

ENGLISH 110 COMPOSITION AND READING

Imperial Valley College Spring 2020 CRN: 20261 Room # 402

Tuesdays & Thursdays 8:00-10:05 am 18 FEB 2020-12 JUN 2020 4 Units

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Office: 2795 Office Hours: Mon. & Wed. = 12-1 pm AND Tues. & Thurs. = 12:30 - 1:30 pm

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.

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)

Measureable Course Objectives and minimum standards for grade of "C":

Upon satisfactory completion of the course, student 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 word.

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 at least 6,000 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.

Required Texts:

1. Talking to Strangers, Malcolm Gladwell, ISBN: 978-0-241-35157-4
paperback only- **no electronic copies**
2. The Eagle Catcher, Margaret Coel, ISBN:978-0-425-26274-0 **no electronic copies**
3. A good college English only dictionary. **Electronic dictionaries are not allowed.**

Course Requirements and instructional Methods:

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.

{Translation: students are expected to attend all weekly class sessions as well as spend 2 hours per week doing out-of-class work for every hour that the class meets weekly. For example, our class meets four (4) hours per week, so students are expected not only to attend class sessions but also to spend eight (8) hours per week doing required reading, homework assignments, and writing assignments in preparation and support of the four hours of weekly class meetings. That will require a total of twelve (12) hours of a student's time each weekly for this class all semester.}

So, during the semester there will be a number of course activities which must be accomplished during class:

- Listening to and taking notes from lectures
- Follow up group and individual writing activities based on lectures or assigned textbook readings
- Practice writing, analyzing, and editing
- Quizzes and exams
- Turning in of papers and other work
- Journal assignments

Out of class, students are expected to complete:

- ✓ Weekly reading assignments in the textbooks and from handouts
- ✓ Homework assignments, which may include online work from Toolwire Writing Games, gathering of research sources, writing drafts and turning in the final research paper

- ✓ There will be a one-time re-write-for-a better-grade opportunity for one of the three Essays listed separately below. See schedule for due date. Earlier re-writes will not be accepted.
- ✓ Late work will not be accepted.

Detailed information regarding Essays, The Research Project, and the Journals will be found on our Canvas site as well as in the Tentative Course Schedule.

Journal Entries will be due as indicated on the Tentative Schedule approximately every other week. The subject matter for the journal is the reading assignment for that week in our textbooks. The opportunity to participate in this assignment is limited to students attending Lab on the date indicated.

Three Main Essays: The three main essays due individually both as a hard copy turned in during class and online through the portal available on our class Canvas site are the Definition Essay, the Essay of Comparison and Contrast, and the Argumentation Essay. The due dates for each of these essays appears on the tentative schedule for the class. At the end of the semester, but not before, the student may select one of the three essays to re-write for a better grade, if desired. The essay will be due both in hard copy form turned in during class and online. The due date for this appears on the class tentative schedule, and this may not be turned in prior to that due date. All essays and the re-written essay must be turned in in both hard copy during class and through the online portal which will appear on the class Canvas site, or the essay will not be read.

Research Project: The Research Project is broken down into eight (7) separate steps to make the writing of the Research Paper at the end easier and of greater quality. Steps may not be skipped, so that work on the project is suspended until each step is completed. In the meantime, the Research Project grade is eroding because points for each step are available only on the due date for that step. Late steps must be made up, in order to continue working on the project, but will never receive any points. So, if a step is late, it is important to complete it as soon as possible to get back on-track with earning points for the project. Late steps will not be dealt with during class, so the student must come to scheduled Office Hours for the professor to get back on track. More details appear under the Modules button on the class Canvas site under the Research Project heading there.

Quizzes: Quizzes will be given throughout the semester at almost every class meeting without prior warning and may not be made up.

Course Grading Based on Course Objectives:

Grades will be posted on Canvas. Your course Grade will be calculated using the following percentages:

Work.....	Percentage/Points	Course Grade=Percentage/Points
Journal Entries.....	15%/150	
		A = 100-90/1,000-90
		B = 89-80/899-800
Definition Essay.....	10%/100	C = 79-70/799-700
Comparison and Contrast Essay.....	12.5%/125	D = 69-60/699-600
Argumentation Essay.....	15%/150	F = 59 <-/599<
Research Project.....	20%/200	
Quizzes.....	17.5%/175	
Comprehensive Final Exam.....	10%/100	

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.
- 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:

- 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 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.

- 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 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 (DSPS) office as soon as possible. The DSPS 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 provides 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 therapy are provided to currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Contact the IVC Mental Health Counseling Services at 760-355-6310 or in 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve 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

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 have not been 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, homeless, 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 by phone, or Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, as well as campus and community referrals for students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760-355-5736 by phone or 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.

Anticipated Class Schedule/Calendar:

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

This schedule does not include all required work, assignments, activities, and deadlines but provides a general outline of what will be done during the semester. Please note that Journal entries are due online during class on the date indicated.

All work must be completed on time. Most late work will not be accepted, with the exception of the Research Project Steps which will only receive points on date they are due. This means that respecting due dates is crucial to student success in the class. Quizzes and Journals may not be made up.

TTS = Talking to Strangers TEC = The Eagle Catcher

Week	In Class Activity, Topic	Assignments	Due Dates
#1 FEB 18 & 20	Syllabus & Introduction Who Are You? Review Writing Terms + The Rhetorical Situation + MLA	Homework: Print a copy of the syllabus.	02-18 02-20
#2 FEB 25 & 27	Journal #1 Text Discussion + In-class Writing	<u>TTS</u> = Chapter 1 <u>TEC</u> = Chapters 1-3	02-25 02-27
#3 MAR 03 & 05	Prewriting, Drafting & Revising of Definition Essay	<u>TtS</u> = Chapter2 <u>TEC</u> = Chapters 4-6	03-03 03-05
#4 MAR 10 & 12	Journal #2 Writing	<u>TTS</u> = Chapter 3 <u>TEC</u> = Chapters 7 & 8 Definition Essay due includes Hard Copy handed in at beginning of class & Online Copy	03-10 03-12
#5 MAR 17 & 19	Prewriting, Drafting & Revising of a Compare/Contrast Essay	TTS = Chapters 4 <u>TEC</u> = Chapters 9 & 10	03-17 03-19
#6 MAR 24 & 26	Journal #3 Writing Fallacies	<u>TTS</u> = Chapter 5 <u>TEC</u> = Chapters 11-13	03-24 03-26
#7 MAR 31 & APR 02	Compare/Contrast Essay Due + Prewriting, Drafting & Revising of an Argumentation Essay	<u>TTS</u> = Chapter 6 <u>TEC</u> = Chapters 14 & 15 Compare/Contrast Essay due includes hard copy handed in at beginning of class & Online Copy	03-31 04-02

Week #	In-Class activity/topic	Assignment	Due Date
#8 APR 07 & 09	Journal #4 In-class Writing Intro. to Research Paper & Library Research	<u>TTS</u> = Chapter 7 <u>TEC</u> = Chapters 16-20 Research Topic Due for approval	04-07 04-09
#9 APR 21 & 23	In-class writing	<u>TTS</u> = Chapter 8 <u>TEC</u> = Chapters 21-24 + Argumentation Essay Due includes hard copy handed in at the beginning of class & Online copy Research Sources Due	04-21 04-23
#10 APR 28 & 30	Journal #5 In-class Writing	<u>TTS</u> = Chapter 9 <u>TEC</u> = Chapters 25-27 Research Paper Outline Due	04-28 04-30
#11 MAY 05 & 07	Analyzing Comics & Cartoons + In-class Writing	<u>TTS</u> = Chapters 10 <u>TEC</u> = Chapters 28-30 Research 1 st Draft Due	05-05 05-07
#12 MAY 12 & 14	Journal #6 Individual Research Draft Conferences	<u>TTS</u> = Chapter 11 <u>TEC</u> = Chapters 31-33 In-Class Writing	05-12 05-14
#13 MAY 19 & 21	Analyzing Documents + In-class writing	<u>TTS</u> = Chapter 12 Research 2 nd Draft Due	05-19 05-21
#14 MAY 26 & 28	Journal #7 In-class writing	Research Paper Due Online & Hardcopy due in-class	05-26 05-28
#15 JUN 02 & 04	Review for Final + Discuss Research Paper	Course Evaluation	06-02 06-04
#16 JUN 09 & 11	Return of Papers	1 rewritten Essay Final Essay Exam	06-09 06-11