

English 110 (Composition and Reading) w/ English 55 (Intensive Comp. & Reading Lab)
Imperial Valley College (IVC) Course Syllabus

Aug. 19 – Dec. 14, 2019

Basic Course Information

Semester:	Fall 2019	Instructor Name:	Angel Sandoval, MFA
Classrooms:	2726 (Lec. & Lab)	Office #:	2798
Class Times & Days:	5:30 – 7:30 PM & 7:45 – 9:10 PM Tuesday & Thursday	Office Phone #:	(760) 355-5734
Units:	4 (Lec) + 1 (Lab) = 5	Office Hours & Days:	Mon. – Thurs. 4:20 – 5:20 PM
CRNs:	11327 (Lec) & 11524 (Lab)	E-mail:	Email through Canvas
No School:	Sept. 2; Nov. 11; Nov. 25-30	Embedded Tutor:	Angelica Godoy

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)

The overarching themes/subjects of this course are: Success, Work, and Economic Inequality. We will attempt to investigate, contemplate, and write about issues related to these themes/subjects.

Let us inspire one another to think, discuss, and write. Remember that we are here to learn and to help one another learn. As an instructor, I will provide the class and individuals with guidance, but I, too, am here to learn from everyone else. I expect you to participate in the teaching and learning; that is, let us remember that we are all teachers and students.

Also, controversy and language deemed “profane” or “taboo” are likely to arise during lectures and discussions. Let us remember that we are all adults—we should be able to handle strong (“adult”) language, offensive rhetoric, and politically incorrect arguments. **(Note: I will very likely play “the Devil’s advocate” from time to time and may seem antagonistic or overly cynical—keep in mind that this is an instructional tactic. That is, I personally won’t necessarily agree with whatever argument I am posing in class.)**

That said, the class is a “free speech” zone; it is everyone’s responsibility to encourage free speech and to challenge “hate speech.” Above all, let us not forget our education, our civility.

***Everything in the syllabus, including the grade breakdown and calendar/schedule, is subject to change in accordance with class needs.** Students will be notified of changes during a regularly scheduled class. It will be the students’ responsibility to ensure they possess the latest version of the class syllabus/schedule.

Course Prerequisite(s) and/or Corequisite(s)

ENGL 009 or ENGL 010 with a grade of "C" or better or appropriate placement.

Institutional Learning Outcomes (ILOs)

The graduates of Imperial Valley College will demonstrate communication skills, critical thinking skills, personal responsibility, information literacy, and global awareness as a result of their educational experience at this institution.

1. Communication Skills-

- Definition: Communication is the activity of conveying information through the exchange of ideas and information through speech, visuals, signals/symbols, writing, or behavior. It's the meaningful exchange of information from one person to another. Communication may be intentional or unintentional and may take linguistic or nonlinguistic forms.
- Goal: Students will develop effective communication skills for diverse situations.
- Students will be able to:
 - Recognize that communication and expression may be written or oral, verbal or nonverbal, informational or artistic.
 - Develop analytical reading, writing, speaking, and listening skills including evaluation, synthesis, and research.
 - Create substantially error-free writing using appropriate vocabulary.
 - Convey ideas clearly, accurately and logically.
 - Recognize cultural differences in communication and nonverbal cues. Speak effectively to deliver focused and coherent presentations.
 - Apply interpersonal communication skills to work in a team structure.

2. Critical Thinking-

- Definition: Critical thinking is the disciplined process of actively analyzing, synthesizing, and evaluating information gathered from observation, reasoning, and communication used to draw conclusions and take action.
- Goal: Students will be able to gather and synthesize relevant information, evaluate alternatives, and implement creative and effective solutions.
- Students will be able to:
 - Define and analyze problems clearly.
 - Think independently, creatively, logically, and effectively.
 - Apply appropriate problem-solving methods.
 - Analyze and synthesize information from multiple perspectives.
 - Identify purpose and bias in communication.
 - Identify further problems for study.

3. Personal Responsibility-

- Definition: Personal responsibility is the development of one's personal character and skills designing a life that honors values and purpose. It includes recognizing that the choices and obligations we make in life impact us and others mentally, physically, and emotionally. Personal responsibility includes learning how to respond wisely to opportunities and challenges. It can also involve learning how to recognize and correct mistakes; monitor and judge our own actions and motivations, and develop respect for ourselves and others.
- Goal: Students will become independent learners who understand and demonstrate the lifelong skills necessary for physical, social, economic, mental, and emotional health.
- Students will be able to:
 - Set clear personal, educational, and career goals. Identify and implement lifestyle choices that promote self-reliance, financial literacy, and physical, mental/emotional, and social health.
 - Develop a strong work ethic consciously doing one's very best. This includes the practice of honesty and ethical behavior in the academic environment and effective time management that honors the self and others.
 - Recognize and act on the obligation to form one's own judgment and engage diverse perspectives as a resource for learning, citizenship, and work.
 - Develop and demonstrate reasoning in ways that incorporate ethics, goals, and priorities.
 - Demonstrate intellectual exploration skills to include the use of all available resources.
 - Develop and use a clear set of values and an ethical framework in their personal, educational, and professional endeavors.
 - Demonstrate an understanding of the diversity of human perspectives, along with the causes and effects of individual decisions and actions.

4. Information Literacy-

- Definition: Information literacy is the ability to identify an information need, and locate, analyze, evaluate, and effectively use that information. Information literacy forms the basis for lifelong learning. It is common to all disciplines, to all learning environments, and to all levels of education.
- Goal: Students will know when information is needed and have the ability to locate, analyze, evaluate, and effectively use it.
- Students will be able to:
 - Determine the nature and extent of information needed.
 - Access print and electronic information technologies.
 - Use appropriate search strategies to access information.
 - Critically evaluate the accuracy, credibility, and relevance of sources and information.
 - Coherently, ethically and legally incorporate information into projects and assignments.

- Effectively utilize libraries as a multiplatform information resource.

5. Global Awareness-

- Definition: Global awareness is the acknowledgment that we live and work with people with diverse backgrounds. It includes an understanding of how the individual fits within evolving social, cultural, and economic contexts at global, national, and local levels.
- Goal: Students will define and understand their role and responsibilities as global citizens.
- Students will be able to:
 - Compare and contrast groups of different backgrounds, beliefs, appearances, and lifestyles.
 - Analyze and synthesize cultural products (e.g., art, literature, newspaper articles, and cinema).
 - Communicate, interact, and work with individuals from other cultural and ethnic groups.

Student Learning Outcomes (SLOs)

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 (COs)

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

Career-Related Skills to Practice to Become Marketable (APA)

American Psychological Association's

Skills That Employers Value

COGNITIVE –

Analytical thinking: Solve complex problems, attend to details, plan proactively, and display comfort with ambiguity.

Critical thinking: Display proficiency with statistics, program evaluation, and research design necessary for the study of social and technical systems.

Creativity: Use innovative and resourceful approaches to problem solving and new tasks.

Information management: Be adept at locating, organizing, evaluating, and distributing information from multiple sources.

Judgment and decision making: Engage in logical and systematic thinking and ethical decision making when considering the possible outcomes of a particular action.

COMMUNICATION –

Oral communication: Demonstrate strong active listening and conversational abilities in both informal and professional environments, as well as aptitude for public speaking and communicating scientific information to diverse audiences.

Written communication: Comprehend relevant reading materials to produce professional documents that are grammatically correct, such as technical or training materials and business correspondence.

PERSONAL –

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Adaptability: Adjust successfully to change by responding in a flexible, proactive, and civil manner when changes occur.

Integrity: Perform work in an honest, reliable, and accountable manner that reflects the ethical values and standards of an organization.

Self-regulation: Manage time and stress by completing assigned tasks with little or no supervision; display initiative and persistence by accepting and completing additional duties in a careful, thorough, and dependable manner.

SOCIAL –

Collaboration: Work effectively in a team by cooperating, sharing responsibilities, and listening and responding appropriately to the ideas of others.

Inclusivity: Demonstrate sensitivity to cultural and individual differences and similarities by working effectively with diverse people, respecting and considering divergent opinions, and showing respect for others.

Leadership: Establish a vision for individuals and for the group, creating long-term plans and guiding and inspiring others to accomplish tasks in a successful manner.

Management: Manage individuals and/or teams, coordinate projects, and prioritize individual and team tasks.

Service orientation: Seek ways to help people by displaying empathy; maintaining a customer, patient, or client focus; and engaging in the community.

TECHNOLOGICAL –

Flexibility/adaptability to new systems: Be willing and able to learn and/or adapt to new computer platforms, operating systems, and software programs.

Familiarity with hardware and software: Demonstrate competency in using various operating systems, programs, and/or coding protocols; troubleshoot technical errors; and use software applications to build and maintain websites, create web-based applications, and perform statistical analyses.

Textbooks & Other Resources or Links

1. *Gig: Americans Talk About Their Jobs*, edited by John Bowe et al., Three Rivers Press, **ISBN-13: 9780609807071**. Required.
2. *Rich Dad, Poor Dad: What the Rich Teach Their Kids About Money—That the Poor and Middle Class Do Not* by Robert Kiyosaki with Sharon Lechter, Warner Books, **ISBN-13: 978-1612680170**. Required.
3. *Outliers: The Story of Success* by Malcolm Gladwell, Back Bay Books, **ISBN-13: 978-0316017930**. Required.

4. *Aftershock: The Next Economy and America's Future* by Robert Reich, Vintage, ISBN-13: 978-0307476333. Required.

5. *The Sense of Style: The Thinking Person's Guide to Writing in the 21st Century* by Steven Pinker, Penguin, ISBN-13: 978-0143127796. Required.

Other Required Materials

Print Card/Printer – you will need to print out paperwork, prompts, and drafts for this class.

Three-brad, pocket folder – you will use to store your (un)scored homework/classwork.

Computer and Internet access – you will need to log onto Canvas and will be required to do some online work.

Resources & Links

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

EasyBib (citation generator): <http://www.easybib.com/guides/>

Remember, this is a tool we can use, but we should know the proper way to format a Works Cited page.

Memidex online dictionary: <http://www.memidex.com>

Course Requirements and Instructional Methods

– In-Class Work –

Students will be required to:

- + ask/answer questions.
- + take notes.
 - + do small-group class work (this includes peer editing).
 - + give individual and group presentations.
 - + participate in debates/dialogues
- + write in-class compositions.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

– Out-of-Class Work –

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
 - + doing research.
 - + doing individualized assignments, issued by instructor as needed.
- + composing rough drafts of every composition assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, text annotation, and grammar skills.

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

– Grade Breakdown (tentative) –

Compositions/Paper Projects – 40 points

In-class work & Homework – 40 points

Journals/Reflections – 10 pts.

(Pop) Quizzes – 10 points

Total Points = 100

Extra Credit (XC) – No more than eight (8) points.

NOTE₁: **Each point represents a percentage point**; this means that the 100 points possible represents the 100 percent (%) associated with the overall grade. 100-90 pts = A, 89-80 pts = B, 79-70 pts = C, 69-60 pts = D, 59-0 pts = F. *This course can be taken for a letter grade only.*

-EVERY POINT COUNTS!!!-

NOTE₂: All Composition drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant. (“Drafts” mean the same thing as “rough drafts.” Moreover, whenever I say, “Go home and make this paper better”—I mean, go home and write a new draft, which means you need to bring in a new typed draft of the paper the next day class meets unless instructed otherwise.)

NOTE₃: Some rough drafts will be graded or scored. For certain assignments you will be required to attach a selected draft to the back of the final draft. **KEEP ALL DRAFTS.**

NOTE₄: Journal prompts will be assigned in class. *Each journal response will need to be a minimum of 300 words.* Prompts will be published on Canvas.

NOTE₅: **Attendance is important because certain assignments (such as quizzes, research and group presentations, movies, classwork, poster board/Power Point/Prezi presentations, the midterm and final) will require your presence in the classroom and will NOT have make-up opportunities.**

NOTE₆: Late work is unacceptable, and you should communicate with the instructor if you are in need of an extension on an assignment—most of the time, the instructor (if given enough time to decide) will grant you an extension on an assignment: Communication is key. Paper project (“big”) assignments that are late will be penalized a full letter grade (10%) *or more*. **YOU SHOULD ALWAYS SUBMIT A BIG ASSIGNMENT, NO MATTER HOW LATE IT IS.**

NOTE₇: There will be times when the instructor will NOT collect homework; irrespective of this fact, students should *always* do homework and save all assignments for later collection or reference.

NOTE₈: You are encouraged to seek out academic tutoring whenever necessary. Your academic institution provides free tutoring opportunities—please use these resources. Sometimes you will be required to meet with a tutor if your grade in class falls below what the instructor deems acceptable. Additionally, sometimes you will need to meet with a tutor to get a higher grade on a re-draft.

Ultimately, *YOU ARE RESPONSIBLE FOR YOUR GRADE.*

– Evaluation of Major Written Compositions (Papers) –

Compositions will be scored based on whether they

1. contain a **controlling idea (or thesis)** that responds to the prompt.
2. support the main idea using **evidence and examples**.
3. present a clear **overall organization** (this includes **transitions**) and effective **paragraph structure**.
4. demonstrate clear command of **grammar and punctuation** skills.
5. follow **MLA format**, paragraph and page length, and other prompt requirements.

The rubric that follows is only a general example of the instructor’s scoring process and does not mean all or any papers will be scored in this manner.

Criterion	Full Credit	Partial Credit	No Credit
1. Thesis (2 pts)	Stated in Introduction and Conclusion, <u>Underlined</u> . Follows the thesis tiers format.	Stated in Intro or Concl. Not underlined. Does not follow the thesis tiers format.	Thesis not stated.
2. Evidence/Examples (2 pts)	4-5 pieces of evidence/examples per mini-claim (topic sentence)	2-3 pieces of evidence/examples.	1 piece of evidence/example or no evidence provided to support mini-claim.
3. Organization & Structure (2 pts)	Contains all topic sentences, <u>underlined</u> . Contains transitions.	Contains some topic sentences. TS are a little vague or too broad.	Contains few or no topic sentences.
4. Grammar & Punctuation & Mechanics (2pts)	Few (0-5) grammar mistakes. Strong and grammatical sentences.	Contains grammar mistakes (5-12). Sentences are vague or unclear.	Too many grammar mistakes (12+). Sentences are incomprehensible.

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MLA & Other Requirements (2 pts)	All requirements met: MLA-compliant, meets page requirements, meets source requirements.	Combination of few MLA mistakes and most requirements met.	Not MLA compliant. Does not meet page or source requirements.
Total Pts. Per Paper: 10			

Sample Assignment and Paper Discussion Topics

~Instructions~

[This assignment will allow you to practice ILO 1-5; SO 2, 6, 8, 10, and 13; APA Cognitive, Communication, Personal, Social, and Technological]

You will be sharing information with the rest of your classmates on three of the five (or six) interviews your group was assigned from the book *Gig: Americans Talk About Their Jobs*.

Group 1 – “UPS Driver,” “Software Engineer,” “Steelworker,” “Computer Chip Layout Designer,” and “Tofu Manufacturer”

Group 2 – “Drug Dealer,” “Advertising Executive,” “Traveling Salesman,” “Long-Haul Truck Drivers,” and “Gas Station Attendant”

Group 3 – “Campground Maintenance Worker,” “Lawn Maintenance Worker,” “Poultry Factory Worker,” “Dog Trainer,” and “Waitress”

Group 4 – “Film Director,” “Supermodel,” “Journalist,” “Web Content Producer,” and “Video Game Designer”

Group 5 – “Professional Snowboarder,” “Professional Basketball Player,” “Escort,” “Adult Webmistress,” and “Transvestite Prostitute”

Group 6 – “Mother,” “Toys ‘R’ Us Marketing Executive,” “College Professor,” “Social Worker,” “Border Patrol Agent,” and “Prison Guard”

Group 7 – “Lobbyist,” “Nurse,” “Anesthesiologist,” “Plastic Surgeon,” and “Minister.”

In the Power Point presentation, make sure to address and answer all of the questions (1-through-8), at least one slide per question. Please include a Works Cited slide to document your sources.

1. Does the person define the job? What is the definition given by this person?
2. What are the duties and responsibilities of the job as explained by the interviewee?
3. Why is this person doing this job/work? Does this person talk about the benefits/risks associated with the job/work? What are those benefits and risks?
4. Why is the worker (un)happy doing this type of work/job?
5. What other job/work experience does this person have?
6. Is this person thinking of getting a different job in the future?
7. [Reflect on the following questions, give your educated opinion, and explain your logic. Additionally, do some research and see what the experts have to say about the future of that job/profession.] Will this job exist 10, 15, 20 years from now? Will people do this job? Why do you think so?
8. What job/work-related issues or problems came to mind as you read this interview? Did the interviewee bring up a job/work-related problem he/she has had to face?

Like most assignments, these assignment tasks relate to the large class theme.

Paper 1 – Success

Paper 2 – Individual Advantages (Privileges) and Disadvantages (Challenges) and Public Educational System

Paper 3 – Economic Inequality and Wealth Gaps

Paper 4 – Job or Work-Related Issue in Our County (Imperial).

Attendance

Attendance is important because in-class assignments and tasks, quizzes, essay compositions, and other reading and writing activities will all be performed in class and may not be able to be made up for credit.

Keep in mind that it is the student's responsibility to drop all classes in which he/she is no longer attending. (Moreover, it is the student's responsibility to determine if and when he/she needs to drop the class; students should meet and speak with the instructor to determine if and when this course of action needs to take place well before the withdrawal deadline.) Students who remain enrolled in a class beyond the published withdrawal deadline, as stated in the class schedule, will receive an evaluative letter grade (A, B, C, D, or F) in this class.

If a student needs to miss class, the student should contact the instructor ahead of time via Canvas email to inform him of a planned absence. In the email, make sure to include: your name and course name & number. Communication is key—let the instructor know if you have an emergency that will keep you away from class. Do not simply disappear for an extended period of time without communicating with the instructor.

Moreover, after an absence, the student should meet with the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day.

The instructor will NOT send you lecture notes/power points or essential assignment instructions and details discussed in class—this is the main reason why attendance is very important and why students who are absent on a regular basis oftentimes fail to obtain a desirable grade for assignments. It is the student's responsibility to

log in to Canvas and check for the missed class assignments and homework. It is the student's responsibility to depend on the kindness of a classmate/Power Group member to obtain the missed lecture notes.

If a student is absent on the day a take-home paper/essay or a homework assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment BEFORE the scheduled class meeting. Remember, in order to obtain a grade on an assignment, a paper copy of the assignment must be submitted to the instructor.

- 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

– Classroom Expectations and Etiquette –

Maintaining a positive, conducive, and intellectually-nurturing classroom atmosphere is important. As your instructor, I have the following expectations of students:

1. Respect everyone's right to her/his opinion/argument; be civil, respectful, and courteous
2. Give others a chance to express themselves; don't monopolize the discussion
3. Consider the background, experience in shaping the world views of other people
4. Try to find some value in other people's opinions/arguments
5. Counter the argument; don't attack the person.

Also...

- 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.

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/Calendar

*****Tentative, subject to change without prior notice*****

NOTE: The following class schedule is a guiding tool used for the purpose of structure, but it should be noted that because of the natures of instruction and learning this schedule will change. With this understanding in mind, [please refer to the Announcement posts on Canvas](#) for updated changes to this schedule.

Homework assignments will be based on completed in-class tasks and classwork. This is another reason attendance is important. (Expect homework every class meeting.)

As we do work for this class, let's remember the Course Objectives. Ultimately, what we want to do in this class is to do work that allows us to practice and achieve the following 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

Week One (Aug. 19 & 21)

Book emphasis: *Outliers*

Objectives focus: 2, 3, 4, 5, and 10

M: Syllabus Overview; Written intros; Reading and Discussion (R&D); HMWK: Obtain books. Study the information on the syllabus for Quiz 1.

W: Quiz 1; Power Circle Groups; Assessment Essay; R&D; HMWK: Reading & Writing TBA on Canvas

Week Two (Aug. 26 & 28)

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 2, 3, 4, 5, and 10

M: Lecture and Discussion (Lec./Dis.); Journal; In-Class Task (ICT); R&D; HMWK: Reading & Writing TBA on Canvas

W: Film/Video; ICT; R&D; HMWK: Reading & Writing TBA on Canvas

Week Three (Sept. 4)

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 2, 3, 4, 5, and 10

M: Holiday – No class!

W: Lec./Dis.; Journal; In-Class Task (ICT); Quiz; HMWK: Reading & Writing TBA on Canvas

Week Four (Sept. 9 & 11)

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 2, 3, 4, 5, and 10

M: Writing workshop; text analysis; Lec/Dis; R&D; HMWK: Reading & Writing TBA on Canvas

W: Writing workshop; R&D; HMWK: Reading & Writing TBA on Canvas

Week Five (Sept. 16 & 18) – **Paper 1 is due.**

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 2, 3, 4, 5, and 10

M: Writing workshop; Lec/Dis; HMWK: Reading & Writing TBA on Canvas

W: Paper Prep and Reflection; ICT; Journal; HMWK: Reading & Writing TBA on Canvas

Week Six (Sept. 23 & 25)

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 1, 2, 3, 4, 5, 9, 10, 11, and 13

M: Quiz; Journal; In-Class Task (ICT); Lec/Dis; HMWK: Reading & Writing TBA on Canvas

W: In-Class Task; Lec./Dis.; HMWK: Reading & Writing TBA on Canvas

Week Seven (Sept. 30 & Oct. 2)

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 1, 2, 3, 4, 5, 9, 10, 11, and 13

M: Writing workshops; ICT; Lec/Dis; R&D; HMWK: Reading & Writing TBA on Canvas

W: Writing workshops; Lec./Dis; R&D; HMWK: Reading & Writing TBA on Canvas

Week Eight (Oct. 7 & 9) – **Paper 2 is due.**

Book emphasis: *Outliers* and *Rich Dad, Poor Dad* and *The Sense of Style*

Objectives focus: 1, 2, 3, 4, 5, 9, 10, 11, and 13

M: Writing workshop; Lec/Dis; R&D; HMWK: Reading & Writing TBA on Canvas

W: Paper Prep and Reflection; Lec/Dis; R&D; HMWK: Reading & Writing TBA on Canvas

Week Nine (Oct. 14 & 16)

Book emphasis: *Aftershock* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 6, 7, 8, 9, 11, and 12

M: Film; Quiz; ; HMWK: Reading & Writing TBA on Canvas

W: Lec/Dis; ICT; R&D; HMWK: Reading & Writing TBA on Canvas

Week Ten (Oct. 21 & 23)

Book emphasis: *Aftershock* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 6, 7, 8, 9, 11, and 12

M: Writing workshop; R&D; HMWK: Reading & Writing TBA on Canvas

W: Lec/Dis; writing workshop; HMWK: Reading & Writing TBA on Canvas

Week Eleven (Oct. 28 & 30)

Book emphasis: *Aftershock* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 6, 7, 8, 9, 11, and 12

M: Writing workshop; ICT; R&D HMWK: Reading & Writing TBA on Canvas

W: Writing workshop; ICT; Lec/Dis; R&D; HMWK: Reading & Writing TBA on Canvas

Week Twelve (Nov. 4 & 6) – **Paper 3 is due.**

Book emphasis: *Aftershock* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 6, 7, 8, 9, 11, and 12

M: Lec/Dis; Workshop; R&D; HMWK: Reading & Writing TBA on Canvas

W: Paper Prep and Reflection HMWK: Reading & Writing TBA on Canvas

Week Thirteen (Nov. 13)

Book emphasis: *Gig* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 7, 8, 9, and 13

W: ICT; Lec/Dis; R&D; Quiz; HMWK: Reading & Writing TBA on Canvas

Week Fourteen (Nov. 18 & 20)

Book emphasis: *Gig* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 7, 8, 9, and 13

M: Writing workshop; ICT; HMWK: Reading & Writing TBA on Canvas

W: Writing workshop; R&D; HMWK: Reading & Writing TBA on Canvas

Week Fifteen (Dec. 2 & 4) – **Paper 4 is due.**

Book emphasis: *Gig* and *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 7, 8, 9, and 13

M: Writing workshop; Lec/Dis; R&D; HMWK: Reading & Writing TBA on Canvas

W: Paper Prep and Reflection; Quiz; Film; HMWK: Reading & Writing TBA on Canvas

Week Sixteen (Dec. 9 & 11)

Book emphasis: *The Sense of Style*

Objectives focus: 1, 2, 4, 5, 7, 8, 9, and 13

M: ICT; Lec/Dis; Conferencing

W: Quizzes; Conferencing; Evaluations

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