

### Basic Course Information

Semester:	Fall 2015	Instructor Name:	Christina Shaner
Course Title & #:	Composition & Reading	Email:	christina.shaner@imperial.edu
CRN #:	ENGL 110.10263	Webpage (optional):	blackboard
Classroom:	402	Office #:	2785
Class Dates:	8.18.15 to 12.10.15	Office Hours:	MF 12:45-1:15 p.m. TR 10:15-11:45 a.m.
Class Days:	TR	Office Phone #:	760.355.6162
Class Times:	8:00-10:05 a.m.	Emergency Contact:	email
Units:	4		

### Course Description

#### Required language—not written by the professor in this class

The standard course in freshman 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. (CSU, UC)

### Student Learning Outcomes

#### Required language—not written by the professor in this class

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. analyze an argumentative text for claim, support, and fallacies (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

### Course Objectives

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

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

### Textbooks & Other Resources or Links

Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: Modern Language Association,

2009. Print. [ISBN #9781603290241]

Shelley, Mary. *Frankenstein; or, The Modern Prometheus: The 1818 Text*. Ed. Marilyn Butler. New York: Oxford UP, 1993. Print. Oxford World's Classics. [ISBN: 9780199537150]

### Course Requirements and Instructional Methods

All writing projects must be completed and submitted as described in individual assignment sheets. Late essays/projects will receive a one-letter grade deduction per day overdue. Partially completed projects will receive failing grades. Each of the major writing projects you submit may be revised once for an improved grade (unless that grade was the result of an ethics violation); however, any accumulated penalties will remain. While you should consult the professor with specific questions about your work, it's up to you to monitor your overall effort, progress, and points.

### Course Grading Based on Course Objectives

Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). Assignment point distribution will be as follows:

- #1 Fallacy Descriptions: 10
- #2 Analysis Essay: 20
- #3 Annotations: 15
- #4 Research Essay: 20
- MLA Quiz: 5
- Reading Quizzes: 10 (5 quizzes, each worth 2 points)
- Midterm Exam: 10
- Final Exam: 10

### Attendance

If you should miss a class session in college, you must *contact a classmate* (NOT your professor) to request notes. Absence due to required attendance at an IVC-affiliated event will be excused, though the professor must be notified in advance and assignment deadlines must be met. All other absences are unexcused. Students absent the first day will be dropped. Students who accumulate more than *three* consecutive unexcused absences may be dropped.

### Required policy content—not written by the professor in this class

- 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

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, realistic assessment of subject.

Computers, tablets, and phones should be shut off or silenced. If you have advance notice of an emergency situation (such as a sick child) requiring the need to respond to an anticipated call, notify the professor before the class session.

### Online Netiquette

Not applicable.

## Academic Honesty

Depending on type and severity, an instance of plagiarism may be addressed with an ungraded revision; a reduced/failing grade for the project; or disciplinary action from administrative staff. If you are at all uncertain on the issue of plagiarism, show me your source materials and explain your research methodology before submitting the essay. Do not solicit “help” from personal acquaintances. Instances of plagiarism can occur through contact with faculty unaware of professional ethics or plagiarism standards. The following list includes types and some range of outcomes:

- *False Authorship.* Obtaining by any means another’s work, and using that work in an essay/assignment presented for a grade. False authorship includes texts copied with minor changes/adjustments, translation from another language without acknowledgement, and patchwriting several sources into one document.
- *Misrepresentation of Source.* Distorting or altering the meaning of a source text in order to support a claim. Falsification of information about the source would also fall into the category of misrepresentation. Most often, students misrepresent the text because of personal bias or inadequate reading skills.
- *Unacknowledged collaboration.* Allowing too much outside influence or re-writing of the student’s work. The individual’s consent or cooperation is irrelevant.
- *Recycling.* Submitting all or part of a text that was prepared for another assignment/course.
- *Insufficient Citation.* Including quotations or paraphrased content from another’s work with faulty, or no, citation. Direct quotations also require quotation marks or, when appropriate, block quote spacing.

**Required language—not written by the professor in this class (NOTE: The following administration-generated, non-expert verbiage is potentially misleading and insufficient in its description of plagiarism and the actual responses to it at IVC or elsewhere. See above for precise description of plagiarism.)**

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.

## Additional Student Services

**Required content—not written by the professor in this class**

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- [Blackboard Support Site](#). The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- [Learning Services](#). There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- [Library Services](#). There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

## Disabled Student Programs and Services (DSPS)

### Required language—not written by the professor in this class

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

### Required language—not written by the professor in this class

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- [Student Health Center](#). A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- [Mental Health Counseling Services](#). Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

## Student Rights and Responsibilities

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Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

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Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

## Anticipated Class Schedule/Calendar

### Tentative Schedule for ENGL 110.10263

Aug 18	Introduction to course	Oct 13	Shelley, vol. II: ch. III-IV
Aug 20	Rhetoric key concepts / “Critical Thinking” (handout)	Oct 15	<b>Reading Quiz #3</b> / Research requirements
Aug 25	Sophistry / Fallacies	Oct 20	Shelley, vol. II: ch. V-VI
Aug 27	Fallacies (cont.)	Oct 22	<b>Submit Essay #3</b> / Dunning-Kruger
Sept 1	<b>Submit Essay #1</b> / “Enlightenment” (handout)	Oct 27	Shelley, vol. II: ch. VII-IX
Sept 3	“Romanticism” (handout)	Oct 29	<b>Reading Quiz #4</b> / incorporation of sources
Sept 8	Shelley, vol. I: ch. I	Nov 3	Shelley, vol. III: ch. I-II / workshop
Sept 10	“Ideology” (handout)	Nov 5	<b>Submit Essay #4</b>
Sept 15	Shelley, vol. I: ch. II-III	Nov 10	Shelley, vol. III: ch. III-IV
Sept 17	<b>Reading Quiz #1</b> / MLA format (demonstration)	Nov 12	<b>Reading Quiz #5</b>
Sept 22	Shelley, vol. I: ch. IV-V / workshop	Nov 17	Shelley, vol. III: ch. V-VI
Sept 24	<b>Submit Essay #2</b> / Toulmin model (handout)	Nov 19	<b>MLA Quiz</b> / Shelley, vol. III: ch. VII
Sept 29	Shelley, vol. I: ch. VI-VII	Nov 24	<b>HOLIDAY</b>
Oct 1	<b>Reading Quiz #2</b> / Milton’s Satan-rebel figure	Nov 26	<b>HOLIDAY</b>
Oct 6	Shelley, vol. II: ch. I-II / artistic and inartistic appeals	Dec 1	<b>Submit Essay Revisions</b>
Oct 8	<b>Midterm Exam</b>	Dec 3	Identifying fallacies

Dec 8 Midterm review / **Quiz Retakes**  
Dec 10 **Final Exam**