

Basic Course Information

Semester:	Winter 2020	Instructor Name:	Alma Castro
Course Title & #:	English 110 Composition and Reading	Email:	alma.castro@imperial.edu
CRN #:	15021	Webpage (optional):	
Classroom:	3400-3400	Office #:	P/T Faculty 809 by appointment
Class Dates:	January 6 - February 6	Office Hours:	W 3-4 pm - 809
Class Days:	M-F	Office Phone #:	Contact me through email or Canvas
Class Times:	9:05 am -12:10 pm	Emergency Contact:	English Department Secretary (760) 355-6224
Units:	4.00		

Welcome!

I would like to welcome you to English 110. As your instructor, I would like to inform you that as my students, you are my highest priority. I am dedicated to helping you become better writers without ever changing your identity and voice in your writing. I want you to feel that I care about your interest in this class and that I am flexible (as much as I am permitted by SLO's) with writing topics if you should feel passionate about writing something which interests you. In addition, we will be reading superbly written literature through which we will have in-class discussions to better help us understand the context. This semester I will introduce you to the world of Late Victorian Gothic Literature. I look forward to listening and reading your insight and interpretations on the readings. Lastly, I want you to feel confident that you can always approach me with any questions you might have about this course. I am here to encourage you in promoting your self-reliance. This class will be a positive environment without judgements.

Course Description

English 110 is the standard freshman course in English at IVC. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

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

English 009 with a minimum grade of C or better or English 010 or ENGL 099 with a grade of "C" or better or meet qualifications for placement into ENG 110.

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

- 1. Read, analyze and interpret a variety of written texts, including one single-author text.*
- 2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.*
- 3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.*
- 4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.*
- 5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.*
- 6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)*
- 7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.*
- 8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines*
- 9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.*
- 10. Participate in several activities and areas of study as deemed appropriate by the instructor.*

Textbooks & Other Resources or Links

Please note, since this is a fast-paced course, it is imperative that you obtain the required/mandatory books by the first day of class. We will begin this course on January 6, 2020. Please be prepared.

- *A Community of Writers: A Workshop Course in Writing (Mandatory)*
Authors: Peter Elbow and Pat Belanoff
ISBN: 0-07-303181-X
- *Late Victorian Gothic Tales: Edited by Roger Luckhurst (Mandatory)*
ISBN: 978-0-19-953887-4
- *MLA Handbook, 8th edition (Recommended)*
Author: Modern Language Association of America
ISBN: 978-160329-262-7 ISBN: 978-0-7434-8758-0

Students must have access to a computer with internet and a printer. Many assignments will be turned in on Canvas. Students must also bring a binder with writing paper to every class meeting.

Course Requirements and Instructional Methods

Essays and Workshops:

*Narrative, Argumentative, Literary Analysis, Research
Writing Workshops*

*Reading Assignments: You will be assigned to turn in a one-page commentary, and you are to provide one question for in-class discussions for each assigned reading. The readings will consist of short stories from *Late Victorian Gothic Tales*. You will also be assigned to read some essays from our textbook, *A Community of Writers*. You will not have to write a commentary page for these essays; however, you will have to come up with one response question for class discussion. More on this later.*

Visualizing Success (Reflections, self-regulations, risk assessment and Affirmations): During this course you will work on methods to improve your self-motivation, self-regulation, self-reflection and affirmation. These methods will help you in this course as well as other courses you are taking now and in the future. The methods will consist of short writing assignments and questionnaires. In this class we will conduct risk assessments and you will be involved in helping students with resources that you know will help those students that are falling behind. More on this later.

Online Portfolios and Autobiography: During the last week of the semester, you will be required to turn in a portfolio of your work based on the essays you have written during this course. You will choose three final-draft essays that have been graded. You will then rewrite these while taking in consideration my suggestions for improvement. This portfolio will be a culmination of your best

work. It will illustrate how well you synthesize what you have learned about the writing process. More on this later.

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

<i>Writing Workshops</i>	<i>Tentative</i>	
<i>Narrative/Descriptive Essay</i>	<i>100</i>	<i>500 words</i>
<i>Argumentative Essay</i>	<i>150</i>	<i>750 words</i>
<i>Critical Essay</i>	<i>100</i>	<i>750 words</i>
<i>Research Paper</i>	<i>150</i>	<i>3000 words</i>
<i>Quizzes</i>	<i>10 pts.-100 total</i>	
<i>Reflections</i>	<i>10-25 pts.-100 total</i>	
<i>Commentaries & Questions on readings</i>	<i>10 pts.-100 total</i>	<i>250 words</i>
<i>Online Portfolio and autobiography</i>	<i>100</i>	
<i>In-class final</i>	<i>100</i>	

	<i>Tentative</i>
<i>A</i>	<i>1000-900</i>
<i>B</i>	<i>890-800</i>
<i>C</i>	<i>799-700</i>
<i>D</i>	<i>699-600</i>
<i>F</i>	<i>599-0</i>
<i>I</i>	<i>Based on circumstance</i>

Attendance

- Participation in this class is vital to your success, therefore, you must attend on a regular basis. There will be many instances in which we will complete assignments in class. Consequently, your absences will directly affect your grade in these cases. Make-up, in-class assignments will not be allowed due to time restrictions. It is your responsibility to check in on Canvas at least three or more times a week. I will be communicating regularly via Canvas; however, it is ultimately your responsibility to ask your peers for any notes or valuable information you may have missed. Furthermore, I encourage you to come and see me during my office hours. Lastly, absences will also affect your grade since we will have in-class quizzes and discussions.*

- *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.*
- ***Attendance is mandatory. Other than absences attributed to the representation of the college at approved events, absences will be unexcused and will count toward you possibly being dropped by the instructor. These include being sick, having to pick up people, going to appointments made during class time, funerals, and so on.***

Classroom Etiquette

- ***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, only students enrolled in the class may attend; children are not allowed.*

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 January 6-10	Syllabus/ Introductions & Visualizing Success Introduction to Gothic Literature MLA formatting/ Descriptive Writing/ Introductions and Conclusions Selected Reading and Writing Workshops and Discussions from <i>A Community of Writers</i> Mandatory Library Class on Using Databases “Dionea” by Vernon Lee pgs. 3-26 “Lord Arthur Savile’s Crime” by Oscar Wilde pgs. 27-56	Reflection and Questionnaire 1/6 Diagnostic Essay 1/6 Commentary 1/7, 1/9 Quiz 1/10 Visualizing Success Narrative Essay Draft 2 copies/ Peer Review 1/10
Week 2 January 13-17	Argumentation/ MLA in-text citation and works cited/ Thesis Statements/ Proofs and Warrants/ Counterarguments/ Fallacies Selected Reading and Writing Workshops and Discussions from <i>A Community of Writers</i> “Sir Edmund Orme” by Henry James pgs. 57-83 “The Mark of the Beast” by Rudyard Kipling pgs. 84-95	Narrative Essay Final/ Checklist/ Reflection 1/14 Commentary 1/13, 1-16 Quiz 1/17 Argumentative Essay Draft 2 copies/ Peer Review 1/17
Week 3 January 20-24	Analyzing Literature/ Writing about literature/ Literary Themes and Terms Gothic Film Selected Reading and Writing Workshops and Discussions from <i>A Community of Writers</i> “Lot No. 249” by Arthur Conan Doyle pgs. 109-140 “The Case of Lady Sannox” by Arthur Conan Doyle pgs. 141-150	Argumentation Essay Final/ Checklist/ Reflection 1/22 Commentary 1/20, 1/23 Quiz 1/24 Critical Analysis Draft 2 copies/ Peer Review 1/24
Week 4 January 27-31	Autobiography/ Rhetoric in Media/ Online Portfolio/ Research and Interviewing Selected Reading and Writing Workshops and Discussions from <i>A Community of Writers</i> “Pallinghurst Barrow” by Grant Allen pgs. 151-170 “Magic Lantern” by Jean Lorrain pgs. 171-176 “The Spectral Hand” by Jean Lorrain pgs. 177-182	Critical Analysis Final/ Checklist/ Reflection 1/28 Commentary 1/27, 1/30 Quiz 1/31 Research Draft 2 copies/ Peer Review 1/31
Week 5 February 3-6	Final assignments, approved missing assignments, extra credit, and in-class exam. “The Great God Pan” by Arthur Machen pgs. 183-233	Research Final/ Checklist 2/4 Commentary 2/4 Online Portfolio 2/5 Final Reflection In-Class Final 2/6

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