

### Basic Course Information

Semester:	<b>Summer 2019</b>	Instructor Name:	<b>Kevin Howell</b>
Course Title & #:	English 110 Reading and Composition	Email:	Kevin.howell@imperial.edu
CRN #:	30107	Webpage (optional):	
Classroom:	Online	Office #:	2781
Class Dates:	6/16-7/25/2019	Office Hours:	None for summer.
Class Days:	Online	Office Phone #:	760-355-5712
Class Times:	Online	Emergency Contact:	760-355-6224 (Department Secretary)
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. 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

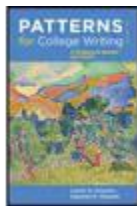
Upon satisfactory completion of the course, students will be able to:

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 **6000 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. Kirsznner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. **13 edition** New York: Bedford/St. Martin's, ©2015 ISBN-10: 1-319-08806-6; ISBN-13: 978-1-319-08806-4; Format: Paper Text, 848 pages



2. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House. ISBN 0345514408



3. Access to Purdue Online Writing Lab (OWL) @ [Link to Purdue OWL](#)
4. Highly recommend that you buy Reference Guide for Research with MLA formatting

### Course Requirements and Instructional Methods

1. **Peer-Revising/Editing Collaboration:** These are worth 10% of your grade. These peer-revising/editing collaborations will take place in the Discussion Board. Here you will revise and edit another student's essay. There will be guiding questions that you must follow and an overall feedback paragraph/summary must be included as well. More elaborate instructions will be given when you complete your first collaboration.
2. **Individual Compare and Contrast Essay:** 10%
3. **Midterm Essay (Compare and Contrast):** This is worth 15% of your grade.

4. **Research Paper (Argumentative):** Detailed guidelines will be given on the steps to complete the research paper. We will use the essay rubric with a few alterations. This will be worth 20% of your grade.

5. **Final Essay (Argumentative):** This is worth 20% of your grade.

1. **Note-** There is a -10 point deduction for each day for late essay submittals. However, no papers accepted after three days late.

6. **Reading/Grammar Quizzes:** We will have reading quizzes. If they are not completed by midnight (Pacific Time) on Sunday, you will receive a 0%. These reading quizzes will come from readings from *I Know Why the Caged Bird Sings* and Grammar Quizzes.

7. **“Homework” Assignments:** First, they will mainly concentrate on the articles that we read from the *Patterns* book. However, to receive credit the assignments must be completed on Canvas by midnight (Pacific Time) on Sunday, or you will receive a 0%.

8. **Discussion Boards/Journals:** There will be weekly Discussion Board (DB)/Journal assignments. They are important because they will help you with a better comprehension of the readings and material covered in this class and will help you improve your writing. Starting with Week 2, your initial (post) for each DB/Journals will have to be written very formally. Each week you will receive a DB/Journal prompt. Make sure that you answer all questions that are in the prompt. Your answers/replies should be written in a formal manner- grammar, usage, and mechanics will be graded and should contain at least 250 words. Also, if the prompt requires the use of MLA format, it must be used as you cite resources to support your initial DB/Journal postings. Read the DB/Journal Rubric for a better understanding of the requirements. The DB/Journal posting due dates include the following:

- o Make your initial post on Wednesday by midnight (Pacific Time).
- o Reply to two other posts on Friday by midnight (Pacific Time).
- o Respond to two others who responded to your post on Sunday by midnight (Pacific Time).

\*\*I will also check in to add comments and to answer questions.\*\*

**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

Assignment Descriptors	Percentage
1. Revising/Editing Collaborations	10
2. Individual Compare and Contrast Essay (at least 1000 words/Week 4)	10

Assignment Descriptors	Percentage
3. Compare and Contrast Midterm Essay (at least 1000 words/Week 8)	15
4. Research Paper (at least 2000 words/Due week 15)	20
5. Final Essay Exam/Persuasive (1000 words/Week 16)	20
6. Reading/Grammar Quizzes (If not completed, you will receive a 0%.)	05
7. Homework Assignments (Grammar and Reading Assignments, & Peer Editing) (If not completed, you will receive a 0%.)	05
8. Discussion Boards (These will be written in a formal manner. This will be approximately 2000 formal words.)	15

### 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 at 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

***[Required Information for web-enhanced, hybrid and online courses:***

- 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 importance 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

Week and Dates	Weekly Content
Week 1: 6/17	<ol style="list-style-type: none"> <li>1. Introduction and Getting Starting</li> <li>2. Reading and Writing Strategies</li> <li>3. Historical Background for <i>I Know Why the Caged Bird Sings (Caged Bird)</i></li> <li>4. Introduction Compare and Contrast</li> <li>5. Annotating Texts</li> <li>6. Introduction to MLA</li> <li>7. Comma Splices, Run-ons, and Fragments</li> <li>8. Writing Process</li> <li>9. Kevin's Helpful Hints for Writing</li> <li>10. Grammar and Reading Quizzes</li> </ol>

Imperial Valley College Course Syllabus

	11. Homework Assignments
Week 2: 6/24	<ol style="list-style-type: none"> <li>1. Documenting Sources: MLA</li> <li>2. Discussion Boards to include Work(s) Cited</li> <li>3. Peer Revising and Editing via Discussion Board</li> <li>4. Continue Reading <i>Cage Bird</i></li> <li>5. Grammar and Reading Quizzes</li> <li>6. Homework Assignments</li> <li>7. Discussion Boards</li> <li>8. <b>Compare and Contrast Essay Due</b></li> </ol>
Week 3: 7/1	<ol style="list-style-type: none"> <li>1. Argumentation and Persuasion</li> <li>2. Review of Grammar Points and Mechanics</li> <li>3. Continue with MLA format</li> <li>4. Continue Reading <i>Cage Bird</i></li> <li>5. Grammar and Reading Quizzes</li> <li>6. Homework Assignments</li> </ol>
Week 4: 7/8	<ol style="list-style-type: none"> <li>1. Start Research Paper</li> <li>2. Peer Revising and Editing via Discussion Board</li> <li>3. Review of Grammar Points and Mechanics</li> <li>4. Continue with MLA format</li> <li>5. Continue Reading <i>Cage Bird</i></li> <li>6. Grammar and Reading Quizzes</li> <li>7. Homework Assignments</li> <li>8. Discussion Boards</li> <li>9. <b>Rough Copy of Research Paper Due for Peer Revising and Editing</b></li> </ol>
Week 5: 7/15	<ol style="list-style-type: none"> <li>1. Continue Reading <i>Cage Bird</i></li> <li>2. Grammar and Reading Quizzes</li> <li>3. Homework Assignments</li> <li>4. Discussion Boards</li> <li>5. <b>Final Copy of Research Paper Due</b></li> </ol>
Week 6: 7/22	<ol style="list-style-type: none"> <li>1. <b>Final Essay Due</b></li> <li>2. <b>Classroom Evaluation Due</b></li> </ol>

**\*\*\*Tentative, subject to change without prior notice, use Weekly Modules in Canvas for more accuracy\*\*\***