Basic Course Information

Semester:	**Spring 2018**	Instructor Name:	**Dr. Cynthia J. Spence**
Course Title & #:	**English 110**	Email:	cynthia.spence@imperial.edu
CRN #:	**20269**	Webpage (optional):	**None**
Classroom:	**2900**	Office #:	**2799**
Class Dates:	**February 14-June 6**	Office Hours:	Tues 4:45-5:15 in the 2600 lab Wed 3:00-5:00 in my office Thurs 4:45-5:45 in the 2600 lab Sat 12:30-1:00 in my office
Class Days:	**Wednesday**	Office Phone #:	**760-355-5702**
Class Times:	**5:30-9:45 pm**	Emergency Contact:	**Email is best.**
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)

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. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
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 (ILO1, ILO2, ILO3, ILO4)

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

Patterns for College Writing, Brief edition, by Laurie G. Kirszner ISBN-13: 978-1457683787 – This text is on hold in the IVC library making purchase optional.

The Things They Carried, by Tim O'Brien.

The Importance of Being Earnest by Oscar Wilde ISBN-13: 9780486264783 Publisher: Dover Publication date: 07/01/1990 Pages: 64 (I only want this single play, not an anthology). If you have access to a printer, this play can be found online and printed.

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.

Course Grading Based on Course Objectives

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

Group Projects	5 X 20	100
Logical Fallacies Project	50	50
Quizzes	5 X 20	100
Works Cited Project	50	50
Art in Argument	50	50
Journals	12 X 15	180
Argument Topic	25	25
Argument Draft	25	25
Argument Paper	100	100
Research Topic	25	25
Research Draft	25	25
Research Paper	120	120
Analysis Oscar Wilde	75	75
Analysis Tim O'Brien	75	75
Total Points		1000

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

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.

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.

- CANVAS LMS. Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: Canvas Student Login. The Canvas Student Guides Site provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- 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 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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the IVC Military and Veteran Success Center is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues

that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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	Activity, Assignment, and/or Topic	Assignments
Class One Wednesday February 14	Syllabus & Introduction – Critical Thinking pages 13-16, Plato's Cave, Logical Fallacies pages 413-415 and Logos, Pathos, Ethos page 402, Recognizing Bias	****************
Class Two Wednesday February 21	Logical Fallacies review, Color Chart handout, The Third of May handout, Visual Argument pages 26-27, 112, 188-189, 227, 306, 307.	
Class Three Wednesday February 28	Satire, Irony, Parody page 572	**Logical Fallacies Project Due**
Class Four Wednesday March 7	Plagiarism pages 535-544, MLA, Works Cited, pages 529, 545-566 Grammar Word Choice page 91, Quotations handout, Literary Terms handout, Introduce Analysis and Oscar Wilde "The Importance of Being Ernest."	**Visual Argument Due**
Class Five Wednesday March 14	Discuss Wilde, Annotation handout and discussion, Introduce argument pages 401-412. Go over potential argument topics	**Journal One Due** "The Importance of Being Ernest" Act I **Journal Two Due "**The Importance of Being Ernest" Act ll **Works Cited Project Due**
Class Six Wednesday March 21	**Group One -** Wilde Discussion, Words to Avoid handout, Introductions, Titles, and Conclusions handout pages 60-61, Capitalization handout page 91, Colons page 88, Commas pages 179-180, 335-336, 419-420, Parallelism, 84-85, 573.	**Journal Three Due** "The Importance of Being Ernest" Act III
Class Seven Wednesday March 28	**Group Two** - In-class writing workshop	**Argument Topic Due with Two EBSCOhost articles annotated, and a concept map or outline**
Wednesday April 4	**Spring Break**	****************
Class Eight Wednesday April 11	Classification and Division Lecture pages 329-347 Introduction to *The Things They Carried*	**Quiz One** "The Ways We Lie" pages 358-365 **Analysis Paper on Wilde Due Submit to CANVAS by 11:59 pm**
Class Nine Wednesday April 18	Discuss O'Brien, Definition Lecture pages 371-388 – In Class Workshop	**Quiz Two** "Tortillas" pages 390-392 **Journal Four** O'Brien -"The Things They Carried (29 pages) **Journal Five** O'Brien – Love (7 pages) Spin (7 pages) **Canvas Argument Draft Due**
Class Ten Wednesday April 25	Discuss O'Brien, Comparison and Contrast pages 285-317 – Introduce Research	**Quiz Three** "Sex, Lies, and Conversation" pages 320-324 **Journal Six** O'Brien – On the Rainy River (22 pages**)**) **Journal Seven** O'Brien – Enemies (3 pages) Friends (2 pages) and How to Tell a True War Story (18 pages) **Argument Paper Due Submit to CANVAS by 11:59 pm**
Class Eleven Wednesday May 2	Narration Lecture 97-110 George Orwell "Shooting an Elephant" pages 123-129 Bystander Effect and Halo Effect	**Quiz Four** "The Money" pages 114-116 **Journal Eight Due** O'Brien -The Dentist (3 pages) and Sweetheart of the Song Tra Bong (27 pages) **Journal Nine** O'Brien – Stockings (2 pages), Church (5 pages), The Man I Killed (7 pages), and Ambush (4 pages) **Research topic due with Two EBSCOhost annotated and a**

Date	Activity, Assignment, and/or Topic	Assignments
		Concept map or outline
Class Twelve Wednesday May 9	**Group Three** – O'Brien discussion Exemplification Lecture 173-186 "Why Looks Are the Last Bastion of Discrimination" pages 202-205	**Quiz Five** "Just Walk On By…" pages 196-199 **Journal Ten** O'Brien **–** Style (2 pages), Speaking of Courage (18 pages), Notes (6 pages) **Journal Eleven** O'Brien **–** In the Field (16 pages), Good Form (2 pages), and Field Trip (7 pages)
Class Thirteen Wednesday May 16	Movie Night	**Journal Twelve** O'Brien – Finish book - The Ghost Soldiers (28 pages), Night Life (5 pages), and the Lives of the Dead (21 pages)
Class Fourteen Wednesday May 23	**Group Four** -In-class writing workshop	**Canvas Research Draft One Due**
Class Fifteen Wednesday May 30	**Group Five**- In-class writing workshop	**Canvas Research Draft Two Due** **O'Brien Analysis Paper Due - Submit to CANVAS by 11:59 pm**
Class Sixteen Wednesday June 6	In-class writing workshop	**Research Paper Due – Submit to CANVAS by 11:59 pm**

The Assignment Calendar is Subject to Change, Changes Will Be Announced in Class