

Basic Course Information

Semester:	Fall 2020	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 110 First-year Composition	Email:	Nikolai.beope@imperial.edu or nbeope@gmail.com
CRN #:	11535	Webpage (optional):	Canvas
Classroom:	ONLINE	Office #:	N/A
Class Dates:	August 24 – December 12	Office Hours:	4 – 5 PM Monday – Thursday Zoom link on Canvas
Class Days:	N/A	Office Phone #:	760-592-5359
Class Times:	N/A	Emergency Contact:	lency.lucas@imperial.edu
Units:	4		

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)

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

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.

3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Writing Arguments, A Rhetoric with Readings, Ramage, Bean, Johnson. Concise 7th Edition. Pearson, 2016

We Cast a Shadow, Maurice Carlos Ruffin, 2019.



Course Requirements and Instructional Methods

- Due to the nature of online courses students need consistent access to their IVC email account and Canvas. Students are expected to check their IVC email and Canvas daily, Monday through Friday. Specific instructions, materials and assignments will be available only through Canvas.
- Students must be able to upload their assignments to Canvas using a version of Microsoft Word or through the creation of a PDF. More information about this process will be found on Canvas.

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 facemask 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.

Assignment #1: Analytical essay. (Letter grade)

Assignment #2: Analytical research paper. (Letter grade)

Assignment #3: Argumentative research paper. (Letter grade)

Midterm: An in-class quiz responding to a prompt. (Quiz grade)

Final: An in-class essay responding to issues found in *We Cast a Shadow*. (Letter grade)

Annotated Bibliography: List sources and describe specifically what part of each is relevant to your research paper and why. (Letter grade)

Presentation: Towards the due date of essays, students will be responsible to create one 4 to 6 minute presentation on their research topic. The presentation can come in many forms, from traditional methods we are familiar with (Google Slides, PowerPoint, etc.) to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given beforehand. The audience will be your peers in this class. Presentations must be uploaded to our Canvas discussion board by due date. (Letter grade)

Revision: You will be allowed to revise one essay throughout the semester. This essay will only receive a single grade (or an extra 10 points) if revised correctly, meaning a 75 would turn into an 85, etc. Revised essays must meet all three of the following conditions:

1. Your essay was turned in complete and on time.
2. You were in class for the peer review.
3. It must be your lowest scored essay.

Gender-neutral Language: In order to align ourselves with standard practices found in journalism, academic writing and social practices, all assignments this semester will deploy the use of gender-neutral language. For example, instead of referring to someone as a *policeman*, *fireman*, or *stewardess*, we will refer to them in gender-neutral terms, such as *police officer*, *firefighter* and *flight attendant*. Instead of referring to something as being *man-made* or part of *mankind*, we will refer to it being *machine-made/synthetic/artificial*, or *people/human beings/humanity*. We will also respect any preferred pronouns used by outside sources.

Extra Credit: Throughout the semester there will be many ways to receive extra credit points. These points will *only influence homework and quiz scores*.

Assignment Return Policy: All essay assignments will be handed back one week before the next essay assignment is due.

Course Grading Based on Course Objectives

10%: Homework, Quizzes (unannounced), Midterm

10%: Participation (online behavior, discussion board activity, rough drafts and peer presentation grades)

10%: Presentation

10%: Bibliography

15%: First essay assignment

15%: Second essay assignment

15%: Third essay assignment

15%: Final

90 + = A 80 – 89 = B 70 – 79 = C

60 – 69 = D 59 – = F

Grades will not be rounded in any way

Anticipated Class Schedule / Calendar		
Date or Week	Activity, Assignment, and/or Topic	Readings/Due Dates/Tests
Week 1 August 24 – 29	Intro to course & course materials What is analysis? Essay organization: Introductions Assignment #1 handout, lecture and example	Syllabus Week 1 Canvas readings * Readings will be quizzed and discussed the following week unless otherwise specified. **All homework is due the following week unless otherwise specified.
Week 2 August 31 – September 5	Essay organization: Paragraphing Writing with imagination Diction and tone	Week 2 Canvas readings <i>We Cast a Shadow</i> chapters 1 – 3 <i>Writing Arguments</i> chapter 1 Homework: Description ex., Paragraphing ex.
Week 3 September 8 – 12	Essay organization: Conclusions Moves of revision What makes an argument? Due rough draft essay assignment #1 (Must meet page count)	Week 3 Canvas readings <i>We Cast a Shadow</i> chapters 4 – 7 <i>Writing Arguments</i> chapter 2 Homework: Peer review worksheets

<p>Week 4 September 14 – 19</p>	<p>Due final of essay assignment #1 Due group 1 presentations Assignment #2 handout, lecture and example</p>	<p>Week 4 Canvas readings <i>We Cast a Shadow</i> chapters 8 – 11 <i>Writing Arguments</i> chapter 3 and 6</p>
<p>Week 5 September 21 – 26</p>	<p>Rhetorical appeals Appeals to Pathos Appeals to Ethos</p>	<p>Week 5 Canvas readings <i>We Cast a Shadow</i> chapters 12 – 15 <i>Writing Arguments</i> Appendix II</p>
<p>Week 6 September 28 – October 3</p>	<p>Thesis statements Citing sources Reviewing internal and external credibility Selecting and integrating source material Summary, paraphrasing and direct quotation</p>	<p>Week 6 Canvas readings <i>We Cast a Shadow</i> chapters 16 – 19 <i>Writing Arguments</i> chapter 4 Homework: Citation ex.</p>
<p>Week 7 September 27 – October 3</p>	<p>Citing sources, continued Due rough draft essay assignment #2 (Must meet page count)</p>	<p>Week 8 Canvas readings <i>We Cast a Shadow</i> chapters 20 – 23</p>
<p>Week 8 October 5 – 10</p>	<p>Semester review Midterm handout, lecture and example Due assignment essay assignment #2 Due group 2 presentations</p>	<p>Week 8 Canvas readings <i>We Cast a Shadow</i> chapters 24 – 27</p>
<p>Week 9 October 12 – 17</p>	<p>Midterm</p>	<p>Week 9 Canvas readings</p>
<p>Week 10 October 19 – 24</p>	<p>Assignment #3 handout, lecture and example</p>	<p>Week 10 Canvas readings <i>We Cast a Shadow</i> chapters 28 – 30 <i>Writing Arguments</i> Appendix I</p>

<p>Week 11 October 26 – 31</p>	<p>Fallacies</p>	<p>Week 11 Canvas readings <i>Writing Arguments</i> chapter 7 pages 100 – 108 <i>We Cast a Shadow</i> chapters 31 – 32 Homework: Fallacy ex.</p>
<p>Week 12 November 2 – 7</p>	<p>Counterarguments</p>	<p>Week 12 Canvas readings <i>We Cast a Shadow</i> chapters 33 – 34 Homework: Counterargument ex.</p>
<p>Week 13 November 9 – 14</p>	<p>Types of claims Creating an ethical argument</p>	<p>Week 13 Canvas readings <i>Writing Arguments</i> chapters 10 and 13 <i>We Cast a Shadow</i> finish</p>
<p>Week 14 November 16 – 21</p>	<p>Types of claims, cont. Creating an ethical argument, cont.</p>	<p>Week 14 Canvas readings</p>
<p>Week 15 November 23 – 28</p>	<p>Holiday week, no classes</p>	
<p>Week 16 November 30 – December 6</p>	<p>Due essay assignment #3 Due group 3 presentations Final handout, examples and discussion</p>	<p>Final Canvas readings</p>
<p>Finals Week December 7 – 12</p>	<p>Finals week</p>	

***** Instructor reserves the right to change any scheduled instruction or assignment depending on needs or speed of class.*****

Attendance

- Students who fail to complete “questionnaire 1” within the first week of 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. Also, it is the student’s responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Do to the nature of our course your participation in class is necessary. Students who consistently fail to submit online exercises that exceed the number of hours the class is scheduled to meet per week (4) may be dropped without notice.
- Absences, accompanied by the appropriate paperwork, 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.

Online Netiquette

Online & Email Etiquette:

- Our online classrooms are protected spaces for open, thoughtful exchange and respectful communication. Disruptive behavior, or offensive forms of communication will not be tolerated, and students responsible for behaving this way will be asked to leave.
- Email: Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. Check Canvas for due dates, lectures, handouts and assignments. If you are concerned about your overall grade please refer to the grading system breakdown located above.
- 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.

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 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 campus is open, the DSP&S office is 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 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, 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 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.