

### Basic Course Information

Semester:	<b>Spring 2016</b>	Instructor Name:	<b>Robert Baukholt</b>
Course Title & #:	<b>English 110: Composition and Reading CRN 20277</b>	Email:	<b>Robert.baukholt@imperial.edu</b>
Classroom:	<b>Online</b>	Office #:	<b>2792</b>
Office Hours:	<b>Campus Office Hours: M 4:15 p.m. – 5:15 p.m., T 11:30 a.m. – 1:00 p.m., W 10:30 a.m. – 12:00 p.m. Online Office Hour: W 2:00 p.m. – 3:00 p.m.</b>	Office Phone #:	<b>760 355-6159</b>
Online Office Hours:	<b>Thursdays, 6-7 PM</b>		
Units:	4		

### Course Description

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)

Welcome to English 110: Composition and Reading. This is “[t]he 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” (IVC Course Catalog). It bears little resemblance to the literature and writing classes you may have taken in high school.

So what will you learn in this class? The primary goal of this course is to acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. These skills are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will occasionally discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade. Failing to incorporate class concepts and ideas into essays will also result in a poor grade.

## 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. 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

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

1. A college dictionary
2. *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> Edition by The Modern Language Association (ISBN-13: 978-1603290241)
3. *Brave New World* by Aldous Huxley (ISBN-13: 978-0060850524)

There will be many other readings in this class in the form of online articles. You will find the links for these articles in our weekly lesson materials.

## 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. Since this is a four unit class (four credit hours), this means that you should expect to do about twelve hours of work for this class every week.

**Class Organization:** This class is divided into separate weeks of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each week will involve various activities and tasks. Each week's new lesson materials and accompanying assignments will open on Monday at 12:01 a.m. (with the exception of the first and last lesson and assignments). Once open, a lesson will never close, but the tasks associated with it will be available to you for only one week. Most assignments will close at 11:59 p.m. on the Sunday at the end of the week they opened (the only exceptions are the essays, which you will usually have multiple weeks to complete). You will get additional time for the first week in order to allow us to meet at our orientation.

Every Sunday after 12:01 a.m. you may go into the content area for the new week to access the lesson materials, discussions, and assignments.

On the due date of each lesson, the accompanying assignments, discussions, and quizzes required for that lesson will close and cease to be accessible, so don't get behind. You will still be able to see the lessons throughout the semester for review. Students who get behind in their coursework often end up failing the course as a result.

**Weekly Reflections:** Your final task each week will be to access the weekly reflection assignment, and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that week. This assignment will be graded primarily based upon your use of that week's concepts and the effort you put into your response.

Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments.

**Essays:** The essays will be the main form of assessment for the class. I will post two assignments for each essay. One will be for the first draft, and the other will be for the final draft. First drafts will be optional for essays 1 and 2, but required for essays 3 and 4 (the arguments). I will provide ample feedback on your

first drafts, but will only assign a grade to the final drafts. I will include the due dates with each essay assignment since they are the only assignments that do not follow the standard of opening one Sunday and closing the next.

**Workshops:** Each student will be required to have one of his/her essays workshopped by the class. These students will post their essays as a blog entry located in a special content area marked "Workshops." Then, the rest of the class will submit full page (typed, double-spaced) responses to the essays. These responses are intended to help those students improve their work and receive a better grade. I will inform students when it is their turn to be workshopped. If you wish to volunteer to be workshopped on a particular essay, please send me an email or private message about it. You must submit one of your essays to be workshopped and adequately complete at least fifteen workshop responses by the end of the semester in order to receive full credit in this grade category.

**Discussions:** Discussions will center around questions posed by your instructor in the discussion forums of each week's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supportable and non-supportable answers).

Your discussion responses will be graded on whether or not they are well thought-out, whether or not it is clear from your responses that you did the reading, and whether or not your opinion is backed up with supporting evidence.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in an argument, but just remember that you need to be respectful to all students.

I will be reading your posts and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect) If any student is disrespectful to another student, that student will lose points. Remember, this is a college class and your discussions should be academic in nature, so don't get off topic or you will also lose points.

You must post on our class discussion board at least three times a week to receive full credit in discussions. Two posts should respond to our weekly discussion questions. The third should respond to someone else's post (contributing, hopefully, to a dialogue). Feel free to post more than three times, although it is not required to receive full credit.

**Live Meetings:** Our class will meet a total of three times over the course of the semester. These meetings are for our orientation, our midterm essay exam, and our final essay exam. All three of these meetings are mandatory! If you cannot attend these meetings, you should look for a class that can better accommodate your schedule.

**Live Orientation (Optional)** – Wednesday, February 24th - 7:00pm - 8:30 pm – Room TBD  
(Orientations usually last less than an hour)

**Midterm 1** –Wednesday, April 27<sup>th</sup> - 7:00pm - 9:00 pm – Room TBD

**Final** –Wednesday, June 8th - 7:00 pm - 9:00 pm – Room TBD

### Course Grading Based on Course Objectives

<b>Quizzes:</b>	<b>5%</b>
<b>Essay 1:</b>	<b>5%</b>
<b>Essay 2:</b>	<b>10%</b>
<b>Essay 3:</b>	<b>15%</b>
<b>Essay 4:</b>	<b>20%</b>
<b>Midterm</b>	<b>10%</b>
<b>Final</b>	<b>20%</b>
<b>Weekly Reflections:</b>	<b>10%</b>
<b>Discussions</b>	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

**A > 90% B > 80% C > 70% D > 60% F < 60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

### 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. 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  
Academic Senate (Oct/2014)

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**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

### **Online Netiquette**

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others’ opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

### **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.

### **Additional Student Services**

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)**

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**

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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 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**

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

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

Date or Week	Activity and/or Topic	Pages/ Due Dates/Tests/Assignments
Week 1 - 2 February 16 <sup>th</sup> – 28 <sup>th</sup>	Course Policies and Navigation Prewriting – Bubbling, Listing, Big Six Questions	<ul style="list-style-type: none"> <li>- Syllabus Quiz</li> <li>- Weeks 1 &amp; 2 Discussion Posts</li> <li>- Week 1 &amp; 2 Quiz</li> <li>- Week 1-2 Reflections</li> </ul>
Week 3 February 29 <sup>th</sup> – March 6 <sup>th</sup>	Narrative Writing Techniques Prewriting a Narrative Essay Thesis Statements – A general review Thesis Statements in Argument	<ul style="list-style-type: none"> <li>- Assign the Narrative Essay</li> <li>- Narrative Readings- Online</li> <li>- Week 3 Discussion Posts</li> <li>- Week 3 Quiz</li> <li>- Week 3 Reflections</li> </ul>
Week 4 March 7 <sup>th</sup> – 13 <sup>th</sup>	Whole-Class Workshop Philosophy and Process	<ul style="list-style-type: none"> <li>- First Draft of the Narrative Essay is Due</li> <li>- Week 4 Discussion Posts</li> <li>- Week 4 Quiz</li> <li>- Week 4 Reflections</li> <li>- Mock Workshop Readings</li> <li>- Mock Workshop Written Responses</li> <li>- Read Chapters 1-2 of <i>Brave New World</i></li> </ul>
Week 5 March 14 <sup>th</sup> – 20 <sup>th</sup>	Topic Sentences Writing Strong Introductions Writing Strong Conclusions	<ul style="list-style-type: none"> <li>- Whole Class Workshop Written Responses to Student Narrative Essays</li> <li>- Week 5 Discussion Posts</li> <li>- Week 5 Quiz</li> <li>- Week 5 Reflections</li> <li>- Read Chapters 3 and 4 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 1-4</li> </ul>
Week 6 March 21 <sup>st</sup> – April 3 <sup>rd</sup> (includes an	Cause and Effect Writing Prewriting a Cause and Effect Essay	<ul style="list-style-type: none"> <li>- Assign the Cause and Effect Essay</li> <li>- Cause and Effect Readings – Online</li> </ul>



<b>Date or Week</b>	<b>Activity and/or Topic</b>	<b>Pages/ Due Dates/Tests/Assignments</b>
extra week for spring break)		<ul style="list-style-type: none"> <li>- Final Draft of the Narrative Essay is Due</li> <li>- Week 6 Discussion Posts</li> <li>- Week 6 Quiz</li> <li>- Week 6 Reflections</li> <li>- Read Chapters 5-6 of <i>Brave New World</i></li> </ul>
Week 7 April 4 <sup>th</sup> – 10 <sup>th</sup>	Understanding Your Audience Audience and Tone Audience and Content	<ul style="list-style-type: none"> <li>- First Draft of the Cause and Effect Essay is Due</li> <li>- Week 7 Discussion Posts</li> <li>- Week 7 Quiz</li> <li>- Week 7 Reflections</li> <li>- Read Chapter 7 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 5-7</li> </ul>
Week 8 April 11 <sup>th</sup> – 17 <sup>th</sup>	Midterm Review: Review Argument Writing Strategies	<ul style="list-style-type: none"> <li>- Whole Class Workshop Written Responses to Student Cause and Effect Essays</li> <li>- Week 8 Discussion Posts</li> <li>- Week 8 Quiz</li> <li>- Week 8 Reflections</li> <li>- Read Chapters 8-9 of <i>Brave New World</i></li> </ul>
Week 9 April 18 <sup>th</sup> – 24 <sup>th</sup>	Writing Refutation Paragraphs	<ul style="list-style-type: none"> <li>- Assign the First Argument Essay</li> <li>- Argument Readings – Online</li> <li>- Final Draft of the Cause and Effect Essay is Due</li> <li>- Week 9 Discussion Posts</li> <li>- Week 9 Quiz</li> <li>- Week 9 Reflections</li> <li>- Read Chapters 10 and 11 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 8-11</li> </ul>
Week 10 April 25 <sup>th</sup> – May 1 <sup>st</sup>	Finding Sources for Arguments Using Databases In-text Citation Review	<ul style="list-style-type: none"> <li>- First Draft of Argument 1 Essay is Due</li> <li>- Live Meeting for Our Midterm</li> <li>- Week 10 Discussion Posts</li> <li>- Week 10 Quiz</li> <li>- Week 10 Reflections</li> <li>- Read Chapters 12-13 of <i>Brave New World</i></li> </ul>

<b>Date or Week</b>	<b>Activity and/or Topic</b>	<b>Pages/ Due Dates/Tests/Assignments</b>
Week 11 May 2 <sup>nd</sup> –8 <sup>th</sup>	Correctly Using Sources – Logic Correctly Using Sources – Credibility Correctly Using Sources – Example	<ul style="list-style-type: none"> <li>- Whole Class Workshop Written Responses to Student Argument 1 Essays</li> <li>- Week 11 Discussion Posts</li> <li>- Week 11 Quiz</li> <li>- Week 11 Reflections</li> <li>- Read Chapters 14-15 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 12-15</li> </ul>
Week 12 May 9 <sup>th</sup> – 15 <sup>th</sup>	Creating A Works Cited List Finding Themes in <i>Brave New World</i> That Mirror Those of Our World Selecting the Final Writing Assignment	<ul style="list-style-type: none"> <li>- Week 12 Discussion Posts</li> <li>- Week 12 Quiz</li> <li>- Week 12 Reflections</li> <li>- Read Chapters 16-17 of <i>Brave New World</i></li> </ul>
Week 13 May 16 <sup>th</sup> – 22 <sup>nd</sup>	Writing Ethics: Telling the Truth, Emotion vs. Logic, Manipulation	<ul style="list-style-type: none"> <li>- Assign the Second Argument Essay (w/ Heavy Research)</li> <li>- Argument Readings – Online</li> <li>- Final Draft of the Argument 1 Essay is Due.</li> <li>- Week 13 Discussion Posts</li> <li>- Week 13 Quiz</li> <li>- Week 13 Reflections</li> <li>- Read Chapter 18 of <i>Brave New World</i></li> <li>- Final <i>Brave New World</i> Quiz: Ch. 16-18</li> </ul>
Week 14 May 23 <sup>rd</sup> – 29 <sup>th</sup>	Failures of Argument: Fallacies	<ul style="list-style-type: none"> <li>- First Draft of the Argument 2 Essay is Due</li> <li>- Week 14 Discussion Posts</li> <li>- Week 14 Quiz</li> <li>- Week 14 Reflections</li> </ul>
Week 15 May 20 <sup>th</sup> – June 5 <sup>th</sup> (includes Fall Break)	Final Drafted Essay Review Final Exam Review	<ul style="list-style-type: none"> <li>- Whole Class Workshop Written Responses to Student Argument 2 Essays</li> <li>- Week 15 Discussion Posts</li> <li>- Week 15 Quiz</li> <li>- Week 15 Reflection – Online Practice Essay Exam</li> </ul>

<b>Date or Week</b>	<b>Activity and/or Topic</b>	<b>Pages/ Due Dates/Tests/Assignments</b>
Shortened Finals Week June 6 <sup>th</sup> – 8 <sup>th</sup>	Whole-Class Workshop Philosophy and Process	<ul style="list-style-type: none"><li>- Final Draft of Argument 2 Essay is Due</li><li>- Live Meeting for our Final Exam</li></ul>

**\*\*\*Tentative, subject to change without prior notice\*\*\***