

ENGL 110 – Composition and Reading

Basic Course Information

Semester	Spring 2010	Instructor	J D Patterson, PhD
Courses:	CRN 20260	Email	james.patterson@imperial.edu
		Webpage	http://faculty.imperial.edu/james.patterson
	Online	Office	Office 406
Units	4 units	Office Hours	Monday through Thursday, 1:30-2:30 p.m.

Course Description

This is the standard course in first-year English composition. 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.

Course Learning Objectives

To ensure satisfactory completion of the course, students will:

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

Frank, Thomas. *10 Steps to Earning Awesome Grades (While Studying Less)*. CreateSpace, 2015.

ISBN: 978-151700446.

Guptill, Amy. *Writing in College: from Competence to Excellence*. Open SUNY

Textbooks, 2016. ISBN: 978-1-942341-21-5 ebook.

<<https://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>>.

Williams, Joseph M., and Lawrence McEnerney. *Writing in College*. The University of

Chicago Writing Program. 2013. <<https://writing-program.uchicago.edu/undergrads/wic0intro>>.

- This is an online class. The student will need access to her/his IVC email account, WebSTAR, and Canvas. Specific instructions and assignments will be available only through Canvas.
- In addition, the student is expected to have access to a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.
- In-class writing assignments must be completed in black or blue ink on standard 8½ x 11 notebook paper with clean edges.

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.

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.

There are no shortcuts to good writing.

Course Grading Based on Course Objectives

Written Assignment Development (4 x 10 = 40 points)

The student will provide evidence of pre-writing strategies and outlining skills for each of the assigned research papers. The work will culminate in a comprehensive outline which will be uploaded into Canvas for instructor review and feedback.

Peer Editing (4 x 10 = 40 points)

The student will provide peer editing to the work of other students in the class. Specifically, the student will review grammar, spelling, and punctuation as well as evaluating the thesis statement and essay organization. In order to participate in peer editing sessions in class, the student must submit a first draft of the given assignment.

Research Papers

The primary focus of this class will be on the writing of research papers, that is, Academic Writing. Academic Writing is a sub-genre of non-fiction and represents the research and learning of the student writer. “Academic writing is one of the most demanding tasks that all academics and researchers face. In some disciplines there is guidance on what is needed to be productive, successful writers; but in other disciplines there is no training, support or mentoring of any kind” (Rowena Murray and Sarah Moore. “The Handbook of Academic Writing.” 2006.)

Paper 1: **Academic Writing**

Assignment: *From your research, develop a paper which analyzes the characteristics of academic writing at the university level.*

(First Draft: 500 words minimum; Final Draft: 700 words maximum; three required sources: Amy Guptil (Chapters 1-3), Williams and McInerney (Part 1), and Akkaya & Aydin)

Paper 2: **Academic Research**

Assignment: *The student will conduct research to locate a minimum of three related peer reviewed, scholarly articles on a topic in the student's major. The student will analyze the progression of ideas from one article to the next. The student will prepare and submit a paper which discusses the relationship of the articles with quoted material from each article*

(600 words minimum, 800 words maximum, and at least three scholarly sources)

Paper 3: **Project Management**

Assignment: *From your research, develop a paper which reviews the characteristics of basic project management and provides a blueprint for your success in this class.*

(700 words minimum, 900 words maximum, and three credible web-based resources and at least one scholarly source)

Paper 4: **Soft Skills**

Assignment: *Regardless of one's career field, there are a number of 21st Century Employability Skills that are expected in every work environment. From your research, provide an overview of the ten (10) skills. Close your paper with a personal assessment.*

(800 words minimum, 1,000 words maximum, and at least three credible web-based resources and at least one scholarly source)

The first and final drafts for each of the research papers will be submitted through Canvas assignments. The final draft must be saved as a Microsoft Word document (.docx) or PDF and uploaded into Canvas.

Documents submitted in any other format (e.g., Google Docs) will remain unread and ungraded until the student submits the draft in the correct format. Penalties for late submissions may apply.

"Be paranoid about verb tense" (Nicole Carter).

post mortem reports

The Latin term *post mortem* means *after death*. When each of the first three papers are graded and returned to the student, the student-author will review and evaluate the strengths and weaknesses of the paper. The student will then prepare and submit a short essay describing the strengths and weaknesses and describing – in detail – adjustments to be made in preparing the next assigned paper. The *post mortem* essays should be typed in correct MLA format (or APA format) and sent to the instructor as an email attachment.

Reading Comprehension Quizzes

Following a reading assignment, the instructor will quiz the student on her/his comprehension of the text. Students may refer to their notes during these quizzes; students may not access the reading assignment itself.

Note-Taking

Occasionally during the course, the instructor will direct students to submit their reading notes for a given reading assignment. The student can submit the notes in one of two ways:

1. The student can type the notes and send the instructor the notes as an email attachment, or
2. The student can take a snapshot of the notes and send the image to the professor in an email message.

The note-taking “check in” is marked as extra credit in the instructor’s gradebook.

“As long as they are well-intentioned, mistakes are not a matter for shame, but for learning”
(Margaret Heffernam, businesswoman).

Essay Development.....	40 points
Peer Editing.....	40 points
Research Papers	120 points
<i>post mortem</i> reports.....	30 points
Reading Comprehension Quizzes	75 points
Midterm Examination	30 points
Final Examination	30 points

Minimum Point Total for a Passing Grade of C: 270 points

“Free education is abundant, all over the Internet.
It’s the desire to learn that’s scarce.”

– Naval Ravikant, Entrepreneur

Anticipated Class Schedule / Calendar

The course is set up by week. As a general rule, each week will be open in Canvas and available to the student for three weeks. For example, during Week 5, three weeks will be open and available: Week 4, Week 5, and Week 6. The previous week will remain open for students who are unable to complete the work on time, and the subsequent week will open for those students who are able and wish to work ahead.

Students should plan to log in to the course **2-4 times each week**. Some assignments will be due before midnight on Wednesday to allow for feedback and response time before midnight on Saturday. The student should anticipate **9-10 hours of work each week** (online & offline).

No late work will be accepted after 5:00 p.m. on Friday, 4 December 2020.

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. The deadline to drop with "W" is **15 May 2021**.
- Dr. Patterson only drops students on the Opening Day Roster (16 February) and the Census Roster (28 February).
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices may be turned on during class. Please step out of the classroom to make or receive a call. Students who bring laptop computers to class are expected to sit in the back of the classroom so their screens do not distract other students.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

Students should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If the student does not understand how to correctly cite a source, the student must ask for help. There is no difference between accidental and intentional plagiarism.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source.
 - Quoting from a source without identifying the quoted words with quotation marks is plagiarism.
 - Placing paraphrased material in quotation marks is a form of plagiarism called fabrication.
 - Failing to provide accurate and complete bibliographic information for research materials is plagiarism.
- 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, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating 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 School 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) use of 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 Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services \(DSP&S\)](#) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- ❑ **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- ❑ **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- ❑ Current and former foster youth students that were in the foster care system at any point in their lives
- ❑ Students experiencing homelessness
- ❑ Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented.
- Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.