discussions	10%
UNIT 1: PREWRITING	30%
UNIT 2: DRAFTING	10%
UNIT 3: REVISING	15%
UNIT 4: EDITING	5%
UNIT 5: EVALUATION	10%
TOTAL	**100**%

Some Grade Details

- **Grading writing assignments takes time.** It can take anywhere from 15 minutes to 45 minutes *per* ONE assignment. Multiply that by 30 students and that's a lot of time for ONE class; multiply that by 4 other classes and that's more than a full-time job; multiply that time by other job responsibilities, plus life responsibilities. Additionally, I cannot grade all those assignments straight through--I *have* to take breaks. Many assignments are simply checked off so that I know something is handed in; other assignments have attached rubrics; other assignments require some explanation if full credit is not achieved. Please know that I am working every day for you to know how you're doing, but it. Just. Takes. Time.
  - o You are more than welcome to review work with me before you submit and receive a grade, and you can also go over an assignment with me after it's received a score so you know what corrections are needed as you move forward.
- **Grade Notifications. You have access to your grades 24/7: just click the "Grades" link** in Canvas on the left side margin; you don't have to wait for a notification to be sent or an announcement from me. However, if you have your **Canvas notifications** set up appropriately, you will receive an email or message through the Canvas app

every time an assignment has been graded. Additionally, **I will send out an Announcement every few assignments,** just as a reminder to check your grades**.**

- **Each assignment explanation has a grading section that explains how it is graded and what is required to earn full credit.** Some assignments also have a rubric which explains the specific details that will be checked; other assignments may simply be accepted as turned in; still other assignments will be graded automatically as it's turned in. Read carefully to know how any particular assignment is graded.
  - o Additionally, do not assume that similar assignments are exactly the same. There will be some minor changes or differences here and there, so make sure that you read through all explanations carefully and ask questions immediately.
- **Assignments that do not receive full credit will generally have a written explanation in the comments section or on the assignment itself.** All feedback is always accessible to you in your **Grades** section. Before asking any questions about why you may not have received full credit or may have received a zero (0), read the comments on the assignment.
- **If an assignment is eligible for a redo, I will inform you of that, what needs to be done, and by when it needs to be resubmitted.** You cannot choose to redo an assignment just because you don't like the score you received.

LATE WORK: *Communicate. With. Me. First. And. Always.*

There are **NO late deadlines** for any assignment, discussion, survey, or tutoring review. You are given **ONE "free" late pass** for a **writing assignment** of your choosing, but you must disclose your use of the late pass **no later than the due date** of the assignment for which it is being used.

- This late pass is only good for **one extra week** and must be used within that week of time for the particular writing assignment.
  - o It **cannot** be used for discussions, as those require interaction with classmates/group members; nor can it be used for tutoring, as that is an on-going, biweekly requirement.
- The late pass does not automatically assign full credit to an assignment but will allow for eligibility of full credit through to the late submission.
  - o Should the work meet the requirements of the assignment fully, then it can receive full credit.
  - o Should the work *not* meet the requirements of the assignment fully, then it will receive partial credit according to the grading standards of the assignment.
    - ▪ Even if the assignment does not receive full credit, once the late pass has been used, there is no additional opportunity to submit late.

If you keep your late pass to the end of the semester, it does not get "turned in" for any additional credit. It is simply an accommodation offered for that "emergency" moment.

Extra credit

None.

With one "exception": additional Tutoring Review Sessions beyond the required ONE every two weeks will receive added credit. See explanations on Canvas in the **Tutoring Review -- SEMESTER REQUIREMENT**, the "Grading" section of the **Fall 2025 Project Information** UNIT, and the **Tutoring Review** assignment pages.

Updated 11/2024

Academic Honesty (Artificial Intelligence -AI)

IVC's Statement: 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.

My Statement: When it comes to AI and all other technological methods, there is wise use and unwise use. I have no issue with *using* resources wisely, but the problem is that with the newness of the technology, most students don't have the skills to use the resources to the best of their ability and instead end up being *used by the technology,* which is unwise use. The reality is that we don't teach students HOW to use technology anymore; there is a highly erroneous and devastating assumption that because the more recent generations have grown up with technology from their cribs that they know how to use it. Sadly, many of you don't know how to use Word or Google Docs, conduct appropriate internet searches for information, or write emails, let alone how to appropriately use AI so it's of actual benefit rather than a cheating tool. Some of you may be teaching yourselves, and that's great, but as a whole, the education system is not doing its job of teaching and preparing students to use the tools that will be prevalent in their jobs and society.

I don't like AI at all, not the way it's being pushed on us, not the way it's been used, not the way it's being talked about in messianic terms. If we could AI to do the dishes, clean the house, do laundry, and other menial tasks such as these, I'd be first in line to use it. What I don't like is the way it's taking over human minds. It's a machine and it is programmed one way, so the way students use it all sounds the same. I'm not asking for rocket science in my class; I am asking for each person to *THINK.* I don't care if you think differently from me; you *should!* You're not me! I want to "hear" your voice, see your skills, and watch you strengthen those abilities. Cheating of any kind, but now, most prevalently with AI, is NOT your thoughts.

- One additional comment: many of you learned English as a second language, and some of you may still greatly struggle with the language. There is a difference between learning English to use it socially and learning to use it academically and professionally. We are not using social language in this class: we are using academic/professional language. Using translation tools to "help" you write in English doesn't actually help. It's another AI tool that does the work for you, and again, sounds like the machine it is. I would prefer that your work through your errors to show you're learning and watch as your skill builds over the semester than to see a machine be your brain. If you have two languages in your brain, you're actually doing really well. Build that skill!

If you actually want to learn, talk to me. If you don't actually want to learn, and you decide to cheat--in any way, shape, or form--then don't get caught. If and when you do get caught, understand that the consequences can result in failing an assignment, up to being removed from the school. Please be sure you are clear about what constitutes *any* kind of cheating, and, if you are making the effort to do the work yourself and have concerns, all you have to do is talk to me ahead of time.

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

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 important 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 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 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 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) 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.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and *will do so without the assistance of others* (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;

- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

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

Week/Date	Assignment	Due Date
WEEK 1 Mon. Aug. 11-Mon. Aug. 18	Course Orientation/Fall 2025 Project Info. modules Course Orientation Quiz Discussion 1 Assignment 1 (A1): *The AG*: "Introduction"	 WEDNESDAY, 8/13/2025, 11:59 PM MONDAY, 8/18/2025, 11:59 PM MONDAY, 8/18/2025, 11:59 PM
WK 2 Tues. Aug. 19-Mon. Aug. 25	*UNIT 1: PREWRITING* Discussion 2 A2: *The AG* CH. 1 Annotations	 8/22/2025 & 8/25/2025, 11:59 pm 8/25/2025, 11:59 PM
WK 3 Tues. Aug. 26-Mon. Sept. 1 (Labor Day Holiday)	Discussion 3 Quiz: *The AG/Pocket…Manual* Books OPTION 1: Topic Choice A3: *The AG*: Ch. 2-4 Annotations Tutoring Review Session (TRS) 1	8/29/2025 & 9/1/2025, 11:59 pm 9/1/2025, 11:59 pm 9/1/2025, 11:59 pm 9/1/2025, 11:59 pm 9/1/2025, 11:59 pm
WK 4 Sept. 2-8	Discussion 4 A4: *The AG*: Ch. 5 Annotations A4a: Quiz: *The AG* Works Cited entry	9/5/2025 & 9/8/2025, 11:59 pm 9/8/2025, 11:59 pm 9/8/2025, 11:59 pm
WK 5 Sept. 9-15	Discussion 5 A5: *The AG*: Ch. 6-7 Annotations TRS2	9/12/2025 & 9/15/2025, 11:59 pm 9/15/2025, 11:59 pm 9/15/2025, 11:59 pm
WK 6 Sept. 16-22	Discussion 6 A6: *The AG*: Ch. 8 Annotations	9/19/2025 & 9/22/2025, 11:59 pm 9/22/2025, 11:59 pm
WK 7 Sept. 23-29	Discussion 7 A7: *The AG*: Ch. 9-10 Annotations TRS3	9/26/2025 & 9/29/2025, 11:59 pm 9/29/2025, 11:59 pm 9/29/2025, 11:59 pm
WK 8 Sept. 30-Oct. 6	Discussion 8 A8: *The AG*: Ch. 11-Conclusion Annotations	10/3/2025 & 10/6/2025, 11:59 pm 10/6/2025, 11:59 pm
WK 9 Oct. 7-13	Discussion 9 A9: Informal Outline TRS4	10/10/2025 & 10/13/2025, 11:59 pm 10/13/2025, 11:59 pm 10/13/2025, 11:59 pm
WK 10 Oct. 14-20	Discussion 10 A10: Research Annotation A11: Annotated Bibliography	10/17/2025 & 10/20/2025, 11:59 pm 10/20/2025, 11:59 pm 10/20/2025, 11:59 pm
WK 11 Oct. 21-27	UNIT 1 Survey *UNIT 2: DRAFTING* Discussion 11 Topic Choice with Informal Thesis Essay Assignment 1 (EA1): FORMAL OUTLINE TRS5	FRIDAY, 10/24/2025, 11:59 pm 10/24/2025 & 10/27/2025, 11:59 pm 10/27/2025, 11:59 pm 10/27/2025, 11:59 pm 10/27/2025, 11:59 pm
WK 12 Oct. 28-Nov. 3	Discussion 12 (Last Discussion) EA2: Rough Draft 1	10/31/2025 & 11/3/2025, 11:59 pm 11/3/2025, 11:59 pm
WK 13 Nov. 4-Nov. 10 (Veterans' Day Holiday)	UNIT 2 Survey *UNIT 3: REVISION* EA3a: Rough Draft 1 Essay Review Assigned EAeb: Rough Draft 1 Handwritten Revisions TRS6	FRIDAY, 10/31/2025, 11:59 pm Due in Week 14 11/10/2025, 11:59 pm 11/10/2025, 11:59 pm
WK 14 Nov. 11-17	EA3a: Rough Draft 1 Essay Review Due EA4: Rough Draft 2 REVISIONS	11/17/2025, 11:59 pm 11/17/2025, 11:59 pm
WK 15 Nov. 18-SATURDAY Nov. 22 (Assignments due before Thanksgiving Break)	UNIT 3 Survey *UNIT 4: EDITING* EA5: Rough Draft 3 EDITING TRS7 (Last tutoring assignment)	FRIDAY, 11/21/2025, 11:59 pm SATURDAY, 11/22/2025, 11:59 pm SATURDAY, 11/17/2025, 11:59 pm
THANKSGIVING BREAK -- NOVEMBER 24-29, 2025 – No Work Assigned or Due		
WK 16—FINALS WEEK Mon. Dec. 1-Thurs. Dec. 4	*UNIT 5: EVALUATION* CLASS FINAL Part 1: Final Draft (Instructor use) CLASS FINAL Part 2: Final Draft: Self-Evaluation	 THURSDAY, 12/4/2025, 11:59 pm THURSDAY, 12/4/2025, 11:59 pm

Subject to change without prior notice

Updated 11/2024