

**Course Syllabus**  
**English 110**  
**Imperial Valley College**  
**Summer 2019**

**Course:** English 110,

**Term:** Summer, 2019

**CRN:** 30100

**Room:** 2735

**Class Times:** 9:05 – 12:10

**Units:** 4

**Instructor:** Jose E. Apodaca

**Contact:**

760-540-1366 – for class business only – Text Message is the most practical manner to get in touch with me.

**E-mail:** joe.apodaca@imperial.edu

**Course Description:**

English 110 is the standard course in freshman English composition. In this class, students will be given the opportunity to improve their ability to understand serious and complex prose and to improve their ability to write expository and, later, argumentative prose that is thoughtful and clear. Students will practice using rhetorical modes to solve writing problems and a research paper is also required.

**PREREQUISITE:** English 009 or English 010 with a grade of "C" or higher, or appropriate placement. For further course information, refer to the latest IVC college catalog or the current schedule of classes. English 110 transfers to both the UC and CSU systems.

**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:**

This course is designed to serve ten basic learning objectives. In the process of meeting these objectives, students will write a series of major essays (in class and out of class), one formal research paper, and participate in a series of exercises designed to assist the student in meeting the objectives. In developing writing projects for this course, students will:

1. Read, analyze, and interpret a variety of written texts, including one single-author text;
2. Identify logical fallacies and essay coherence, especially in relation to tone, purpose, and audience;
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing;
4. Demonstrate a command of rhetorical modes, to include comparison/contrast, cause/effect, definition, and argumentation.
5. Practice using connotative and figurative language, while writing for an academic audience;
6. Adapt writing strategies to the requirements of the writing situation, displaying knowledge of the rhetorical situation;

**7. Examine and analyze their own writing and that of other students with a view towards improving rhetorical effectiveness.**

**8. Develop a thoughtful research paper (s) creating accurate citations and utilizing strong library Skills.**

**9. Create a variety of written work, to include at least four essays and one research paper, producing 8,000-10,000 words;**

**10. Participate in activities deemed appropriate by the instructor.**

**Required Textbook:**

1. Kirsznner, Laurie and Mandell, Stephen. *Patterns for College Writing: A Rhetorical Reader and Guide, Twelfth Edition.*

**Required Materials:**

1. 3-Ring Binder with 8 ½ X 11 sheets of paper (SPECIFICALLY FOR THIS COURSE)
2. Writing instrument: pen and pencil
3. PDF: Death of a Salesman -- [http://www.pelister.org/literature/ArthurMiller/Miller\\_Salesman.pdf](http://www.pelister.org/literature/ArthurMiller/Miller_Salesman.pdf)

**Course Policies:**

***Attendance Policy/Tardiness***

- 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 who's 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.
- Students who stop attending class are responsible for dropping the course. The instructor will not drop students who stop attending class.

NOTE: ARRIVING TARDY TO CLASS WILL RESULT IN ZERO CREDIT FOR THE WARM UP ACTIVITY, AND LEAVING EARLY WILL ALSO RESULT IN ZERO CREDIT.

***Late Assignments:*** Late or missed assignments will not be accepted. Furthermore, any exercises, quizzes, assessments, and essays missed during an absence will not be eligible for credit. If you miss the class, you miss the points.

***Cell Phones/ Electronic Devices:*** As a professional courtesy turn them off or put them on vibrate. Do not use them during class, and do not place them on top of the desks as they are a distraction. Cell phones must be put away. If a student must use the cell phone, she may step outside to do so.

***Food and Drinks:*** Prohibited in the classroom with the exception of water bottles with lids or caps.

***Academic Misconduct:*** Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism. Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff. Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials

*prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism. Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.*

**Accommodations for Disabilities Policy:** “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 the Health Sciences Building, Room 2117. (760) 355-6312”

**Discipline Policy:** “Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution.

An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor.”

**Assignments and Grading:**

**Grades will be based on an accumulation of points for the term. Each assignment will be given a point value and included in the final grade. Assignments will consist of the following: STUDENTS ARE EXPECTED TO COMPLETE ALL ASSIGNMENTS. NOTE THAT ASSIGNMENTS MISSED DUE TO ABSENCES ARE NOT ELIGIBLE FOR MAKE UP.**

- **6-10 In Class Essays/ Paragraphs/ Research Pieces:** **100 Points per Assignment**
- **Research Paper:** **200 Points**
- **Assessments/ Quizzes:** **15 points per quiz/ assessment**
- **Participation:** **200 Points**

**NOTE: PARTICPATION INCLUDES ALL ASPECTS OF THE COURSE NOT SPECIFIED IN THE “ASSIGNMENTS AND GRADING” SECTION INCLUDING BUT NOT LIMITED TO TAKING NOTES (WHICH IS REQUIRED). STUDENTS, WHO CHOOSE NOT TO TAKE ADEQUATE NOTES AND REMAIN ENGAGED, WILL LOSE PARTICIPATION POINTS. ADDITIONALLY, STUDENTS WILL WRITE JOURNALS AND PERFORM EXERCISES IN CLASS AND OUT OF CLASS; THESE EXERCISES WILL BE FOR CREDIT OR NO CREDIT AND POINTS WILL BE DEDUCTED FROM THE PARTICIPATION SCORE. BOTTOM LINE: EXPECT TO KEEP YOURSELF ENGAGED FOR THE DURATION OF THE CLASS AND THE TERM; DO NOT BE LATE, AND MAKE CERTAIN THAT YOU ATTEND ALL CLASSES. STUDENTS ARE EXPECTED TO COMPLETE 100 % OF ALL ASSIGNMENTS AND EXERCISES. FAILURE TO COMPLETE 100% OF THE INDEPENDENT PRACTICE ASSIGNED WILL RESULT IN THE LOSS OF PARTICIPATION POINTS. FURTHERMORE, ALL ESSAYS AND ASSIGNMENTS ARE EXPECTED TO BE COMPLETED. NO ASSIGNMENT IS “OPTIONAL” AND FAILURE TO COMPLETE ALL ASSIGNMENTS MAY RESULT IN FAILURE OF THE COURSE.**

**NOTE: ALL INDEPENDENT PRACTICE EXERCISES ARE DUE AT THE START OF THE NEXT CLASS MEETING AND ARE WORTH 20 PARTICIPATION POINTS. FAILURE TO COMPLETE ANY COMPONENT OF THE INDEPENDENT PRACTICE WILL RESULT IN A DEDUCTION OF 20 PARTICIPATION POINTS.**

**NOTE: IN CLASS ESSAYS WILL BE RESEARCH BASED AS WELL AS ON DEMAND AND STUDENTS WILL BE REQUIRED TO SUBMIT A WORKS CITED PAGE WITH THE ESSAY WHEN THE PROMPT IS PROVIDED AHEAD OF TIME.**

**NOTE ON RESEARCH PAPER:**

**TO BE ELIGIBLE FOR FULL CREDIT, ALL COMPONENTS SUCH AS DRAFTS AND REVISIONS MUST BE SUBMITTED WITH THE FINAL DRAFT. FAILURE TO COMPLETE ANY COMPONENT, INCLUDING APPROPRIATE FORMAT AND WORKS CITED PAGE, WILL RESULT NO CREDIT FOR THE ASSIGNMENT!**

**BE ADVISED THAT EDITING AND REVISION IS PART OF THE WRITING PROCESS! STUDENTS ARE EXPECTED TO EDIT AND REVISE ALL WRITING PIECES PRIOR TO FINAL SUBMISSION. PLEASE KEEP IN MIND THAT PIECES WILL NOT BE RETURNED TO STUDENTS FOR “REVISION AND RESUBMISSION.” ALL WRITING WILL BE SCORED ON A RUBRIC; RUBRICS USED IN THE COURSE WILL BE PROVIDED TO STUDENTS. STUDENTS ARE ENCOURAGED AND EXPECTED TO USE ALL RESOURCES FOR EDITING AND REVISION OF “TAKE HOME ESSAYS.” IN CLASS TIMED WRITINGS MUST ALSO BE EDITED; HOWEVER, THE INTRUCTOR WILL TAKE INTO ACCOUNT THE TIME CONSTRAINTS. STUDENTS, HOWEVER, ARE ADVISED TO PLAN ACCORDINGLY AND SET TIME ASIDE FOR PLANNING, EDITING, AND REVISION. STUDENTS MUST MAKE MAXIMUM USE OF THE TIME PROVIDED. IF YOU SUBMIT A PIECE BEFORE THE TIME IS UP, THEN IT IS REASONABLE TO ASSUME THAT THE STUDENT HAS DONE ALL THAT HE OR SHE CAN DO WITH THE PIECE. USE YOUR TIME WISELY.**

**WARM UPS:** *EACH CLASS WILL BEGIN WITH A WARM UP (SOME WILL BE TIMED). STUDENTS ARE EXPECTED TO COMPLETE EACH EXERCISE IN ITS ENTIRETY – FAILURE TO COMPLETE ANY PART OF THE EXERCISE WILL RESULT IN A POINT DEDUCTION FROM THE PARTICIPATION POINTS. THERE WILL NOT BE ANY MAKE UP WARM UPS FOR STUDENTS WHO ARE ABSENT AND ANY STUDENTS WHO ARE TARDY WILL RECEIVE A 5 POINT DEDUCTION OF PARTICIPATION POINTS.*

**READINGS:** *READINGS WILL BE ASSIGNED ON A WEEKLY BASIS AND STUDENTS ARE RESPONSIBLE FOR THE INFORMATION IN EACH READING. QUIZZES WILL BE ADMINISTERED ON EACH READING, SO STUDENTS ARE ENCOURAGED TO READ THE ASSIGNED PIECES MULTIPLE TIMES FOR UNDERSTANDING. ADDITIONALLY, STUDENTS ARE EXPECTED TO ATTEND CLASS PREPARED TO ENGAGE IN FRUITFUL DISCUSSION ON THE ASSIGNED READINGS.*

**NOTE:** *The course syllabus is a working document, and the instructor reserves the right to adjust assignments accordingly by either adding or removing assignments in an effort to best fit the need of the class.*

Your grade will be based on a percentage of points earned throughout the term. You are responsible for keeping track of points earned in class.

**90-100 %=A**

**80-89 %=B**

**70-79%=C**

**60-69%=D**

**50-% or below= F**

## English 110

### Assignments and Readings by Meeting

*NOTE: ALL ASSIGNMENTS MUST BE COMPLETED AND SUBMITTED AT THE START OF THE FOLLOWING MEETING AND PLACED IN THE APPROPRIATE ORDER. THERE WILL BE A QUIZ ON EACH READING, IN ADDITION TO DISCUSSION – EITHER BY GROUP OR AS A CLASS. STUDENTS MUST BE PREPARED TO ENGAGE IN A DISCUSSION REGARDING THE READINGS. ALL “WRITING PRACTICE” EXERCISES WILL BE COMPLETED IN CLASS. FOLLOWING ARE THE EXERCISES THAT WILL BE ASSIGNED AT EACH MEETING.*

*STUDENTS WILL COMPLETE AN IN CLASS WRITING EXERCISE EACH DAY AND A FORMAL “IN-CLASS” ESSAY EVERY THURSDAY.*

*NOTE: NO CLASSES ON THURSDAY, JULY 4<sup>TH</sup> – CAMPUS IS CLOSED.*

#### WEEK 1

##### Meeting 1

Journal 1 (LETTER OF INTRODUCTION – 1 PAGE MINIMUM)

- Reading: “Only Daughter”
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

##### Meeting 2:

- Journal 2
- Reading: “Rice”
- Questions: Purpose and Audience and Style and Structure
- Prep for Quiz Next Meeting

##### Meeting 3:

- Journal 3
- Reading: “Why Chinese Mothers are Superior”
- Questions: Purpose and Audience and Style and Structure
- Prep for Quiz Next Meeting

##### Meeting 4:

- Journal 4
- Reading: “Mother Tongue”
- Questions: Purpose and Audience and Style and Structure
- Prep for Quiz Next Meeting

#### WEEK 2

##### Meeting 5:

- Journal 5
- Reading: “My Mother Never Worked”
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

##### Meeting 6:

- Journal 6
- Reading: “I Want a Wife”
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

Meeting 7:

- Journal 7
- Reading: Take This Internship and Shove It
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

Meeting 8:

- Journal 8
- Reading: “No Pay? Many Interns Say, No Problem”
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

**WEEK 3**

Meeting 9:

- Journal 9
- Reading: “A Peaceful Woman Explains Why She Carries a Gun”
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

Meeting 10:

- Journal 10
- Reading: College Pressures
- Questions: Purpose and Audience for both readings
- Prep for Quiz Next Meeting

Meeting 11:

- Journal 11
- Reading: The Dog Ate My Disk and Other Tales of Woe
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

NO CLASSES ON THURSDAY, JULY 4<sup>TH</sup>

**WEEK 4**

Meeting 12:

- Journal 12
- Reading: I’m Your Teacher, Not Your Internet Service Provider
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

Meeting 13:

- Journal 13
- Reading: Pink Floyd Night School
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

Meeting 14:

- Journal 14
- Reading: Death of a Salesman, Act 1
- Questions: Discussion Questions, DOS Act 1
- Prep for Quiz Next Meeting

Meeting 15:

- Journal 15
- Reading: Death of a Salesman, Act 2
- Questions: Discussion Questions, DOS Act 2
- Prep for Quiz Next Meeting

## **WEEK 5**

### Meeting 16:

- Journal 16
- Reading: Thirty Eight Who Saw Murder Didn't Call Police
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

### Meeting 17:

- Journal 17
- Reading: Why Looks are the Last Bastion of Discrimination
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

### Meeting 18:

- Journal 18
- Reading: Fat Tax
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

### Meeting 19:

- Journal 19
- Reading: Let Them Drink Water
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

## **WEEK 6**

### Meeting 20:

- Journal 20
- Reading: The Case for Birthright Citizenship
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

### Meeting 21:

- Journal 21
- Reading: An Argument to be Made about Immigrant Babies and Citizenship
- Questions: Purpose and Audience/ Style and Structure
- Prep for Quiz Next Meeting

### Meeting 22:

- Journal 22
- Prep for Submission of Final Research Piece

### Meeting 23 (July 26)

- Submission of Final Research Essay
- Complete Final In-Class Essay