

Basic Course Information

Semester:	Spring 2018	Instructor Name:	Audrey A. Morris
Course Title & #:	ENGL 110	Email:	Audrey.morris@imperial.edu
CRN #:	20280	Webpage:	
Classroom:	ONLINE	Office #:	2700-2799
Dates:	February 12 - June 6	Office Hours:	M/W 3:35 - 4:35 pm (Office - 2799) T 2:00 - 3:30 pm (Office - 2799) R 9:30 - 10:00 am (Online)
Days/Time:	ONLINE	Office Phone #:	760 355-6354
Units:	4	Emergency Contact:	760 355-6224

*Read not to contradict and confute, not to believe and take for granted,
not to find talk and discourse, but to weigh and consider.*

~Sir Francis Bacon



Course Description

English 110 is the standard freshman course in English at IVC. 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)

This course is offered online and requires the use of a computer and an online learning platform called Canvas©. Log-in instructions and a link to Canvas© can be found on the IVC “Student” drop-down menu.

Course Prerequisites

English 009 with a minimum grade of C or better or
English 010 or ENGL 099 with a grade of "C" or better

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

- *The St. Martin's Guide to Writing, Short Edition with 2016 MLA Update*, by Rise B. Axelrod and Charles R. Cooper, Eleventh Edition – ISBN-10: 1319087728
- *Fahrenheit 451*, by Ray Bradbury – Any Version
- Access to a computer and the Internet

Note: You can purchase or rent new or used copies of the texts in the IVC bookstore or online. Electronic versions are also available.

Course Requirements and Instructional Methods

In English 110, subject matter and skills are introduced and practiced through online activities and assignments. Completion of assignments and participation in online discussions and journals is required. Due dates are firm.

Note: *If you do not attend the Online Orientation or complete the first Week 1 Assignment, you will be dropped from the course. If you decide later in the semester that you do not want to finish the course; however, it is your responsibility to drop before the deadline.*

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 4-unit online course, you should anticipate spending twelve hours a week on your reading, writing, and other assignments.

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Regular and Effective Contact for Online Courses

This course adheres to the policy of “Regular and Effective Contact” established by the Distance Education committee of the college. See: [*Regular and Effective Contact Policy for Distance Education*](#).

To do this, your instructor will:

- Initiate interaction with you to answer questions and make sure that you are participating regularly in the course.
- Notify you if she is unable to maintain contact temporarily because of an illness or emergency.
- Provide orientation materials and weekly announcements.
- Participate in selected discussion boards.
- Give timely feedback for student work (within 5 – 6 days for most assignments and within 7-10 days for essays)
- Offer virtual office hours online.

Course Grading Based on Course Objectives

A final grade will be based on your weighted average in the following categories:

Essays: 70%

- Essays 1 - 3 = 30%
- Essay 4: Research Paper = 20%
- Essay 5: Final Exam – 20%

Weekly Discussion: 10%

Weekly Assignments: 10%

Weekly Quizzes: 5%

Weekly Journals: 5%

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

Attendance

- The instructor will drop a student who fails to attend the online orientation or to complete the first mandatory activity of an online 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.

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.

- 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 Spring 2018: Course Map

UNIT 1: Reading and Writing (3 weeks)

- Week 1: Reading, Writing & Rhetoric (Ch.1)
- Week 2: Writing a Literacy Narrative (Ch.1 & *F451* 1-32)
- Week 3: Remembering an Event (Ch. 2 & *F451* 33 – 68)

Essay #1: Remembered Literacy Event (500 words)

Unit 2: Reading, Writing and Learning (3 weeks)

- Week 4: Explaining a Concept (Ch. 4 & 11 & *F451* (69-91)
- Week 5: Defining and Classifying (Ch.16 & *F451* (91-110)
- Week 6: Classifying (Ch. 17 & *F451* (111-139)

Essay #2: Explaining a Concept (1000 words)

UNIT 3: Reading, Writing and Interpreting Literature (3 weeks)

- Week 7: Analyzing Stories (Ch.10 & *F451* 139-173)
- Week 8: Narrating & Describing (Ch.14, 15); Reading Strategies (Ch. 12)
- Week 9: Comparing & Contrasting (Ch.18)

Essay #3: Literacy Analysis Essay (1000 words)

UNIT 4: Reading, Writing and Researching (4 weeks)

- Week 10: Proposing a Solution & Planning a Research Project (Ch.7 & 23)
- Week 11: Speculating About Causes & Evaluating Sources (Ch.9 & 25)
- Week 12: Evaluating & Using Sources (Ch. 26)
- Week 13: Using MLA & Avoiding Plagiarism (Ch.27)

Essay #4: Research Paper / Solution Proposal (2500 words)

UNIT 5: Reading, Writing and Persuasion (4weeks)

- Week 14: Reading & Analyzing an Argument (Ch.6)
- Week 15: Finding Common Ground (Ch.5)
- Week 16: Arguing a Position (Ch.19)

Final Exam / Essay #5: Persuasive Essay (1000 words)

*Note: Chapters refer to *The St. Martin's Guide to Writing*; *F451* refers to *Fahrenheit 451*.

*****Tentative, subject to change*****