

Basic Course Information

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| Semester | Spring 2019 | Instructor Name | D. Rowley |
| Course Title & # | Composition and Reading 110 | Email | deirdre.rowley@imperial.edu |
| CRN # | 20261 | Webpage (optional) | |
| Room | 402 | Office | Science Building: 2792 |
| Class Dates | Feb. 11 – June 7, 2019 | Office Hours | M/W 9:40-10:40 am T/R 10:15-11:15 am |
| Class Days | Tuesday/Thursday | Office Phone # | 760-355-6484 |
| Class Times | 8-10:05 am | Emergency Contact | Canvas Messaging |
| Units | 4 credits | | |

Course Description

The standard course in freshman English. This short term course completes English 110 in half a semester. 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. 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

Textbooks & Other Resources or Links

Used books and e-books are suggested. e-books must be on an ipad, kindle, nook, or computer – not on a phone.

- *Toolwire Writing Games* by Toolwire, Inc. (Access code available in the IVC bookstore. Ask at the counter.)
 - The writing games will be used all semester.
- *Old Man's War* by John Scalzi, published by Tor Science Fiction ISBN10: 0765348276, ISBN13: 978-0765348272, paperback, required (New, Used, Rented.) e-book using an e-reader (Nook, Kindle, ipad) or computer
 - This will be used all semester. The mid-term and the final will be essays about specific events in the book. Students may use their copies of the book during any essay tests or exams.
- *Tribe* by Sebastian Junger, published by Harper Collins, ISBN 978-0008168186 (paperback)
 - A great deal of this will be read in class. The book is about PTSD.
- *Using Sources Effectively* by Robert A. Harris, Pyczak Publishing, 3rd or 4th or 5th edition, ISBN: 1-884585-93-0, or 978-1-936523-35-1 or 978-1138289680 paperback, required (Used or rented copy strongly suggested.) An e-book version is available.
 - The 5th edition is a little different from the 3rd or 4th edition, however, lessons will be arranged to accommodate all three editions
 - This will be used most of the semester. It is information needed to write the required 110 research paper.
- *MLA Handbook* 8th ed. ISBN:978-1-60329-262-7 (You need the 8th edition. Previous editions are not the same.).
 - This will be used for research.

Course Requirements and Instructional Methods

- Study skill techniques that enable anyone willing to work hard to pass the course are taught in class.
- This class uses the Writing Workshop Method, which provides time and help in class to improve your writing.
 - Peer conferences plus individual conferences with the teacher.
 - Essays go through several drafts
 - Essays must have gone through the writing process (assigned drafts) to be accepted for grading.
 - Essays are submitted through Canvas.
 - Essays may be required to be submitted electronically and in hard copy to be eligible for grading.
 - Electronically submitted essays do best saved as a pdf.
- All essays use MLA format. This will be gone over in class.
- Classroom: oral discussions, journals, quizzes, essay structure and practice.
- There are essays tests and exams. See the class calendar at the end of this syllabus.
- Journals: Each journal assignment is related to an assigned reading. Minimum length is two paragraphs, with each paragraph having a minimum of seven sentences.
- All essays and journals must be word processed. No personal computer is needed. Use the college computer labs.

Resubmitting Essays: After the mid-term and before the final exam, a student may rewrite and resubmit any one essay for regrading. The resubmitted essay may only be resubmitted once. The grade for the resubmitted essay, if higher than the original grade, will replace the original grade in the gradebook on that specific essay.

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.

- English 110 is a 4 credit class.
- 4 hours spent in class.
- 8 hours spent out-of-class reading, studying, and doing assignments.
- Total time per week spent on a 4 credit course = 12 hours

Breaks: There are breaks during which students may wish to check cell phones, visit the restroom, or walk around outside the classroom.

Essay topics are often based on assigned readings, except for the research paper. Research topics are provided when the research paper is assigned.

Course Grading Based on Course Objectives

- Grading Scale
 - A = 90-100%
 - B = 80-89%
 - C = 70-79%
 - D = 60-69%
 - F = 0-59%
- Grades are weighted as follows:
 - Essays – 15%
 - Writing Tests – 20%
 - Quizzes – 10% (Covers in class quizzes, online quizzes including Toolwire Games.)
 - Homework 5% (covers out-of-class assignments plans, drafts, research, journals.)
 - Mid-Term – 20%
 - Final – 30%
- Assignments are due when collected, usually at the beginning of class.
- Emailed assignments are not accepted unless specifically requested.
- With the exception of essays, late work is not accepted. If you arrive late to class and the assignment has already been collected, your work is considered late and may not be accepted.
- Students who arrive after an activity has begun will not be individually accommodated.
- There is no extra credit.
- The course grade in Canvas is what it is and will not be rounded up or rounded down.
- Be aware: Homework may only be worth 5%, but a string of zeros as 5% of a grade can mathematically spell disaster.
- Essays:
 - Essay #1: possible 50 points
 - Essay #2: possible 100 points
 - Essay #3 possible 100 points
 - Research Paper: possible 200 points
 - Essays submitted after the due dates lose 5 points for each day past the due date. (Rules for research papers differ.)
 - Essays must be submitted electronically and in hard copy to be eligible for grading.
 - Comments on essays are available online to students once the essays are graded.
 - Essays must have gone through the assigned drafts to be accepted for grading.
 - Journals are held to the same standards as essays.

- Quizzes:
 - Quizzes will cover *Old Man's War*, information from *Tribe* and *Sources*, and general writing skills covered in class such as MLA format.
 - Not all quizzes are announced.
 - Missed quizzes cannot be made up. (No exceptions)
 - The lowest quiz grade is dropped.
 - Late arrivals are not provided extra time to complete quizzes already in progress.
- Writing Tests (Writing Tests):
 - Two in class Writing Tests are given during the semester.
 - Writing Test #1 = possible 75 points
 - Writing Test #2 = possible 100 points
 - Students may use a hard copy dictionary and *Old Man's War* as needed during a Writing Test.
 - Writing Tests are practice for the mid-term and the final.
 - One missed Writing Test may be made up within five school days of the day it was originally given. A second missed Writing Test may not be made up. Dates for writing tests are on the class calendar.
 - It is the student's responsibility to make arrangements to make up a missed Writing Test within a week of returning to class..
 - Missed Writing Tests are made up in the English Department in the Science Building.
- Toolwire Writing Games
 - The games provide practice for grammar, mechanics, and research.
 - Lab time is scheduled to get started on the games.
 - One game is assigned every other week.
 - Students have two weeks to complete the assigned games.
 - Each game is worth a possible 100 points.
 - The games may be played repeatedly until the desired score is achieved.
 - A printed out the pdf score sheet is submitted in class.
 - Only one score sheet may be turned in for each game.
 - The score for each game goes into the grade book under Quizzes.
- Research Project
 - The topic is your personal career goal. Details will be provided in class.
 - A calendar of due dates for the steps in the research project is given to each student. (This keeps you on track and spreads out the research project avoiding undue stress. It helps you complete the research project in a timely manner.)
 - Items assigned for the research project must be done on time to earn credit.
 - Items assigned for the research project must be done in order.
 - Only one assigned item is accepted at a time. If an item is late, it may be presented in class. The item following must be presented in the next class, or after class in my office. Each item must be approved before completing the next assignment. (Two or more assigned items may not be presented at one time.)
 - Late research prep items earn 1 point.
 - All the prep work, (Items leading to the paper itself) must have been accepted and approved in order before the paper may be submitted through Canvas.
 - Late papers, when prep work completed, lose 5 points for each day late.
- Mid-Term and Final Exam are each worth 100 points.
 - The mid-term date is announced in advance. (See Class Calendar).
 - If missed, unless the student is hospitalized, the mid-term may not be made up.
 - The Final is given once. (See Calendar) If missed, it may not be made up. The student will be given an incomplete grade.
- Grades are available through Canvas 24/7

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.
- Missing class means missing out on vital information and instruction as well as possible quizzes and Writing Tests. No one chooses to be ill, and illness is a valid reason for missing class. Non-emergency medical appointments, counselor appointments, vacations, and trips should be scheduled outside of class time.
- 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 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. Exceptions: e-readers (kindle, Nook, iPad mini) or laptop
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps in regular classrooms are the only exception. Additional restrictions apply in labs. Please comply as directed.
- 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

- 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 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 School 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
- (f) utilizing material from any source outside your own head without providing correct and accurate citations

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

These assignments and due dates are tentative and may change during the semester.
College classes require assignments be read prior to the class in which the information will be utilized.

| Week | Activity, Assignment, and/or Topic | Lab | Tribe | Old Man's War | Sources |
|----------------|---|---|-------------------------------------|---------------------------------------|----------------|
| Week 1 | *Syllabus, Introduction to English 110 *Starting <i>Tribe</i> *MLA format; words often misused | | Introduction pxiii-xvii | | Ch. 1 |
| Week 2 | MONDAY – Campus Closed President's Day Week-end *Begin Essay #1 [Topic: Something I did I wish I could go back and redo.] (750 words minimum, size 12 font: Ariel or Times New Roman) | TW: Writing Basics; Grammar | The Men and the Dogs p1-15 | Ch. 1 | Ch. 2 |
| Week 3 | *Work on Essay #1; Conference Draft #2; Editing | | The Men and the Dogs p15-34 | Ch. 2 | Ch. 3 |
| Week 4 | *Essay #1 Due second class of the week: Hard Copy in Class; pdf in Canvas (Submission in lab) *Plan Essay #2 [Topic: Your Tribe] *Writing Test #1 | TW: Sentence Types; Sentence Structure | War Makes You an Animal p35-43 | Ch. 3 | Ch. 4 |
| Week 5 | *Essay #2 Conference draft #1 and #2] | | War Makes You an Animal p43-55 | Ch. 4 | Ch.4 |
| Week 6 | *Essay #2 Edit essay #2 *Essay #2 Due 2 nd class of the week: hard copy/ pdf in Canvas (Submission in lab) *Research Project, details, and calendar | TW: Thesis topics; Thesis Statements | War Makes You an Animal p55-70 | Ch. 5 & 6 | Ch.5 |
| Week 7 | *Possible Library Tour – Start Research *Research Project: Topic: Your Career Goal: Why? When? How? Where? | | In Bitter Safety I Awake p71-77 | Ch. 7 | Ch.6 |
| Week 8 | *Mid-Term Exam (Essay based on <i>Old Man's War</i>) *Research Project | Mid-Term Exam (Bring <i>Old Man's War</i>) TW: Outlining | In Bitter Safety I Awake p77-91 | Ch. 8 Quiz Part 1 | Ch. 7 |
| Week 9 | *Research Project | | In Bitter Safety I Awake p91-103 | Ch. 9 & 10 | Ch.8 |
| Week 10 | *Research Project Due last class of the week | TW: Sent. & paragraphs; Parag Structure | Calling Home from Mars p104-113 | Ch.11 & 12 QuizCh.1-10 | Ch. 9 |

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| Spring Break | April 22 – 27, 2019 Campus is Closed | | | | |
| Week 11 | *Research Papers Returned *How to write a literary interpretation of a movie | TW: Paragraph Structure #2; Introductions and Conclusions | Calling Home from Mars p113-124 | Ch. 13 Quiz Part 2 | |
| Week 12 | *Essay #3 [Literary Interpretation based on video shown in class.] *Planning Projects | | Calling Home from Mars p124-133 | Ch. 14 & 15 | |
| Week 13 | *Essay #3: Discussion/Planning/ Conference drafts *Writing Test #2 | TW: Revising and Editing; Revising Rough Draft | | Ch. 16 | |
| Week 14 | *Essay #3 Editing *Essay #3 Due last class of the week (Hard copy and pdf in Canvas – done in lab.) | | Postscript p135-136 | Ch. 17 & 18 | |
| Week 15 | MONDAY – Campus Closed – Memorial Day *Present Projects *Final Quiz on <i>Old Man's War</i> | TW: Revising Final Draft | | Final Quiz | |
| Week 16 | Final Exams [Essay based on <i>Old Man's War</i>] | June 4' 2019 | | | |

Tentative, subject to change without prior notice