

**Thank you for choosing IVC! We are so happy to join you in your educational journey.**

<b>Basic Course Information</b>			
Semester:	Fall 2020	Professor Name:	Scott Simpson
Course Title	Course Title: ENGL 110 Composition & Reading	Preferred way to contact-- Email:	scott.simpson@imperial.edu
CRNs #:	10263; 10264; 11328	Units:	4
Classroom:	Online - asynchronous • Follow the weekly activity schedules posted on Canvas • No real-time instruction	Office #:	no meetings in office this semester
Class Dates:	August 24 to December 11	Office Hours:	All office hours are online via email (see email address above) Monday through Thursday 10:00 - 11:00 AM  Other times and also meeting via phone call are possible. I usually check my email throughout the day, seven days a week. Email me if you need to reach me other than these times/days.
Class Days:	Online - asynchronous	Office Phone #	(760) 355-6164
Class Times:	• Follow the weekly activity schedules posted on Canvas • No real-time instruction	Emergency Contact:	Call or email instructor

### **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. (C-ID ENGL 100/ ENGL 110) (CSU, UC)

This course is paired with English 55, a lab support course. English 55 is designed to assist students in completing their homework assignments and essay assignments for this class. Enrolling in English 110 with the support course English 55 allows students to bypass English 009. However, students who have qualified for English 110, but feel they could use more support in English composition, will also benefit from taking the paired courses. Both courses are graded separately. English 110 follows the traditional grading scale and English 55 is pass/no pass.

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

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

### **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

## Course Objectives

### MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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.

## Textbooks & Other Resources or Links

**1) Title of Book:** Asking the Right Questions-- A Guide to Critical Thinking (12th edition)

Be sure to purchase the correct edition, the 12th !

**Authors:** M. Neil Browne and Stuart M. Keeley ISBN-13: 9780134425665

The most common ways to get this book are via the link below to purchase an electronic (eBook) version or to rent a printed edition. (If you want to rent the book, the campus book store may have it for rent. Feel free to check if you are interested.)

To get this book now, click on the link below:

<https://www.pearson.com/store/p/asking-the-right-questions-a-guide-to-critical-thinking/P100001425252/9780134425665> This is the e-text version. You can get this faster than other ways.

or

<https://www.pearson.com/store/p/asking-the-right-questions-a-guide-to-critical-thinking-rental-edition-/P100001425252?viewAll=true>

**2) Title of Book:** They Must Be Monsters: A Modern-Day Witch Hunt

**Authors:** Matthew LeRoy, Deric Haddad

ISBN-10: 1732448906 ISBN-13: 978-1732448902

**Publication Date:** July 31, 2018 **Publisher:** The Manor Publishing House

Purchase new or used anywhere you like. We will start using the book in the third week.

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**Online Free MLA Resource**

Our essays require using the MLA standard for citing sources.

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_style\\_introduction.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html)

**Course Requirements and Instructional Methods**

This class is focused on writing essays and reading. Information in the readings (and sometimes video lectures and interviews) serve as support for the essays. Largely what separates college writing from other types of writing is incorporating trustworthy information as core support of a thesis.

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. This means to expect on average eight hours of homework per week for this 4-unit course.

**What if I need to borrow technology or access to WIFI?**

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>
2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have face mask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind

**-No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760-355-6455.

**Course Grading Based on Course Objectives**

Grade Scale by %    A: 90 - 100    B: 80 - 89    C: 70 - 79    D: 60 - 69    F: 0 - 59

Grading rubrics for major assignments like essays are posted on Canvas.

- Points needed in order to earn an A grade: 7958 - 8842 points
- Points needed in order to earn a B grade: 7074 - 7957 points
- Points needed in order to earn a C grade: 6189 - 7073 points
- Points needed in order to earn a D grade: 5305 - 6188 points
- Points needed in order to earn a F grade: 5304 or fewer points

**Deadlines and late work:** Check upcoming deadlines regularly. All deadlines are posted there. A **short** grace period of one day can be requested if I am contacted in advance of the due date with a reasonable explanation for the request. Expect any late work to be docked points. Don't expect work completed more than two days late to be awarded any points. If not contacted in advance of the due date about work arriving late, don't expect the assignment to be accepted. In general, don't expect late work to be accepted.

- *There are no "do-overs" for any reason on any assignment. Everyone gets one shot to complete each assignment. We prepare in stages for each assignment, so there is absolutely no reason to hand in any work that is far off target.*
- *Also note that the instructor reserves the right to assign a grade of zero to any previous class assignments if the quality of writing is not similar to the quality of writing shown in the final exam.*

**Course Grading Based on Course Objectives**

**Major Writing Assignments** • 7000 points • Approximately 80% of your total grade

- |   |             |
|---|-------------|
| 1. Dweck/Mindset Essay  | 500 points  |
| 2. Dweck/Zimbardo/Myers-Briggs+ Essay                         | 1000 points |
| 3. American Dream Essay (Jung, et al.)                        | 2000 points |
| 4. Final exam essay (based on the critical thinking concepts) | 1500 points |
| 6. Final Essay (Mass Delusions)                               | 2000 points |

Note: If all of the above major writing assignments are **not** handed in, there will be **NO** opportunity to pass the course. Period.  
These are not optional assignments, regardless of the number of points you will have accumulated or what Canvas shows your grade to be.

**Other Assignments** • Approximately 20% of your total grade

- Asking the Right Questions (ARQ) textbook (ten chapter tests covering 13 chapters) 895 points total

- They Must Be Monsters (textbook chapter tests) 467 points total

### Discussion Boards on Canvas (480 points total)

A) Discussion boards related to essay topics (11) 240 points total

B) Discussion boards related to ARQ (8) 240 points total

- **Deadlines and late work:** Be aware of deadlines. A **short** grace period of up to a few days for essays and some other assignments can be requested if I am contacted in advance of the due date with a reasonable explanation for the request. Expect ANY late work to be docked points. Don't expect work completed more than a few days late to be accepted. Keep in mind you can start almost any assignment much earlier than the due date.

- Note that **plagiarism** results in a **zero** for any assignment and could lead to discipline by the college which could not only mean **dismissal** from the class but also **permanent expulsion** from IVC. A zero especially on a major assignment also usually makes it **impossible** to pass the course. Yes, it's easy to cut and paste text from the internet. You should be very aware that due to technology, **detecting plagiarism is even easier for your instructors.** We don't have to even look. The system alerts us. If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. **Of course (!)** there are **NO** do-overs for a plagiarized assignment! Yes, most students would never plagiarize. But that person who might try should know that being caught is a guarantee and major consequences will definitely be suffered.

(Note: If you are retaking this course, **avoid self-plagiarism**; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

- There are no "do-overs" for any reason on any assignment.
- Everyone gets one shot to complete each assignment.

- Also note that the instructor reserves the right to assign a grade of zero to any assignments, even previously graded assignments, if the quality of writing is not similar to the quality of writing shown in the final exam.

### Advice on Grades • Success in Class

They say common sense isn't so common anymore, so here it goes! Absolutely do your utmost to **COMPLETE every assignment.** Hand in ALL the essays. Never consider doing otherwise. And do your best to complete ALL of the other assignments as (1) those assignments **prepare** you to succeed in the weightier assignments and (2) all those little points that may not seem so much at first definitely add up to a lot of points by the semester's end!

### 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 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.
- Furthermore, if two consecutive essays are not handed in on a timely basis, that student will 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.

- **What does it mean to "attend" an online class?**

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

**Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.**

- Electronic Devices: Cell phones and electronic devices must be turned off (airplane mode is great!) and out of reach and view during class unless otherwise directed by the instructor. If you are seriously addicted to cellphone use, please seek help and don't distract your classmates from meeting their educational goals. Don't expect to be allowed to remain in the classroom if you violate this policy.
- 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.

## How do I act differently if I have an on-campus class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
  - a. Even if your symptoms are mild, stay home.
  - b. Email your instructor to explain why you are missing class.
  - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
  - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
  - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**
  - a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touch-free and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
  - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
  - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through [www.imperial.edu](http://www.imperial.edu).
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
  - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**

- a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.

## **7. BRING YOUR OWN FOOD AND DRINKS.**

- a. There is no food service currently offered on campus.

### **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 (!!!!)].

### **How am I expected to act in an online "classroom" (especially Zoom)?**

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

#### **1) Be RESPECTFUL**

- a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.

#### **2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**

- a. People walking around and pets barking can be a distraction.

#### **3) EAT AT A DIFFERENT TIME.**

- a. Crunching food or chugging drinks is distracting for others.
- b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.

#### **4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**

- a. It is hard to see you in dim lighting so find a location with light.
- b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.

#### **5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**

- a. If you are using the camera, show your face; it helps others see your non-verbal cues.

- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
- 6) **Be READY TO LEARN AND PAY ATTENTION**
  - a. Catch up on other emails or other work later.
  - b. If you are Zooming, silence your phone and put it away.
  - c. If you are in a room with a TV – turn it off.
- 7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
  - a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.
- 8) **REMEMBER TO UNMUTE WHEN SPEAKING**
  - a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
  - b. Do not speak when someone else is speaking.
- 9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**
  - a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
  - b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.
- 10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
  - a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

## **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.

### **How do I show academic honesty and integrity in an online “classroom”?**

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **Examples of Academic Dishonesty that can occur in an online environment:**

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn’t explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);

- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

• Note that **plagiarism** results in a **zero** for any assignment and could lead to discipline by the college which could not only mean **dismissal** from the class but also **permanent expulsion** from IVC. A zero especially on a major assignment also makes it virtually **impossible** to pass the course. Yes, it's easy to cut and paste text from the internet. You should be very aware that due to technology, detecting plagiarism is **even easier for us**. We don't have to even look. The system alerts us. It highlights the copied text, even if some words have been changed. It shows us the URL on the web or the student paper it was copied from-- instantly! If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. **Of course** there are no do-overs for a plagiarized assignment. Most students would never plagiarize. But that one or two who might will very easily be caught with zero effort on my part and will suffer consequences.

(Note: If you are retaking this course, avoid self-plagiarism; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

### Additional Services for Students

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.

#### How do I access services now that we are mostly online?

•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](#). In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).

- [Library Services](#). Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- [Career Services Center](#). The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.

- [Child Development Center](#). The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30. Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

### 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. When the campus is open, 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, but you must make an appointment. 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, or when campus reopens, visit 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 for appointments, or when campus reopens visit Room 1536 for 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. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website [www.imperial.edu/students/eops](http://www.imperial.edu/students/eops) for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

### Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC's Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

### **What if I cannot afford food, books, or need other help?**

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

### **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**

The schedule on Canvas is always up to date. The best place to access the class schedule is on Canvas.

**Week 1/15: Course Introduction Materials/ Preparation for Writing Brainology/Mindsets (Dweck) Short Essay**

**Week 1 Overview:** You will be introduced to the course, shown our online presence in Canvas, and some important IVC policies and procedures will be presented. You will read a much-discussed article entitled "Brainology," prepare to write a short essay applying its concepts and discuss it in an online discussion.

**Objectives:** By the end of this week, you will be able to:

- Interpret the course syllabus. • Navigate the Canvas learning environment.
- Understand the College's add and drop policies, procedures and other learning requirements.
- Know how to make worthy contributions to an online discussion.
- Gain background knowledge for writing a college level short essay assignment.

**NOTE:** Some activities below are suggested dates, but others are hard set with due dates.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 1 schedule (this!)</li> <li>• <b>Read:</b> ENGL 110 syllabus</li> <li>• <b>Take:</b> "Online Learning Readiness Questionnaire" (Location: Canvas • "Introduction to English 110" section) • Reflect on the comments resulting from your responses to the questionnaire.</li> <li>• <b>Watch:</b> "How to Get Around in Canvas"</li> <li>• <b>Read:</b> <i>Brainology</i>/Dweck article</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Purchase: Textbook online</b>  <b>Title of Book:</b>  <i>Asking the Right Questions (12th edition)</i>                      Authors: M. Neil Browne and Stuart Keeley                      Available for purchase electronically (fast!) or available for rent-- See web link in course <b>syllabus</b> for where to buy it. The syllabus is in Canvas in the "Introduction to English 110" section and also in IVC's <b>Syllabi Site</b> (<a href="http://www.imperial.edu">www.imperial.edu</a> -- Student menu -- "<b>Syllabi Site</b>" then find this particular ENGL 110 course by section number and instructor's name in the list of courses and select the syllabus to view or download.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Answer Questions:</b> Write answers to the "Brainology" questions, but do not submit the answers. The answers you write down will help you focus on the important points of the article and help you build background knowledge for the first essay.</li> <li>• <b>DB1a:</b> Share One of Your Answers for One of the <i>Brainology</i> Article Questions-- <b>initial</b> post due by 11 PM [You will see the directions when you click on this Discussion Board (DB) assignment.] Almost all of the discussion board activities have a part two which is due two days later. Part one is "a" and part two is "b", like DB13a and DB13b, for example. Please note that Canvas can only have one due date for an assignment, so be sure to keep track of the earlier "part a" due date. Canvas will show you only the "part b" due date, but this weekly activity schedule shows both, so follow this schedule for the actual due dates. Part "a" is the initial post; part "b" are the two responses to any two classmates. Again, click on the assignment in Canvas in order to see the detailed directions.</li> </ul>
Thursday	Friday	Saturday
	<ul style="list-style-type: none"> <li>• <b>DB1b:</b> Share One of Your Answers for One of the <i>Brainology</i> Article Questions -- two <b>response</b> posts due by 11 PM                             <ul style="list-style-type: none"> <li>• Click on the assignment in Canvas for the directions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> The Preface, Chapters 1 &amp; 2 of our textbook <i>Asking the Right Questions (ARQ)</i></li> </ul>

**Week 2 Overview:** You will be introduced to writing a college level short essay. You will continue to build up background information that will prepare you for writing the essay, including watching an interview with Dr. Carol Dweck discussing her research and reflecting on your own mindset.

**Objectives:** By the end of this unit, you will be able to:

- Relate a concrete example in a discussion board activity that applies concepts from the textbook to demonstrate understanding of your personal writing challenges
- Write a short college level essay.

**NOTE:** Some activities below are suggested dates, but others are hard set with due dates.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 2 schedule (this!)</li> <li>• <b>Read:</b> Brainology: Answers to Some Key Questions • Check your answers.</li> <li>• <b>Watch:</b> The Science Behind Dweck's Mindsets Concept Talk by Dr. Laura Boyd</li> <li>• <b>Watch:</b> Video interview with Dr. Carol Dweck "The Growth Mindset"</li> <li>• <b>Write:</b> Answers to Carol Dweck at Google questions (Do not submit answers. • This creates a reference for yourself for writing the upcoming essay due Sunday.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Discussion Board 2 (DB2a):</b> Your Mindset (Dweck) • Your response to Dr. Dweck's <i>Brainology</i> article and her interview at Google -- initial post <b>due today</b> by 11 PM</li> <li>• <b>Watch:</b> "What Is Critical Thinking?"</li> <li>• <b>Read:</b> Textbook <i>Asking the Right Questions (ARQ)</i> Preface, Chapters 1 &amp; 2</li> <li>• <b>Assignment:</b> Download and answer ARQ questions. Answers are due tomorrow. Submit your answers via link on Canvas.</li> <li>• <b>CT/ARQ/DB1 Discussion Board assignment due by 11PM</b> (no response posts for this one) • CT = Critical Thinking ARQ = Asking the Right Questions (textbook)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit answers (text file upload) to ARQ reading assignment (test) online via Canvas.</b> Do not email me your work. Use the special link in Canvas in this week's schedule. Due by 11 PM tonight</li> <li>• <b>Read: Mindsets (Dweck)</b> Short Essay Assignment Details (Canvas) • This document explains what the essay is about. There is a huge amount of information here on writing this essay, which is due Sunday.</li> <li>• <b>Read:</b> Grading rubric • 1st essay • Dweck (Canvas)</li> <li>• This explains the technical aspects of how you will be graded.</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>DB2b:</b> Your Mindset (Dweck) – two response posts <b>due today</b> by 11 PM (This is the 2nd part of Discussion 2)</li> <li>• <b>Watch:</b> Video lecture on writing the first essay (Dweck) Helpful tips are here !</li> </ul>	<p><b>Focus on writing the essay</b></p>	<p><b>Focus on writing the essay</b></p>
Sunday		
<p>DB = Discussion Board (DB2 = Discussion Board assignment two, etc. "a" = initial post; "b" = (usually) two response posts)</p>	<ul style="list-style-type: none"> <li>• <b>Write &amp; Submit:</b> <u>"Mindsets" short essay online via Canvas by 11 PM</u></li> </ul>	

## ENGL 110

### Week 3: Preparation for Writing a Multi-Source Research Based College Essay of Substantial Length

<p><b>Week 3 Overview:</b> You will gather further background information and continue to prepare for writing a college-level essay that is several pages in length. You will practice writing with concrete detail in a discussion post. You will apply critical thinking concepts such as identifying ambiguous use of language.</p>		
<p><b>Objectives:</b> By the end of this unit, you will be able to:          Relate a concrete example in a discussion board activity that applies Zimbardo's concepts to your own behavior and/or thinking;          • Identify an example of ambiguous language.</p>		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week Three Activity Schedule (this!)</li> <li>• <b>Read:</b> Asking the Right Questions (ARQ) textbook • Chapters 3 &amp; 4. Also read the questions for these chapters in this week's activity chart. Doing so will help you focus your understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Complete:</b> Taking the Time Perspective Inventory [see "Links to Time Perspective Inventories (Zimbardo" in Canvas in this week's activities) • <u>Keep track of your scores ! You will share your scores and their meaning in a discussion !</u></li> <li>• <b>Read:</b> <i>Zimbardo Time Perspective Score Explanation</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> "The Secret Powers of Time"</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Submit answers to ARQ reading assignment-- Chapters 3 &amp; 4-- online via Canvas. Due by 11 PM tonight</b></li> <li>• <b>DB3a:</b> Share Your Zimbardo Time Perspective Inventory Results • Initial post due by 11PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> "What to Select from Your Profile to Write About"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>CT/ARQ/DB2 Discussion Board assignment due by 11PM</b></li> <li>• no response posts for this one unless you want to write one/some)</li> </ul>
	Sunday	
	<ul style="list-style-type: none"> <li>• <b>DB3b:</b> Share Your Zimbardo Time Perspective Inventory Results • Two response posts due by 11PM</li> </ul>	

**Week 4: Further Preparation for Writing a Multi-Source Research Based College Essay of Substantial Length**

**Week 4 Overview:** You will gather further background information and continue to prepare for writing a college-level essay of substantial length. You will be engaged in a variety of activities that will prepare you for writing this essay including getting your Jung personality type assessment and discussing the significance of that assessment in a discussion board. You will continue learning and applying key critical thinking concepts.

**Objectives:** By the end of this unit, you will be able to:

- Explain the significance of your Jung (Myers Briggs Type Indicator, for example) personality type
- Apply critical thinking involving concepts such as assumptions and logical fallacies.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 4 schedule (this!)</li> <li>• <b>Read:</b> Asking the Right Questions (ARQ) textbook chapters 5 &amp; 6. Also read the questions for these chapters.</li> <li>• <b>Watch:</b> <i>Understanding Arguments</i></li> <li>• <b>Watch:</b> <i>Critical Thinking Assumptions</i></li> <li>• <b>Read:</b> <i>Common Fallacies</i></li> <li>• <b>Read:</b> <i>15 Logical Fallacies You Should Know</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> <i>Essay Assignment Details • Gaining a Deeper Understanding of Yourself</i> (This is the topic of our 1st major essay due in a few weeks.)</li> <li>• <b>Read:</b> <i>Grading Rubric • "Gaining a Deeper Understanding of Yourself"</i> (This is how the 1st major essay will be graded.)</li> <li>• <b>Visit Website &amp; Read:</b> <i>The Myers &amp; Briggs Foundation</i></li> <li>• <b>Watch:</b> <i>Video: How to Access the Academic Databases at IVC Online</i></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take:</b> <i>Myers Briggs Type Indicator (MBTI) &amp; Similar Personality Assessments</i> • Take <b>ONE</b> of these personality assessments. It's your choice. Most are free. This week's discussion board is about this, and one section of the 1st major essay is also about this! Again, take <b>ONE</b> of the assessments and keep track of your results. The links are in this document.</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Optional But Highly Recommended !</b></li> <li><b>Watch:</b> • <i>The Power of Introverts</i> • Susan Cain (Watch this especially if you got an "I" in your Jung Type Assessment or know an introvert. You certainly do !)</li> <li>• <b>Submit answers to ARQ reading assignment-- Chapters 5 &amp; 6-- online via Canvas. Due by 11 PM tonight</b></li> <li>• <b>DB4a:</b> Share Your Jung Personality Type • Initial post due by 11PM</li> </ul>	<p><b>• Note on the topic of MLA Citations: We have a module in Canvas called "The MLA Center."</b></p> <p><i>For our next and future essays, we have these important resources in <b>The MLA Center</b> ! Use these resources this semester as needed ! It is your responsibility to find &amp; apply the MLA information that you need for your paper. Yes, you find what you need on your own! (If you get stuck though, let me know). For example, you can look up how to cite an academic journal as well as I can look that up. No one memorizes all of these ways to cite sources. When you have a source to cite, identify the type of source (journal article, chapter in book, video lecture, etc.), then look up how to cite that particular type of source (1) in the text AND ALSO (2) in your Works Cited page. Note that in <b>the text of the essay</b>, we would never put a url (www...) there! Instead, that would be part of a Works Cited citation (see below).</i></p> <p><i>We need to cite sources of information (1) in the text of the paper right at the end of a section we paraphrased, summarized or quoted and also (2) in an alphabetized list called the "Works Cited" page that appears separately at the end. The Works Cited page is a list of all of the sources used, and with MLA style, which is what we use in English courses. There is a certain format we have to use.</i></p> <p><b>Here are some of the highlights of The MLA Center section we have available now in Canvas:</b></p> <ul style="list-style-type: none"> <li>• Using MLA Format (from the Modern Language Association's Web Site)</li> <li>• Formatting a Research Paper (from the Modern Language Association's Web Site)</li> <li>• The Purdue Online Writing Lab on MLA</li> <li>• MLA General Format</li> <li>• How to Cite Interviews from YouTube</li> <li>• How do I cite a YouTube or other online video? (Works Cited page &amp; In-Text Citations)</li> <li>• In-Text Citations</li> <li>• Example: Complete Essay with MLA Style Citations &amp; Works Cited Page</li> <li>• Works Cited Page Example</li> <li>• FAQ: How do I cite multiple sources by the same author (like Dweck's Brainology article and Dweck's video interview) in my paper?</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB4b:</b> Share Your Jung Personality Type • Two response posts due by 11PM</li> </ul> <p align="center"><b>Note:</b> Nothing is due tomorrow (Sunday)</p>

**Week 5: Further Preparation for First Major Essay**

**Week 5 Overview:** You will gather further background information and continue to prepare for writing a longer college-level essay.

You will practice using the academic databases for conducting research for your essay introduction.

You will practice auto-generating an MLA style citation and writing your own MLA style in-text citation.

You will discover strategies for writing an effective college essay introduction for a long essay.

You will practice paraphrasing.

**Objectives:** By the end of this unit, you will be able to:

- Develop an effective introduction for a long college essay;
- Paraphrase effectively; and
- Access and search the academic databases, autogenerate an MLA citation and write an MLA style in-text citation.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 5 schedule (this!)</li> <li>• <b>Read:</b> "Strategies for Writing an Essay Introduction"</li> <li>• <b>Review/Watch:</b> "Essay assignment • Gaining a Deeper Understanding of Yourself"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Asking the Right Questions (ARQ) textbook chapter 7. Also read the questions for this chapter.</li> </ul> <p align="center"><b>From a previous week:</b></p> <ul style="list-style-type: none"> <li>• <b>Review:</b> <i>Essay Assignment Details • Gaining a Deeper Understanding of Yourself</i> (This is the topic of our 1st major essay.)</li> <li>• <b>Review:</b> <i>Grading Rubric • "Gaining a Deeper Understanding of Yourself"</i> • This explains how you will be graded.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> Critical Thinking and Evaluating Information</li> <li>• <b>DB5a:</b> Share the 4th Self-Assessment That You Chose for the Essay ! • <b>initial</b> post due by 11 PM</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>DB6a:</b> Research Information for Your Essay Introduction &amp; Paraphrase a Five-Sentence Chunk • <b>initial</b> post due by 11 PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB5b:</b> Share the 4th Self-Assessment That You Chose for the Essay ! – two <b>response</b> posts due by 11 PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit answers to ARQ reading assignment-- Chapters 7-- online via Canvas. Due by 11 PM tonight</b></li> <li>• <b>DB6b:</b> Research Information for Your Essay Introduction &amp; Paraphrase a Five-Sentence Chunk – <b>one response</b> post due by 11 PM</li> </ul>

**Week 6: Critical Thinking Concepts & Submission of 1st Major Essay** (major writing assignments are underlined)

**Week 6 Overview:** You will some explore foundational and key concepts in critical thinking.

You will complete the first major essay with multiple sections for this class.

**Objectives:** By the end of this unit, you will be able to:

- Explain and apply knowledge of "evidence" in critical thinking; and
- Write a research-based and personally oriented college level essay of substantial length that applies researched concepts to yourself.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 6 schedule (this!)</li> <li>• <b>Read:</b> ARQ Chapter 8</li> <li>• <b>Read:</b> ARQ Chapter 8 Questions</li> <li>• <b>Review:</b> Essay Assignment Details • <i>Gaining a Deeper Understanding of Yourself</i> (This document is found in a previous week.)</li> <li>• <b>Review:</b> Grading Rubric • <i>Gaining a Deeper Understanding of Yourself</i> • 1st Long Essay • Note that MLA Citations = 25% of Your Grade (This document is found in a previous week.)</li> <li>• <b>Work on your essay, which is due Sunday</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Review/Watch or Read:</b> How to Successfully Paraphrase • This will give you confidence in bringing research into your essay using your own words !</li> <li>• <b>Work on your essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Write &amp; Submit:</b> Your answers to ARQ Chapter 8 Questions</li> <li>• <b>Work on your essay</b></li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Work on your essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work on your essay</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Consult while writing your essay:</b> Essay Assignment Details • <i>Gaining a Deeper Understanding of Yourself</i> (This document is found in a previous week.)</li> <li>• <b>Consult while writing your essay:</b> Grading Rubric • <i>Gaining a Deeper Understanding of Yourself</i> • 1st Long Essay • Note that MLA Citations = 25% of Your Grade (This document is found in a previous week.)</li> <li>• <b>Work on your essay</b></li> </ul>
Sunday		
		<ul style="list-style-type: none"> <li>• <b>Write &amp; Submit:</b> <u>Essay: <i>Gaining a Deeper Understanding of Yourself</i> due by 11 PM (1000 points)</u></li> </ul>

**Week 7: Building Background Information for the American Dream Essay Topic & Exploring the Complexity of Causality**

**Week 7 Overview:** You will build background information on the American dream in preparing to write a multi-section source based college-level essay. You will discuss what the American dream means to you and how people's self-defeating thoughts and behaviors can disrupt progress toward reaching important goals. You will explore how overly simplistic it is to assign a single cause to an effect.

**Objectives:** By the end of this unit, you will be able to:  
 Connect how the American dream has changed over generations; relate your own personal concept of the American dream; and  
 Apply critical thinking concepts relating to the complexity of causality.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 7 schedule (this!)</li> <li>• <b>Purchase 2nd textbook:</b> Title: <i>They Must Be Monsters</i> <b>Authors:</b> Matthew LeRoy, Deric Haddad • ISBN-10: 1732448906 or ISBN-13: 978-1732448902 <b>Publication Date:</b> July 31, 2018 <b>Publisher:</b> The Manor Publishing House We will start using this book <b>next week</b>. Purchase it wherever you like. It is available in different forms including electronically.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> <i>The Transformation of the American Dream</i> by Robert Shiller</li> <li>• <b>Read:</b> Your choice(s) of the articles about <b>self-sabotage</b> • You will refer to one of these articles (your choice) in this week's discussion and connect this topic to the American dream.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB7a:</b> Your Personal Vision of the American Dream &amp; How Self-Sabotage Can Affect Realization of Those Dreams</li> <li>• <b>Initial</b> post due by 11 PM</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Read:</b> ARQ Chapter 9. Also read the <i>questions</i> for these chapters.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB7b:</b> Your Personal Vision of the American Dream &amp; How Self-Sabotage Can Affect Realization of Those Dreams • Two <b>response</b> posts due by 11 PM</li> <li>• <b>Submit answers to ARQ reading assignment-- Chapter 9-- online via Canvas. Due by 11 PM tonight</b></li> </ul>	

**Week 8: Continue Building Background Information for the American Dream Essay Topic & Exploring How Statistics Can Mislead Us**

**Week 8 Overview:** You will continue building background information on the American dream in preparing to write a multi-section source based college-level essay. You will research how debt can affect realization of American dream. In critical thinking, you will explore how statistics can mislead us. We will also start building background information for our final essay on mass delusions by reading the first section of our second textbook.

**Objectives:** By the end of this unit, you will be able to:  
 Connect debt to American dream; and  
 Analyze statistics to show how statistics can deceive.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 8 schedule (this!)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> "Part I" (the first section/the first few chapters of <i>They Must Be Monsters</i> (2nd textbook) Also read the questions for this section of the book.</li> <li>• <b>Read:</b> The directions for DB8 (click on the DB8 assignment and read the directions)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> ARQ Chapter 10. Also read the <i>questions</i> for these chapters.</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Submit answers to ARQ reading assignment-- Chapter 10-- online via Canvas. Due by 11 PM tonight</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB8a:</b> Find an Article on Debt • <i>Initial</i> post due by 11 PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit Answers to Questions:</b> "Part I" (the first section/the first few chapters of <i>They Must Be Monsters</i> (2nd textbook) • <b>Due by 11 PM tonight</b></li> </ul>
Sunday		
	<ul style="list-style-type: none"> <li>• <b>DB8b:</b> Find an Article on Debt • Two <i>response</i> posts due by 11 PM</li> </ul>	

**Week 9: Further Preparation for the American Dream Essay & in Critical Thinking: What Information Is Omitted?**

**ENGL 110**

**Week 9 Overview:** You will watch and summarize two profiles from a documentary on the American dream. You will explore a variety of key critical thinking concepts— notably the omission of information, and apply them to analyzing an argument. You will also continue to build background information for your final essay by reading further in our second textbook.

**Objectives:** By the end of this unit, you will be able to:

- Analyze a written argument in terms of key critical thinking concepts such as audience, issue, conclusions and the omission of key information; and
- Summarize key information that can be used as support in your next essay.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 9 schedule (this!)</li> <li>• <b>Read:</b> ARQ Chapter 11. Also read the <i>questions</i> for these chapters.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> American Dream Documentary "The End of the American Dream" • Also read the related discussion board directions (DB9).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB9a:</b> Summarize &amp; Comment on This Documentary on the American Dream -- <i>initial</i> post due by 11 PM</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Submit Answers:</b> ARQ Chapter 11 Questions -- due by 11 PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB9b:</b> Summarize &amp; Comment on This Documentary on the American Dream -- two <i>response</i> posts due by 11 PM</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Read:</b> "Part II" (the second section) of <i>They Must Be Monsters</i> (2nd textbook) Also read the assignment for this section of the book.</li> </ul>
Sunday		
	<ul style="list-style-type: none"> <li>• <b>Submit Assignment:</b> "Part II" (the 2nd section of <i>They Must Be Monsters</i> (2nd textbook) • <b>Due by 11 PM tonight</b></li> </ul>	

**Week 10: Further Preparation for the American Dream Essay & in Critical Thinking: What Reasonable Conclusions Are Possible?**

**ENGL 110**

**Week 10 Overview:** You will read articles and watch a documentary to gain background information and consider how addiction as a form of self sabotage can prevent people from realizing their personal vision of the American dream. In critical thinking, you will explore how the either-or fallacy present in many arguments can prevent us from considering more reasonable conclusions than the one proposed by the argument's author. You will also continue to build background information for your final essay by reading further in our second textbook.

- Objectives:** By the end of this unit, you will be able to:
- Analyze a written argument and provide alternative conclusions for it;
  - Find an article in the academic databases that is relevant to our next essay topic;
  - Cite an academic source using MLA style for both in-text and Works Cited page citations; and
  - Summarize information that can be used as support in your next essay.

Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> <li>• <b>Read:</b> Week 10 schedule (this!)</li> <li>• <b>Read:</b> "Addiction and the American Dream" and the other articles on addiction seen in this week's materials on Canvas.</li> <li>• <b>Watch:</b> "Chasing the Dragon: The Life of an Opiate Addict"</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Watch:</b> "Chasing the Dragon: The Life of an Opiate Addict" • Also read the related discussion board directions (DB10).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB10a:</b> Self-Sabotaging Achievement of the American Dream Via Addiction -- <i>initial</i> post due by 11 PM</li> </ul>
Thursday	Friday	Saturday
<ul style="list-style-type: none"> <li>• <b>Read:</b> ARQ Chapter 12. Also read the <i>questions</i> for these chapters.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>DB10b:</b> Self-Sabotaging Achievement of the American Dream Via Addiction -- <i>two response</i> posts due by 11 PM</li> <li>• <b>Read:</b> Chapters 10 - 14 of <i>They Must Be Monsters</i> (2nd textbook)</li> <li>• Also read the assignment for this section of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Submit Answers:</b> ARQ Chapter 12 Questions -- due by 11 PM</li> </ul>
Sunday		
	<ul style="list-style-type: none"> <li>• <b>Submit Assignment:</b> Chapters 10 - 14 of <i>They Must Be Monsters</i> • <b>Due by 11 PM tonight</b></li> </ul>	

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