



## Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 110 - Composition and Reading</b>	Email:	<b><a href="mailto:cynthia.spence@imperial.edu">cynthia.spence@imperial.edu</a></b>
CRN #:	<b>20267</b>	Webpage:	<b>None</b>
Classroom:	<b>Fully Online</b>	Office #:	<b>#2799 – We are not on campus this semester</b>
Class Dates:	<b>February 16 -June 11 2021</b>	Office Hours:	Monday 2:00-3:00 via email Tuesday 2:00-3:00 via email Wednesday 2:00-3:00 via email Thursday 2:00-3:00 via email
Class Days:	<b>Fully online</b>	Office Phone #:	<b>#760-355-5702 – Since I am not on campus during the shutdown, phone calls are not a point of contact.</b>
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Emergency Contact:	<b><a href="mailto:cynthia.spence@imperial.edu">cynthia.spence@imperial.edu</a></b>
Units:	<b>4</b>		
Embedded Tutor	<b>Priscilla Torales</b>	Email:	<b><a href="mailto:ptorales@students.imperial.edu">ptorales@students.imperial.edu</a></b>

In order to facilitate student success, our course has an embedded tutor specifically assigned to our class. The tutor is familiar with the assignments and offers additional student support. Students enrolled in an English class with an embedded tutor have a success rate of 65% compared to a 58% student success rate without an embedded tutor.

## 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. (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 an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full-length novel, play, or **non-fiction book**, without relying on outside sources for assistance. (ILO1, ILO2, ILO3, ILO4)

## Course Objectives

Upon 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

### **This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources All reading materials are provided free on Canvas**

Scholars have articulated the rationale for using a **theme based approach** as a “meaningful” way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students’ life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in “fear and horror” themed introductory English classes at a community college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.



The theme for our course is “**Resistance Movements from the 1960s to Today.**” All the course readings and assignments will be based on this theme. We will be using a **non-fiction book** to meet the requirements of Student Learning Outcome #3. This text is an e-book and is provided free of charge on Canvas.

**E-book provided free on Canvas**

Bradley, Doug, and Craig Werner. *We Gotta Get Out of This Place: The Soundtrack of the Vietnam War*. University of Massachusetts, 2015

**Scholarly Articles provided free on Canvas**

“Addressing Environmental Racism.” *Journal of International Affairs*, vol. 73, no. 1, 2020, pp. 237-241.

*EBSCOhost*,

<http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=b63049ef-dbef-4bb0-91eb-18c39b71270d%40sessionmgr103>. Accessed 11 February 2021.

Camille, Alice. “The Prophet from Elsewhere: Truth is Truth No Matter Who Says It, According to Malcolm X.” *U.S. Catholic*, vol. 85, no. 10, October 2020, pp. 47-49. *EBSCOhost*,

<http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=b63049ef-dbef-4bb0-91eb-18c39b71270d%40sessionmgr103>. Accessed 11 February 2021.

Huerta, Dolores. “The Local Priest Told Everybody They Should Pray to God for a Wage Increase Instead.” *New York*, 25 May 2020, pp. 24-25. *EBSCOhost*,

<http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=6&sid=b63049ef-dbef-4bb0-91eb-18c39b71270d%40sessionmgr103>. Accessed 11 February 2021.

Stockwell, Norman. “We Need Both Equity and Rights.” *Progressive*, vol. 84, no. 2, April/May 2020, pp. 61-63. *EBSCOhost*,

<http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=8&sid=b63049ef-dbef-4bb0-91eb-18c39b71270d%40sessionmgr103>. Accessed 11 February 2021.

## Course Requirements and Instructional Methods

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. English 110 is a 4 unit college level English class. This means students should expect to spend **four hours a week in our Canvas shell** and **eight hours a week outside of the Canvas shell** reading, studying, researching, and writing. English 55 will help with studying and writing, but students will need to plan additional time to research and read. Expect to spend **12 hours a week** working on this class in order to be successful in a 4 unit course.



IMPERIAL VALLEY COLLEGE

## Course Grading Based on Course Objectives

**Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

**\*\*\*I do not round point totals up or down\*\*\***

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

**This course has three main objectives:**

- **To help students expand their critical thinking skills.** To do this, students will be asked to write an analysis of a commercial, a song, a scholarly article, and to observe how things are usually connected in some way.
- **To help students develop their composition skills.** To do this, students will be asked to create college level Works Cited pages, correctly cite text in an essay, learn the seven introductions, avoid grammar mistakes, and learn the structure of an argument essay, an analysis essay, a reflection essay, and a research essay.
- **To help students develop their reading comprehension skills.** To do this, students will be asked to read and understand college level academic articles, college level book chapters, and understand the important points made in video form.

Course Check-in <b>must be completed before 6:00 pm Sunday February 21</b>	1 X 10	10
Discussion Threads	21 X 15	315
Chapter Summary	5 X 25	125
Logical Fallacies	1 X 50	50
Song Analysis	1 X 100	100
Reflective Article Essays	4 X 25	100
Tutoring Sessions	5 X 10	50
Argument Essay	1 X 100	100
Works Cited Project	1 X 50	50
Research Essay	1 X 100	100
Total Points		1000

## Course Policies

### 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. **The "Check-in Discussion Post" must be completed before 6:00 p.m. Sunday February 21 or you will be dropped from the course.**
- Should re-admission 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 the [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.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.



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## 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.**

*Academic Honesty* There are many different forms of academic dishonesty. The following examples 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.
- **Asking someone else to write your essay or using an essay writing service is a serious academic honesty infraction.**
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

**Anyone who allows another student to copy homework, journals, or quiz assignments will also receive a “0” on the assignment – enabling another student to cheat is also cheating.** 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can’t be submitted in this class for a grade.

**There is an entire plagiarism module available to you in our course Canvas shell** if you need more information, but you can always feel free to discuss any questions before you submit your assignment.



## IVC Student Resources

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.

- [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) are 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>
- **CANVAS Support**. 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.
- **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.
- **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.

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

## Anticipated Class Schedule/Calendar

This course has a lab component named English 55. However, English 110 courses without a lab are available. I have chosen to pair my English 110 courses with a lab because research has shown that students who take English 110 with a lab have a higher rate of success. Every lab assignment is designed to help you succeed in the class and ultimately construct college level essays.

**\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced\*\*\***

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays	Lab Assignments Due @ 11:59 p.m. on Sundays
Week One February 16 - Course Introduction, MLA, Works Cited	<ul style="list-style-type: none"> <li>• <b>Check-in Discussion Post – must be completed before Sunday February 21 before 6:00 p.m. or you will be dropped from the course.</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Works Cited Quiz</li> <li>2. Heading, Header, Title, Paragraph</li> <li>3. Italics and Capitalization</li> </ol>
Week Two February 22– Propaganda, Logical Fallacies, Ethos Logos, Pathos	<ul style="list-style-type: none"> <li>• Discussion Thread One</li> </ul>	<ol style="list-style-type: none"> <li>4. Logos, Ethos, Pathos</li> <li>5. Works Cited Draft</li> <li>6. Color Symbolism</li> </ol>
Week Three March 1 – Resistance Movement One – The Civil Rights Movement	<ul style="list-style-type: none"> <li>• Two Page “The Prophet from Elsewhere: Truth is Truth no Matter Who Says it, According to Malcom X” Reflective Essay One</li> <li>• Discussion Thread Two</li> <li>• Discussion Thread Three</li> <li>• Works Cited Project</li> </ul>	<ol style="list-style-type: none"> <li>7. Introductions and Conclusions Quiz</li> <li>8. Quotations and Ellipsis</li> </ol>
Week Four March 8 – Introduction to Vietnam	<ul style="list-style-type: none"> <li>• Chapter One “‘Goodbye My Sweetheart, Hello Vietnam’ The Soundscape Takes Shape” summary</li> <li>• Logical Fallacies Project</li> <li>• Discussion Thread Four</li> <li>• Discussion Thread Five</li> </ul>	<ol style="list-style-type: none"> <li>9. Words to Avoid Quiz</li> <li>10. Plagiarism Quiz</li> </ol>
Week Five March 15 – Resistance Movement Two – The Anti-Vietnam War Movement, Introduction to Argument	<ul style="list-style-type: none"> <li>• Chapter Two “‘Bad Moon Rising’ The Soundtracks of LBJ’s War” summary</li> <li>• Discussion Thread Six</li> <li>• Discussion Thread Seven</li> </ul>	<ol style="list-style-type: none"> <li>11. Argument and Counter Argument Transitions with Argument Outline</li> <li>12. Paragraph Structure Quiz</li> </ol>
Week Six March 22 – Resistance Movement Three – The Youth Movement	<ul style="list-style-type: none"> <li>• Chapter Three “‘I-Feel-Like-I’m-Fixin’-To-Die’ Protest, Pot, Black Power, and the (Psychedelic) Sound of Nixon’s War” summary</li> <li>• Discussion Thread Eight</li> <li>• Discussion Thread Nine</li> </ul>	<ol style="list-style-type: none"> <li>13. Argument Draft</li> </ol>
Week Seven March 29- Resistance Movement Four – The Native American Movement.	<ul style="list-style-type: none"> <li>• Chapter Four “‘Chain of Fools’ Radios, Guitars, Eight Tracks (and Silence in the Field)” summary</li> <li>• Discussion Thread Ten</li> </ul>	<ol style="list-style-type: none"> <li>14. Commas Quiz</li> <li>15. Recognizing Tone</li> </ol>
Spring Break – April 5-11	<ul style="list-style-type: none"> <li>• Enjoy!</li> </ul>	*****
Week Eight April 12 - Resistance Movement Five - The Women’s Movement	<ul style="list-style-type: none"> <li>• Argument Essay Due</li> <li>• Discussion Thread Eleven</li> <li>• Discussion Thread Twelve</li> </ul>	<ol style="list-style-type: none"> <li>16. Grammar One</li> </ol>
Week Nine April 19 - Resistance Movement Six – The Environment	<ul style="list-style-type: none"> <li>• Two Page “Addressing Environmental Racism” Reflective Essay Two</li> <li>• Chapter Five “‘What’s Going On’ Music and the Long Road Home” summary</li> <li>• Discussion Thread Thirteen</li> <li>• Discussion Thread Fourteen</li> </ul>	<ol style="list-style-type: none"> <li>17. Grammar Two</li> </ol>



IMPERIAL VALLEY COLLEGE

Week Ten April 26 – Resistance Movement Seven – The Farm Workers Movement	<ul style="list-style-type: none"> <li>• Two page “The Local Priest Told Everybody They Should Pray to God for a Wage Increase Instead” Reflective Essay Three</li> <li>• Discussion Thread Fifteen</li> <li>• Discussion Thread Sixteen</li> </ul>	<b>No Assignments are Due</b>
Week Eleven May 3 – Resistance Movement Eight – The Hippie Movement Research Introduction	<ul style="list-style-type: none"> <li>• Two page “We Need Both Equity and Rights” Reflective Essay Four</li> <li>• Discussion Thread Seventeen</li> <li>• Discussion Thread Eighteen</li> </ul>	<b>No Assignments are Due</b>
Week Twelve May 10 – Research continued	<ul style="list-style-type: none"> <li>• Song Analysis Essay Due</li> </ul>	18. Research Draft
Week Thirteen May 17- Resistance Movement Nine – The Gay Rights Movement	<ul style="list-style-type: none"> <li>• Discussion Thread Nineteen</li> <li>• Discussion Thread Twenty</li> </ul>	Work on turning in late assignments if necessary
Week Fourteen May 24 – End of Vietnam discussion.	<ul style="list-style-type: none"> <li>• Discussion Thread Twenty-One</li> </ul>	Work on turning in late assignments if necessary
Week Fifteen May 31 – Close out Research	<ul style="list-style-type: none"> <li>• Research Essay Due</li> </ul>	Work on turning in late assignments if necessary
Week Sixteen June 7- Final Week	<ul style="list-style-type: none"> <li>• Work on turning in late assignments if necessary</li> </ul>	Work on turning in late assignments if necessary