



### Basic Course Information

Semester:	Fall 2025	Instructor Name:	Alan Pereda
Course Title & #:	ENGL C1000: Academic Reading and Writing (11438)	Email:	alan.pereda@imperial.edu
CRN #:	11438	Webpage (optional):	N/A
Classroom:	Asynchronous	Office #:	N/A
Class Dates:	Asynchronous	Office Hours:	TBA
Class Days:	Asynchronous	Office Phone #:	N/A
Class Times:	Asynchronous	Emergency Contact:	N/A
Units:	4.00	Class Format/Modality:	Asynchronous

### 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**

All readings and videos will be found on Canvas.

We will be reading about the writing process itself and most of our texts will be selected articles and chapters from larger works that focus on everyday, historical and social issues.

MLA / Works Cited help:

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_general\\_for\\_mat.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_for_mat.html)

### **Course Requirements and Instructional Methods**

Reading/s & Participation: As a part of the class, it is important you read all of the assigned readings. Make time for reading so that you will have input to bring into discussions on Canvas and help make the class as generative as possible for others and your own writing assignments.

There will be a variety of readings in this course. Our readings will consist of texts that help you with the writing process; selections that we will read and discuss on Canvas; and we will also be working with some visual texts in the form of docufilms (these viewings are considered a part of the readings because you are expected to 'read' them the same way you would written texts and be ready to talk about them on the Canvas discussion board).

Canvas / One-Pagers: We will have weekly Canvas discussion board posts this semester. You will be asked to write an original post of yours and comment on at least two posts of your peers. These Canvas discussions are a way to communicate with your peers, so it is important you fully participate in these discussions.

There will be One-Pager assignments this semester as well and each is connected to our readings. A One-Pager is literally one page of your own writing on your own personal takeaways from an assigned reading or viewing. One-Pagers require you to exercise certain skills such as critical thinking, analysis, (some) research and even



creative writing. These One-Pagers will be graded holistically. **However**, these One-Pagers should show that you are “working” with the texts you are writing about and that you have read or watched them in full. Treat the One-Pagers as exercises for your full essays and to keep you writing consistently throughout the course.

**This class has three formal essay assignments.** There will be a persuasive paper (with outline, first draft, peer review, final draft and reflection submissions), a rhetorical analysis paper (with first draft, peer review, final draft, reverse outline and reflection submissions) and an argumentative / research paper (with annotated bibliography and Canvas reflection). Each essay can be resubmitted for a better grade after feedback is given. All formal essay assignments should be in proper MLA format.

**To clarify:** Your persuasive and rhetorical analysis essays will have first drafts, peer reviews, final drafts and reflections. Only your persuasive essay will have an outline due before your first draft. Only your rhetorical analysis paper will have a reverse outline due. These outline assignments are for you to practice organization and revision techniques for your final essay. Though your final argumentative / research essay will not have any outlines due, you are encouraged to outline and reverse outline your final paper on your own to submit your best work possible.

The reason why your final essay does not have outline or first draft due dates is because it is an essay that entails more work on your end for research and you will be submitting an annotated bibliography before your final draft.

**Persuasive Essay:** This will be a **three page** essay where you will write on *a topic of your choice*. You will be writing to persuade the reader / audience to view the topic you have chosen in a specific way. This essay will not require a works cited page, rather I want the essay to be a way for you to focus just on writing and being as engaging as possible. This essay involves an outline, a first draft with instructor feedback, two peer reviews, and a final draft. Your persuasive essay final draft will include a reflection (one page length) at the end of your essay. So, in essence, this will be a four page assignment - three pages of your own writing + your reflection on writing the essay.

**Rhetorical Analysis Essay:** This will be a **four page** essay where you select a text (this can be a written, aural or visual text) and critique it / break it down critically and rhetorically. *The topic is of your choice*. You will analyze the way the author/s address the topic they are talking about and the techniques they use to influence readers, listeners and / or viewers. This essay requires you to use at least two outside sources (your primary text and one secondary text), so you will need to also have a works cited page (separate from the required page count) with these sources listed. Like the persuasive essay, you will also be turning in a first draft, receive feedback, and complete two peer reviews. The final draft of your rhetorical analysis paper must have four pages of your own writing + a works cited page with at least two entries.

The week after the final draft of your rhetorical analysis essay is due, you will turn in a reverse outline of your rhetorical analysis essay along with a reflection (one page length) on your process of writing the rhetorical analysis essay. I am separating the reflection for this essay by a week compared to the previous essay so you might use any instructor feedback in your reflection as well as your reverse outlining process.

**Annotated Bibliography:** The annotated bibliography is connected to the argument / research paper. It will consist of one primary source entry and four secondary source entries in MLA format accompanied with single paragraphs (one paragraph per entry) describing the source and how you will use it in your argumentative / research paper. There will be examples provided on Canvas for you.

**Argumentative / Research Essay:** This will be a five - six page length (**no more than six**) paper where you state an argument, present a counter argument and include research to back up your own position or further inform about the topic you are covering and / or the counter argument. *The topic is of your choice*. The paper must be



in MLA format and have a works cited page with at least five entries (your primary source and four secondary sources which is separate from the required page count). The annotated bibliography is a component of this final essay, meaning it is coupled with your essay for the final grade you receive. The reason for this is to ensure you are working on your essay with enough time before the final deadline. Remember, research takes time. You need time to search for sources, read them, think about them and how you will use them in your research essay, and ultimately settle on a select few sources which you feel will serve your paper best.

The reflection for the argumentative / research essay will be a Canvas discussion board post the week after the final draft due date. The reason for your final reflection being on Canvas is because I want you to read others' reflections and comment on at least two of your peers.

### Course Grading Based on Course Objectives

Grade Breakdown:

A = 100%-90%, B = 89% - 80%, C = 79% - 70%, D = 69% - 60%, F = 59% - 0%

Participation / Canvas Posts / One-Pagers: 30%

Persuasive Essay: 20%

Rhetorical Analysis Essay: 20%

Argument / Research Essay w/ Annotated Bibliography: 30%

**Important Grading Note for Formal Essays:** All components of an essay, such as any outlines, drafts and peer reviews, are required to be done in order for the final draft to be accepted. Unless you have entered into an agreement with me for a different timeline on due dates, if you turn in a final draft without having turned in any of the previous requirements, your paper stands to be not accepted. Please be mindful of this and communicate with me if you need any extra time.

Canvas Posts / One-Pagers Late Work Policy: All Canvas posts and One-Pager assignments (not your formal essays) are due by the deadlines. This is to keep the class flowing. Please try not to miss much of these assignments as it can add up to affect your overall grade. These posts and one-pagers are worth 30% of your grade - this is because participation matters. In an online course, communication must be visible. Please be active on the Canvas discussion boards.

Formal Essay Late Work Policy: For your formal essay assignments, for every day your essay passes the deadline, it will come down 5%. For example, two days late means a 90% maximum grade. If a formal essay is turned in three days late, the maximum grade will be 85%. And so on ... You can see that turning in your papers on time is for your best. This is not to penalize anybody, rather it's to be able to give as immediate feedback as possible and prevent students turning in work extremely late and piling up grading. Consistent, on-time feedback and grading is difficult in a late start course if students are turning in work late and on various dates.

Late Pass: Every student will receive one late pass for any of the major formal assignments (**your three formal essays**). The late pass can only be used for up to one week after the original due date. If this week passes, the assignment will be considered not turned in and will receive late penalties equivalent to the formal essay late work policy. This means that you can still receive some points for your work, but it will obviously be heavily impacted grade wise (the maximum grade for a paper turned in after 7 days, for example, is 65%). You must let



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me know that you are using this late pass by writing “**I Am Using My Late Pass**” at the top of the essay, right above your essay title, when you do turn it in.

**LATE PASS NOTE:** The flip side of this late pass is that I reserve the right to not give feedback on these late pass papers. This is in the case that I receive multiple late pass papers at once one week after the original deadline and inputting grades is more pressing than giving immediate feedback. For the most part though, I will *try* to give at least *some* feedback under these circumstances, but no promises.

The deadlines are made pretty flexible grading wise so that you don’t stress too much and just try writing actively. I have tried providing enough cushion for those who need a little extra time in a late start course.

**IMPORTANT LATE PASS NOTE REGARDING FINAL ESSAY:** Because of the late start nature of the course, the due date for the final formal essay will be the final week of this course. Keep this in mind when planning time. This end of semester deadline basically nulls the late pass.

**Personal Circumstances:** If you are experiencing any personal difficulties that are making it hard to meet deadlines, please communicate that with me ASAP and we can work out a schedule for getting your work turned in. I want you to pass the class, but we can’t come up with solutions unless we communicate.

### 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.

There is a lot of potential for A.I. use and how it can make certain processes more efficient, but it is highly important to understand that relying on A.I. is detrimental to you developing skills that are necessary. Actions like reading, writing, revising, editing, and reflection all take time. I want to read *your own writing*, and you should want to read and write for yourself as well.

Please, do not use A.I. to write your essays. This is no different than having another person do your work. If you rely on A.I. to do the work for you, you are damaging your own potential.

### 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.



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We are here to support you and ensure that you have equal access to all course materials.

## Course Policies

**Netiquette**: Please follow the Golden Rule. Treat others the way you would want to be treated. Keep all emails and discussion board posts respectable.

**Attendance**: You are expected to participate fully in this course. If you miss multiple straight assignments or many assignments throughout the semester with absolutely no attempts at communication, **your late work will not be accepted**. Please, communicate with me if you are experiencing any difficulties as soon as you can and don't wait weeks to do so.

**Academic Honesty**: It is important for you to read, write and think for yourself. Discussion, collaborative brainstorming, feedback, etc. is all important too. But, do not have others do the work for you. Do not rely on A.I. to do the work for you. Academic honesty = putting in the work yourself, for yourself.

## Other Course Information

### 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

\*\*\* This is a planned schedule. But, the schedule can change at any time according to any necessary switch, emergency or majority class vote. Any changes of this kind will be announced on Canvas to all students. \*\*\*



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 September 8 - 14	Syllabus / Intro, Auto-Poems, Thoughts on Reading & Writing Discussion, Paragraphing, MLA Basics <b>Readings</b> on Writing: <b>Read</b> "What Is 'Academic' Writing" by L. Lennie Irvin <b>Read</b> Trish Hall's "Coming up with Ideas" <b>Read</b> "Developing a Thesis" <b>Read</b> "Why Visit Your Campus Writing Center?" by Ben Rafoth	Auto-Poem with 2 peer comments due by September 8, Thoughts on Reading post with 2 peer comments due by September 10, Thoughts on Writing post with 2 peer comments due by September 12, MLA formatting quiz due by September 14
Week 2 September 15 - 21	Persuasive Essay Prompt Choosing Interesting Topics for Persuasive Writing Simple Outlining / Reverse Outlining / Skeleton Draft vs. First Draft <b>Readings</b> on Writing: <b>Read</b> "So You've Got a Writing Assignment. Now What?" by Corrine E. Hinton <b>Read</b> selections from Peter Frederick's <i>Persuasive Writing: How to Harness the Power of Words</i>	Canvas Discussion Board Post with two peer comments due by September 17, Persuasive Essay Outline / Skeleton Draft due by September 19
Week 3 September 22 - 28	Persuasive Example Topic - Questioning the Idea of Family: <b>Read</b> selections from Sophie Lewis' book <i>Abolish the Family</i> <b>Readings</b> on Writing: "Drafting and Revising" and "Editing and Proofreading" by Kirsznner & Mandell	One-Pager on Lewis due by September 24 Persuasive Essay Draft due by September 26 Canvas Discussion Board Post with two peer comments due by September 28
Week 4 September 29 - October 5	Persuasive Essay Peer Review / Instructor Feedback Edit / Revise Your Persuasive Essay	2 Persuasive Essay Peer Reviews due by September 29 Canvas Discussion Board Post with two peer comments due by October 1, Persuasive Essay Final Draft with Reflection due by October 5
Week 5 October 6 - 12	Critical Analysis and Rhetorical Analysis Rhetorical Analysis Essay Prompt Example Topic - Language / Identity: <b>Read</b> Gloria Anzaldua's "How to Tame a Wild Tongue" and "Tlilli, Tlapalli: The Path of the Red and Black Ink" from <i>Borderlands / La Frontera</i> <b>Read</b> bell hooks "Language" from <i>Teaching to Transgress</i> <b>Readings</b> on Writing: "Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis" by Laura Bolin Carroll	One Pager due by October 12, Canvas Discussion Board Post with two peer comments due by October 12





Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 6 October 13 - 19	Example Topic - Black Representation: <b>Watch</b> Marlon Riggs's <i>Ethnic Notions</i> Persuasive Essay Peer Review / Instructor Feedback	Rhetorical Analysis First Draft due by October 15, Canvas Discussion Board Post with two peer comments due by October 17, 2 Rhetorical Analysis Essay Peer Reviews due by October 19
Week 7 October 20 - 26	Annotated Bibliography, Research Practices Reverse Outline (Revisited) Example Topic - Black Images: <b>Read</b> selections from Legacy Russell's <i>Black Meme</i>	Canvas Discussion Board Post with two peer comments due by October 24, Rhetorical Analysis Essay Final Draft due by October 26
Week 8 October 27 - November 2	Argumentative / Research Essay Prompt Possible Topics for Argument and Research <b>Readings</b> on Writing: <b>Read</b> "Types of Argumentation" chapter from <i>Informed Arguments: A Guide to Writing and Research</i> by Terri Pantuso, Sarah LeMire, and Kathy Anders	Rhetorical Analysis Essay Reverse Outline with Reflection due by October 31
Week 9 November 3 - 9	<b>Readings</b> on Writing: <b>Read</b> "Why Facts Matter, Even When They Don't" and "Focus. Be Specific. Prune. And Kill the Jargon." by Trish Hall	Canvas Discussion Board Post with two peer comments due by November 9
Week 10 November 10 - 16	Can Arguments Be Read Into Docufilm? <b>Watch</b> Chantal Akerman's <i>From the Other Side</i>	Canvas Discussion Board Post with two peer comments due by November 16
Week 11 November 17 - 23	Check-In week / Conferences	Annotated Bibliography due by November 21
Week 12 November 24 - 30	<b>***Thanksgiving Break***</b>	<b>No due dates</b>
Week 13 December 1 - 7	Check-In week / Conferences	Argumentative / Research Final Draft due by December 4, Canvas Discussion Board Post - Final Essay Reflection with two peer comments due by December 5.

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