



## Basic Course Information

Semester:	<b>Fall 2025</b>	Instructor Name:	<b>Rosalie ONeal</b>
Course Title & #:	<b>ENGL 105</b>	Email:	<b>Rosalie.oneal@imperial.edu</b>
CRN #:	<b>11491</b>	Webpage (optional):	<b>imperial.instructure.com</b>
Classroom:	<b>212</b>	Office #:	<b>2781</b>
Class Dates:	<b>August 11th-December 6th</b>	Office Hours:	<b>Mon &amp; Wed: 1-2 pm; Tue: 6-7 pm (Office 2781) Thu: 6-7 pm (Email, Zoom, Pronto)</b>
Class Days:	<b>Monday &amp; Wednesday</b>	Office Phone #:	<b>760-355-6354</b>
Class Times:	<b>11:20-12:45 pm</b>	Emergency Contact:	<b>Lency Lucas- 760-355-6337</b>
Units:	<b>5</b>	Class Format/Modality:	<b>Hybrid</b>

## Course Description

The standard course in first-year English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. This version of first-year English incorporates a lab component to provide intensive instruction in reading, writing, research, and critical thinking skills to aid in student success. Limitation on Enrollment: Course not open to students with a C or higher in English 110. (C-ID: ENGL 100) (CSU/UC).

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

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 and at least one full-length novel, play, or non-fiction book, without relying on outside sources for assistance.
4. Develop essays that avoid sentence-level and grammatical errors.

## Course Objectives

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

1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose error-free essays that avoid sentence-level and grammar problems
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions

5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes, such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate
6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic)
7. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
9. Demonstrate a command of rules regarding plagiarism and academic ethics
10. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
11. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
12. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts
14. Review and apply foundational writing skills including grammar and sentence structure.
15. Read model essays and the work of peers to identify strengths and/or weaknesses.
16. Read and evaluate texts for relevancy, appropriateness, and accuracy

## Textbooks & Other Resources or Links

This course uses Open Educational Resources (OER). This means that all texts and readings you will use this semester are provided for free here and on Canvas (links are also located on Canvas). In addition to several articles and short texts, you will have a main textbook, ***Writing, Reading, and College Success...*** by Kashyap and Dyquisto, and a novel, ***Frankenstein***, by Mary Shelley, which you will need to read in order to complete assignments throughout the semester. Finally, you will watch ***Frankenstein***, the 1931 movie.

- Textbook: [\*Writing, Reading, and College Success: A First-Year Composition Course for All Learners\*](#): (Kashyap and Dyquisto)
- Novel: [\*Frankenstein or, The Modern Prometheus\*](#) by Mary Wollstonecraft (Godwin) Shelley:
- Movie (1931): [\*Frankenstein\*](#)
- Audiobook: [\*Frankenstein\*](#) by Nolan Reads (optional alternative media source)



**Note:** The novel listed here is the free Gutenberg eBook version, but you may still wish to purchase a physical copy for yourself and that is perfectly OK as well. You can buy a copy just about anywhere online, including Amazon. Just be sure any copy you purchase is unabridged. The only difference will be in how you cite your source. If you are using the Gutenberg eBook, you may use the online tool below, Hypothesis.is, to annotate your text.

## Optional-resources and tools:

### MLA/works cited:

- [The OWL: Purdue Online Writing Lab](#)
- MLA Handbook (OFFICIAL) 9th Edition by The Modern Language Association (Author) Publisher : Modern Language Association of America; 9th edition (April 22, 2021) ISBN-13 : 978-1603293518

**Online dictionaries:**

- [Webster's New World College Dictionary](#)
- [Miriam Webster Dictionary](#)
- [Grammar handbook](#)

**Other online resources:**

- [Hypothes.is](#) (online annotator)

## Course Requirements and Instructional Methods

In this Hybrid English 105 course, subject matter and skills are introduced and practiced during our weekly meetings *and* in our online Canvas course. Instructional methods include lectures, demonstrations, whole class discussion, group discussions, assignments, journals, and feedback on written work. Completion of assignments, attendance, and participation is required to pass the class.

**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. That means that you should put aside at least *fifteen hours a week* for your five-unit English 105 course.

**See schedule at bottom of syllabus for tentative timeline. More details will be provided in Canvas:**

**What you will do in class:**

- Participate during **lecture**
- Individual and group **activities/discussions**
- **Library visit** and MLA scavenger hunt
- **Writing workshops (WWS):** different hands-on workshops to practice the various skills you are learning in the course
- **Peer review workshops:** you will bring a hard copy rough draft of your essay to class and participate in a peer review session to give and receive feedback
- **Research paper presentation:** you will create a slideshow and present your completed research and plan for your research paper
- **Midterm:** tba
- **Final:** tba

**What you will do out of class:**

The course modules on Canvas consist of **5 main tasks** that are due **weekly by Sunday @ 11:59 pm**

1. **Discussion posts/responses:** online conversation posts related to various topics from class lectures and readings
2. **WRIPS (Writing & Reading In Practice):** short, various comprehension tasks related to textbook readings and various course content
3. **Readings:** writing textbook, assigned academic articles, and novel chapters (*Frankenstein* by Mary Shelley)
4. **Quizzes:** small quizzes on weekly readings, lectures, and grammar (part of each weekly module)
5. **Grammar & Mechanics Practice:** short practice activities that reinforce the mechanical skills you are learning in the classroom

**In addition, the assignments below will be due throughout the semester:**

- **Tutor review sessions (2):** you will be required to have a tutor review two of your essays throughout the semester

- **Essays: (3)**
  - **Rhetorical analysis:** You will analyze the rhetorical situation and appeals in a song of your choice
  - **Literary analysis:** You will analyze the literary devices in *Frankenstein*, the novel
  - **Argument:** You will choose a side on a controversial issue and defend it
- **Research Proposal paper: (1)** Includes an in-class presentation (see above). You will research an issue within your job/major field and come up with a feasible solution to resolve it
- **Self-Reflections: (4)** a reflective assessment of your own work, completed after each essay
- **Final-Reflection: (1)** a final reflective assessment of your overall work during the semester
- **Writing Portfolio: (1)** a final collection of your work and feedback from throughout the semester
- **Film, *Frankenstein* (1931) & summary (1):** you will watch the film and complete a summary of it

## Course Grading Based on Course Objectives

Grades are based on a point system, not percentages. However, please note that all of the essays, the midterm, and the final are mandatory; you must get 700 points minimum to pass the class satisfactorily.

To calculate your grade at any time, look at the grading scale below and compare your points with the total number of points available at that time. Please let me know ASAP if you have any questions regarding your grade at any point during the semester.

**Grading Scale:** 900-1000 = A 800-899= B 700-799= C 600-699= D 0-599= F

## Semester Assignments Overview

Assignment Category	Details (Quantity x Points)	Total Points
WRIP Activities	(10) x 10	100
*Essays	(4) x 25	100
Writing Workshops (WWS)	(10) x 15	150
*Essay Peer Review Workshops	(2) x 25	50
*Essay Tutor Reviews	(2) x 25	50
Discussion Posts	(10) x 10	100
*Essay Self Reflections	(4) x 25	100
*Final Reflection	(1) x 25	25
Quizzes	(8) x 10	80
Research Presentation	(1) x 25	25
Midterm	(1) x 20	20
Grammar & Mechanics Lab Practice	(10) x 10	100
MLA Scavenger Hunt	(1) x 25	25
Final	(1) x 25	25
Film Summary	(1) x 25	25
*Writing Portfolio (Includes Cover & Final Reflection Letters)	(1) x 25	25

**Total Points Possible: 1,000**



\*Everything with an asterisk will be part of your overall writing portfolio at the end of the semester, so plan accordingly to ensure you have these assignments ready to fulfill the portfolio assignment.

## 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

### Attendance

- You must attend the first day of class or you will be dropped.
- It is your responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Attendance is critical to your success and for IVC to use federal aid funds. Regular attendance is expected. If you have continuous, **unexcused** absences that exceed the number of hours the class is scheduled to meet per week, then you may be dropped.

### Due Dates/ Late Assignments

- **Modules:** Modules are due by 11:59 pm every Sunday
- **WRIPS and quizzes** can be turned in late with a 5-point deduction (if they are more than 7 days late)
- You need a score of 100% to pass **quizzes**, but they have unlimited attempts available
- **Readings** should be completed on time every week to be prepared for class
- **Discussions** will not be accepted late.
- *Keep in mind that Canvas assignments are designed to assist you with your work and essay writing in the classroom; turning them in late may hinder your learning process*
- **Essays:** Essays are due according to the dates listed on the schedule found below: they will be accepted late; there is a 1-week grace period. After that, there will be a 1-point deduction for every day they are late up to 2 weeks, unless there are extraordinary exceptions. Keep in mind, they will not be accepted after the two-week mark unless preapproved by me, and you must still have a rough draft to participate during scheduled peer reviews. *Plan ahead and notify me if you have extenuating circumstances.*
- **Workshops (in-class):** cannot be made up; please let me know if you are unable to make it to class during designated workshop days

#### **Additional information:**

- To reiterate, in-class assignments cannot be made up as they are typically time-sensitive and part of participation
- Let me know if you need additional accommodations for any reason

**\*\*\*Note: Essays** cannot be sent via email; they must be uploaded into the correct module in Canvas so they can be run through the plagiarism/AI checker- they will not be accepted nor returned if sent via email.

*They must also be submitted in the correct format. I will not accept a photo of your essay or a screenshot from your phone. You must submit a word document to receive feedback and credit.*

### **Other Course Information**

#### **Important dates and deadlines:**

- Last day to add is **Saturday, August 23**
- Drop date is **Saturday, November 1**
- **No classes-** September 1st, November 10<sup>th</sup>, 24<sup>th</sup>-28<sup>th</sup>

#### **How to communicate with your professor (outside of office hours):**

- **Emails and Canvas messages** will be answered within 24 hours M-F; weekends may take a little longer or may not receive a response until Monday
- **Pronto** messages will be answered within several hours on weekdays
- **Zoom meetings** can be arranged with at least 24 hours advance notice

### **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

Date or Week	Activity, Assignment, and/or Topic in Class	Pages/Due dates: On Canvas/Out of Class
<b>Week 1</b>  August 11 <sup>th</sup> – 17 <sup>th</sup>	<b>Orientation:</b> <ul style="list-style-type: none"> <li>Syllabus, major assignments/schedule, policies, Textbook, Pronto, Canvas, introduction to novel, tutoring/ library resources</li> <li>Ai activity &amp; portfolio cover letter</li> <li>Perception, Thoughts, and College Success</li> <li>Grammar &amp; Mechanics review</li> </ul>	<b>***Modules due at 11:59 pm every week on Sunday***</b> <ul style="list-style-type: none"> <li>Canvas Module 0 &amp; 1 (M1)</li> <li>WRCS, Chapter 1</li> <li><i>Frankenstein</i>, letters 1-4, Ch 1-4</li> </ul>
<b>Unit 1: Reading, Writing, &amp; Rhetoric</b>		
<b>Week 2</b>  August 18 <sup>th</sup> – 24 <sup>th</sup>	<ul style="list-style-type: none"> <li>MLA: formatting &amp; in-text</li> <li>Academic writing/style</li> <li>Rhetoric</li> <li>Red pill or blue pill?</li> <li>E#1 D</li> <li><b>WWS #1:</b> Rhetorical appeals (ethos, pathos, logos, Kairos), Fallacies</li> <li>Grammar &amp; Mechanics review</li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M2</li> <li>WRCS, Chapter 2, 11.1</li> <li><i>Frankenstein</i>, Ch 5-10</li> <li><b>Rhetorical song choice</b> (due 24<sup>th</sup>)</li> </ul>
<b>Week 3</b>  August 25 <sup>th</sup> – 31 <sup>st</sup>	<ul style="list-style-type: none"> <li>Rhetorical analysis D</li> <li>Reading/Writing connection</li> <li>Strategies – annotating (Hypothes.is) Venn diagram/graphic organizers</li> <li>Style</li> <li><b>WWS #2:</b> Reading strategies</li> <li>Grammar &amp; Mechanics review</li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M3</li> <li>WRCS, Chapter 3</li> <li><i>Frankenstein</i>, Ch 11-15</li> <li><b>Essay #1 Rough draft:</b> Rhetorical Analysis: tutor check #1 (due 31<sup>st</sup>)</li> </ul>

Date or Week	Activity, Assignment, and/or Topic in Class	Pages/Due dates: On Canvas/Out of Class
<b>Week 4</b> September 1st – 7 <sup>th</sup> <b>**No classes on Sept 1st for Labor Day**</b>	<ul style="list-style-type: none"> <li>• Author Purpose, tone</li> <li>• Grammar &amp; Mechanics review</li> <li>• <b>WWS #3:</b> Prewriting, Outlining, Strategies &amp; Critical Thinking</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas: M4</li> <li>• WRCS, Chapter 4</li> <li>• <i>Frankenstein, Ch 16-21</i></li> <li>• <b>Essay #1 Final draft:</b> Rhetorical Analysis (due 7<sup>th</sup>)</li> </ul>
	<b>UNIT 2: The Reading- Writing Process &amp; Literature</b>	
<b>Week 5</b> September 8 <sup>th</sup> -14 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Literary elements/themes</li> <li>• Frankenstein: identity and perception</li> <li>• Grammar &amp; Mechanics review</li> <li>• <b>WWS #4:</b> Thesis statements</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas: M5</li> <li>• WRCS, Chapter 5</li> <li>• <i>Frankenstein, Ch 22-24</i></li> <li>• <b>Essay #1 Self-Reflection:</b> Rhetorical Analysis (due 14<sup>th</sup>)</li> </ul>
<b>Week 6</b> September 15 <sup>th</sup> – 21 <sup>st</sup>	<ul style="list-style-type: none"> <li>• Transitions</li> <li>• Coherence</li> <li>• Connections</li> <li>• PIE</li> <li>• <b>WWS #5:</b> Body paragraphs, topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas: M6</li> <li>• WRCS, Chapter 6</li> <li>• <i>Frankenstein film</i></li> </ul>
<b>Week 7</b> September 22 <sup>nd</sup> - 28 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Revising and editing/Peer editing</li> <li>• Grammar &amp; Mechanics review</li> <li>• <b>WWS #6:</b> Editing</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas: M7</li> <li>• WRCS, Chapter 7, 11.6</li> <li>• <i>Frankenstein film</i></li> </ul>
<b>Week 8</b> September 29 <sup>th</sup> -October 5 <sup>th</sup>	<ul style="list-style-type: none"> <li>• <b>WWS #7:</b> MLA: in-text citing/works cited</li> <li>• <b>Peer editing workshop #1</b> (Literary Analysis rough draft)</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas: M8</li> <li>• <i>Frankenstein film</i></li> <li>• <b>Essay #2 Final:</b> Literary Analysis (due Oct 5<sup>th</sup>)</li> </ul>
	<b>UNIT 3: Reading, Writing, &amp; Research</b>	
<b>Week 9</b> October 6 <sup>th</sup> – 12 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Research writing purpose: Adding to the conversation</li> <li>• E#3 D</li> </ul>	<ul style="list-style-type: none"> <li>• Canvas: M9</li> <li>• WRCS, Chapter 10.1</li> <li>• <i>Frankenstein film</i></li> </ul>

Date or Week	Activity, Assignment, and/or Topic in Class	Pages/Due dates: On Canvas/Out of Class
	<ul style="list-style-type: none"> <li><b>Library-</b> MLA scavenger hunt</li> <li>Grammar &amp; Mechanics review</li> <li><b>Midterm</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Essay #2 Self-Reflection:</b> Literary Analysis (due 12<sup>th</sup>)</li> </ul>
<b>Week 10</b> October 13 <sup>th</sup> -19 <sup>th</sup>	<ul style="list-style-type: none"> <li>Research writing process</li> <li>Annotated bibliography D</li> <li><b>WWS #8:</b> MLA sources/research</li> <li><b>Presentation sign-up</b></li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M10</li> <li>WRCS, Chapter 10.2, 10.3, 10.4</li> <li><i>Frankenstein film</i></li> <li><b>Research Proposal</b> (10.3) (due 19<sup>th</sup>)</li> </ul>
<b>Week 11</b> October 20 <sup>th</sup> – 26 <sup>th</sup>	<ul style="list-style-type: none"> <li>Sources and synthesizing information</li> <li>Organizing Support, Summarizing &amp; Paraphrasing Sources</li> <li>Grammar &amp; Mechanics review</li> <li><b>WWS #9:</b> Summarizing</li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M11</li> <li>WRCS, Chapter 10.5, 10.6, 10.7</li> <li><i>Frankenstein film</i></li> <li><b>Annotated Bibliography:</b> Research (due 26<sup>th</sup>)</li> </ul>
<b>Week 12</b> October 27 <sup>th</sup> -November 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li><b>Peer editing workshop #2</b></li> <li>Going from rough to final draft</li> <li><b>Presentations</b></li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M12</li> <li>WRCS, 10.8, 10.9, Chapter 8</li> <li><i>Frankenstein film</i></li> <li><b>Essay #3 Final:</b> Research Paper (due Nov 2<sup>nd</sup>)</li> </ul>
	<b>UNIT 4: Argumentation</b>	
<b>Week 13</b> November 3 <sup>rd</sup> – 9 <sup>th</sup>	<ul style="list-style-type: none"> <li><b>Presentations cont.</b></li> <li>Argumentative writing</li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M13</li> <li>WRCS, Chapter 9.1-9.3</li> <li><b>Essay #3 Self-reflection:</b> Research Paper (due 9<sup>th</sup>)</li> </ul>

Date or Week	Activity, Assignment, and/or Topic <i>in Class</i>	Pages/Due dates: On Canvas/ <i>Out of Class</i>
<b>Week 14</b>  November 10 <sup>th</sup> – 16 <sup>th</sup>  <b>**No class on Nov 10<sup>th</sup> for Veterans Day**</b>	<ul style="list-style-type: none"> <li>Grammar &amp; Mechanics review</li> <li>Frankenstein film D</li> <li>Compare and contrast film &amp; novel</li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M14</li> <li>WRCS, Chapter 9.4-9.6</li> <li><b>Frankenstein film summary</b> (due 16<sup>th</sup>)</li> </ul>
<b>Week 15</b>  November 17 <sup>th</sup> – 23 <sup>rd</sup>	<ul style="list-style-type: none"> <li>Grammar &amp; Mechanics review</li> <li><b>WWS#10:</b> Argumentation and persuasion</li> </ul>	<ul style="list-style-type: none"> <li>Canvas: M15</li> <li><b>Essay #4 Rough draft:</b> Argument tutor check: #2 (due 20<sup>th</sup>)</li> <li><b>Essay #4 Final:</b> Argument (due 23<sup>rd</sup>)</li> </ul>
<b>Week 16</b>  November 24 <sup>th</sup> – 30 <sup>th</sup>  <b>**No classes this week for Thanksgiving**</b>	Thanksgiving Week, Enjoy! 🦃	<b>No assignments</b>
	<b>FINAL:</b>	
<b>Week 17</b> December 1 <sup>st</sup> – 5 <sup>th</sup>	<b>Final:</b> TBA	<ul style="list-style-type: none"> <li><b>Final reflection and writing portfolio</b> (due Dec 1<sup>st</sup> in-class)</li> </ul> <p><b>*All late work/ make-ups <i>must</i> be submitted by the 5<sup>th</sup>. Nothing will be accepted after this date.</b></p>

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