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

Basic Course Information

Semester:	Spring 2021	Professor Name:	Scott Simpson
Course Title & #:	ENGL 055 -- Intensive Composition & Reading Lab	Preferred way to contact-- Email:	scott. simpson @ imperial. edu It is convenient to use Canvas to email me.
CRNs #:	21336 & 21496	Units:	1
Classroom:	Online - asynchronous • Follow the weekly activity schedules posted on Canvas • No real-time instruction • No Zoom	Office #:	no meetings in office this semester
Class Dates:	February 16 to June 11	Office Hours:	All office hours are online via email via Canvas (see email address above) M/T/W/TH 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 but it is far better to email me using Canvas
Class Times:	• Follow the weekly activity schedules posted on Canvas • No real-time instruction • No Zoom	Emergency Contact:	Call or email instructor

Course Description

English 55, a lab support course, is a co-requisite lab that is paired with English 110. English 55 is designed to assist students in completing their homework assignments and essay assignments for English 110. This lab class offers intensive instruction in writing, research, reading, and critical thinking skills to promote success in a concurrent English 110 course. This course allows a qualified student to bypass ENGL 009. This course follows the freshman composition co-requisite model of acceleration. (Nontransferable, nondegree applicable) (Nontransferable, AA/AS degree only)

Students who don't qualify for English 110 alone, and students who feel they can use more support in English 110, will all benefit from this course.

English 110 and English 55 are graded separately. English 110 follows the traditional grading scale and English 55 is a pass/no-pass course. However, if you drop or are dropped from ENGL 055, you will be dropped from ENGL 110 as well. Also, if you drop or are dropped from ENGL 110, you will be dropped from ENGL 055 as well.

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. Students will be able to write an expository essay that demonstrates competence in both form and content. The essay will 1) address the writing task, 2) be organized, 3) use details and examples to support the thesis and 4) demonstrate facility with grammar and syntax.

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

1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context.
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.
3. Write grammatically correct sentences that adhere to conventions of written English.
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
5. Compose, evaluate, and edit a basic essay with introduction, body, and conclusion, which includes organizing an essay around a controlling idea and developing main idea paragraphs with effective use of supporting details.
6. Review and apply foundational writing skills including grammar and sentence structure.

Assignments

Our assignments all involve enhancing understanding of our work in ENGL 110. With that in mind, we will study sentence structure and get extra practice regarding other skills that relate to your ENGL 110 course.

Textbooks & Other Resources or Links

No additional books are needed for the English 55, which is the Co-Requisite lab section of English 110. The books required for ENGL 110 may also be used in this course, ENGL 055. **There is nothing extra to purchase for ENGL 055.**

Course Requirements and Instructional Methods

This course is a co-requisite lab component for an English 110 course. As such, the primary instructional activities in the class will be geared toward building pre-requisite skills, improving and enhancing the students' understanding of the course material, and assisting in the essay development process.

This is a fully online class and must demonstrate compliance with the IVC Regular and Effective Contact Policy for Distance Education.

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

-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

Grading Scale: This course uses a pass / no pass scale. Students must pass the lab assignments with a average of 70% to pass the course.

• 70 – 100% = Pass
• 0 – 69% = No pass

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

Points needed in order to earn an P (passing) grade: 852 - 1217 points
Points resulting in a non-passing grade: 0 - 851 points

Assignments
    • Essay details preparation: three assignments (total: 340 points)
    • Sentence structure assignments: five assignments (total: 506 points)
    • Discussions: four assignments (total: 251 points)
    • Reading assignment: one assignment (120 points)

        Total: 1217 maximum 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.

• **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 <u>in advance of the due date</u> with a reasonable explanation for the request. Expect ANY late work to be docked points. <u>Don't expect work completed more than a few days late to be accepted.</u> Keep in mine 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 <u>guarantee</u> 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 to 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.)

• *Again, there are no "do-overs" for any reason on any assignment.*
• *Everyone gets <u>one shot</u> 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.*

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.
- 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.
• You will be dropped from both ENGL 110 and ENGL 055 if
(A) you do not complete the assignments for both classes or (B) if
you do not complete the assignments for only ENGL 110 or ENGL 055
on a timely basis with care and attention.
So be sure to make continuous progress in both ENGL 055 and ENGL 110.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the 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 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. **Of course, 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 Room1536 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.

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.

Tentative, subject to change without prior notice

ENGL 055

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

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 learn about/review coordinating conjunctions and how they are used to connect two complete sentences into one using correct punctuation. You will read an influential article entitled "Brainology" and prepare to write a short essay by writing sentences with coordinating conjunctions on the essay topic.
✱Note: Some of the activities referred to may be from the ENGL 110 companion course, and those materials will be found there.

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.
• Utilize coordinating conjunctions properly to connect two complete sentences into one using correct punctuation.
Submit your responses 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
● **Read:** Week 1 schedule (this!) ● **Read:** The ENGL 055 syllabus ● **Read:** ✱*Brainology*/Dweck article (found in Canvas/ ENGL 110)	● **Read:** *Connecting Simple Sentences with Coordinating Conjunctions* ● **Watch:** *How to Complete the Sentence Writing Exercises*	● **DB1a:** Write & Share Five Sentences with Coordinating Conjunctions on Our Essay Topic-- *initial* post due by 11 PM [You will see the directions when you click on this Discussion Board (DB) assignment.] Almost all (not 100%) 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.
Thursday	**Friday**	**Saturday**
	● **DB1b:** Write & Share Five Sentences with Coordinating Conjunctions on Our Essay Topic-- one *response* post due by 11 PM • Click on the assignment in Canvas for the directions.	● **Read:** ✱The Preface, Chapters 1 & 2 of our textbook Asking the Right Questions (ARQ)

ENGL 055 • Intensive Composition & Reading Lab
Week 2: Further Preparation for Writing the First Essay;
Writing About Yourself & Using the First Person in College Essays

Also note: Our weekly schedule typically starts on <u>Mondays</u> and <u>ends</u> on the following <u>Sunday</u>

Week 2 Overview: You will prepare further for writing the first essay by exploring use of the first person. You will read a chapter from *Writing Matters* (Beidler) that addresses this issue. You will read about the various elements of an essay. For ENGL 110, you will write a college-level essay.

Objectives: By the end of this unit, you will be able to:
• Identify the structural elements of an essay;
Use first person when appropriate in college writing; and
• Write a college-level essay for ENGL 110 on Dr. Dweck's Mindsets concept, applying her ideas to yourself.

Monday	Tuesday	Wednesday
• **Read**: Week 2 schedule (this!)	• **Read:** *Meephobia* (in Canvas) • This chapter from a book discusses writing in first person in college writing. Expect to write from this perspective in much of your first essay, which is due Sunday for ENGL 110.	• **Read**: Elements of an Essay

Thursday	Friday	Saturday
Work on the essay for ENGL 110	**Work on the essay for ENGL 110**	**Work on the essay for ENGL 110**

	Sunday	
	Hand in the essay for ENGL 110	

ENGL 055

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

Week 3 Overview: You will gather further background information and continue to prepare for writing a college-level essay that is several pages in length. You will read about using concrete detail in college writing. You will be introduced to subordinating conjunctions and be engaged in combining sentences with them.

Objectives: By the end of this unit, you will be able to:
Use concrete detail in a discussion board activity in ENGL 110 that applies Zimbardo's concepts to your own behavior and/or thinking;
• Combine two sentences into one using subordinating conjunctions.

Monday	Tuesday	Wednesday
• **Read:** *Writing Concretely* • **Read:** *Connecting Simple Sentences with Subordinating Conjunctions*		• **Read:** *Connecting Simple Sentences with Subordinating Conjunctions*

Thursday	Friday	Saturday
	• **Write & Submit:** Exercise 1 *Combining Sentences with Subordinating Conjunctions* due by 11 PM	

Sunday		

ENGL 055

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 that is several pages in length. You continue with guided practice with subordinating conjunctions and review coordinating conjunctions. You will learn how to properly paraphrase when bringing in sources of information into your essays. You will practice using the academic databases for research purposes. You will practice MLA style citation of sources.

Objectives: By the end of this unit, you will be able to:
Access the academic databases; paraphrase for college writing;
• Combine two sentences into one using subordinating conjunctions in the context of the next essay topic.

Monday	Tuesday	Wednesday
● **Read**: Week 4 schedule (this!) • Plan your week.	● **Watch**: How to Access the Academic Databases at IVC Online ● **Watch or Read**: How to Successfully Paraphrase	● **DB2a**: Conduct Academic Research & Paraphrase a Five-Sentence Chunk-- *initial* post due by 11 PM

Thursday	Friday	Saturday
	● **DB2b**: Conduct Academic Research & Paraphrase a Five-Sentence Chunk-- one *response* post due by 11 PM	● **Review**: *Connecting Simple Sentences with **Coordinating** Conjunctions (from a previous week)* ● **Review**: *Connecting Simple Sentences with **Sub**ordinating Conjunctions (from a previous week)* ● **Write & Submit**: Exercise 2 *Combining Sentences with Subordinating Conjunctions* due by 11 PM

	Sunday	

ENGL 055
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 continue practicing writing more meaning-packed sentences using coordinating and subordinating conjunctions using our critical thinking based textbook (chapter 7).

Objectives: By the end of this unit, you will be able to:
• Combine two sentences into one using coordinating & subordinating conjunctions with correct punctuation in critical thinking context

Monday	Tuesday	Wednesday
• **Read**: Week 5 schedule (this!) • **Read:** Asking the Right Questions (*ARQ*) textbook chapter 7. Also read the questions for this chapter.		

Thursday	Friday	Saturday
	• **Write & Submit:** ARQ Chapter 7 • Combining Sentences with Coordinating & Subordinating Conjunctions due by 11 PM	

ENGL 055

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

Week 6 Overview: You will explore some foundational concepts in critical thinking. You will complete your first major essay with multiple sections for this class.		
Objectives: By the end of this unit, you will be able to: • Explain and identify *conclusions, reasons* and *evidence* according to the classical definitions used in critical thinking; • Explain and identify *appeals* according to the classical definition used in critical thinking; • Write a research-based and personally oriented college level essay of substantial length that applies researched concepts to yourself.		

Monday	Tuesday	Wednesday

• **Read:** Week 6 schedule (this!)
 	
• **Read:** *ARQ* Chapter 8 (also for ENGL 110)
 	
• **Read:** *ARQ* Chapter 8 Questions (also for ENGL 110)
 	
• **Review:** Essay Assignment Details • *Gaining a Deeper Understanding of Yourself* (This document is found in a previous week in ENGL 110 materials.)
 	
• **Review:** Grading Rubric • *Gaining a Deeper Understanding of Yourself* • 1st Long Essay • Note that MLA Citations = 25% of Your Grade (This document is found in a previous week in ENGL 110 materials.)
 	
   • ***Work on your essay, which is due Sunday***
	• **Watch:** Critical Thinking: Conclusions, Reasons, Evidence
	
	• **Write & Submit:** Critical Thinking • Conclusions, Reasons and Evidence • Answer Questions About the Video
	
	   • ***Work on your essay***
		• **Review/Watch or Read:** How to Successfully Paraphrase • This will give you confidence in bringing research into your essay using your own words !
		
		   • ***Work on your essay***

Thursday	Friday	Saturday

• **Watch:** Critical Thinking: Appeals
 	
• **Write & Submit:** Critical Thinking • Appeals • Answer Questions About the Video
 	
   • ***Work on your essay***
	• ***Work on your essay***	• **Consult while writing your essay:** Essay Assignment Details • *Gaining a Deeper Understanding of Yourself* (This document is found in a previous week in ENGL 110 materials.)
		
		• **Consult while writing your essay:** Grading Rubric • *Gaining a Deeper Understanding of Yourself* • 1st Long Essay • Note that MLA Citations = 25% of Your Grade (This document is found in a previous week in ENGL 110 materials.)
		
		   • ***Work on your essay***

Sunday	
• **Write & Submit:** Essay: *Gaining a Deeper Understanding of Yourself* due by 11 PM (1000 points) Submit the essay via the link in ENGL 110.	

ENGL 055
Week 7: Exploring the Complexity of Causality

Week 7 Overview: 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: Apply critical thinking concepts relating to the complex nature of causality.		
Monday	**Tuesday**	**Wednesday**
● **Read**: Week 7 schedule (this!)		
Thursday	**Friday**	**Saturday**
● **Read**: *ARQ* Chapter 9 for ENGL 110 and here (ENGL 055). Also read the *questions* (in ENGL 110 materials) for these chapters.	● **In ENGL 110, submit answers to ARQ reading assignment-- Chapter 9--** online via Canvas. Due by 11 PM tonight	* This is only for ENGL 055 ! ● **Read**: "Why Pokemon Matters 20 Years Later" ● **CT/ARQ/DB1a** (Critical Thinking Discussion Board 1): How Did Pokemon Become So Popular? Initial post due by 11 PM * This is only for ENGL 055 !
	Sunday	
	* This is only for ENGL 055 ! ● **CT/ARQ/DB1b** (Critical Thinking Discussion Board 1): How Did Pokemon Become So Popular? Two response posts due by 11 PM * This is only for ENGL 055 !	

ENGL 055
Week 8: Exploring How Statistics Can Deceive

Week 8 Overview: You will explore how statistics can be presented in ways that can cause people to be deceived.		
Objectives: By the end of this unit, you will be able to: Demonstrate understanding of how statistics can be deceptive by summarizing helpful examples.		
Monday	**Tuesday**	**Wednesday**
● **Read**: Week 8 schedule (this!)	● **Watch**: Misleading Statistics (link in Canvas) ● **Watch**:This Is How Easy It Is to Lie with Statistics (link in Canvas) ● **Read**: Assignment Directions: Critical Thinking Supplemental Exercise • Deceptive Statistics !	
Thursday	**Friday**	**Saturday**
● **Submit Work**: Critical Thinking Supplemental Exercise • Deceptive Statistics ! • Due by 11 PM		

Week 9: Review of Key Critical Thinking Concepts & Grammar Practice with Run-On Sentences
ENGL 055

Week 9 Overview: You will review key critical thinking concepts such as audience, issue, conclusion, appeals, assumptions and omitted information. You will review run-on sentences, which are a type of sentence structure error.

Objectives: By the end of this unit, you will be able to:
• Analyze a written argument in terms of key critical thinking concepts; and
• Identify and repair run-on sentences.

Monday	Tuesday	Wednesday
• **Read**: Week 9 schedule (this!) • **Read**: *ARQ* Chapter 11. Also read the *questions* for these chapters. (This is also on the ENGL 110 schedule.) This will prepare you for tomorrow's and Sunday's assignments.	• **Read/Watch:** Evaluating Appeals to Ethos, Logos, and Pathos • You will need this information about **"appeals"** in order to understand Sunday's assignment ! • **Read**: *Opinion: Your Electric Car and Vegetarian Diet Are Pointless Virtue Signaling in the Fight Against Climate Change* • Also read the questions at the bottom of the page. Due Sunday !	**This is a fun review of Run-On Sentences** • **Read**: "Run-On Sentences • Explanation with Examples" • **Complete**: Run-On Sentences • Exercise 1 • Test your knowledge! • **Complete**: Run-On Sentences • Exercise 2 • Last chance !
Thursday	**Friday**	**Saturday**
	Sunday	
	• **Submit Answers to Questions**: *Opinion: Your Electric Car and Vegetarian Diet Are Pointless Virtue Signaling in the Fight Against Climate Change* -- due by 11 PM (Note: The questions are at the end of the article; that is, the **text** and the **questions** are found on the **same document**)	

Week 10: Reading Comprehension Work & Sentence Writing with Conjunctions with New Essay Topic
ENGL 055

Week 10 Overview:		
Week 10 Overview: You will read an article relating to our new essay topic and answer comprehension questions. You will write sentences with coordinating and subordinating conjunctions using our new essay topic.		
Objectives: By the end of this unit, you will be able to: • Summarize key aspects of a long essay related to our new essay topic and answer comprehension questions; and • Write well constructed college-level sentences with the topic of our new essay with conjunctions and correct punctuation.		

Monday	Tuesday	Wednesday
• **Read**: Week 10 schedule (this!) • **Read**: "Can You Really Be Addicted to Video Games?" • Also read the questions for this reading comprehension assignment.		• **Submit Answers to Questions**: "Can You Really Be Addicted to Video Games? -- due by 11 PM

Thursday	Friday	Saturday
• **Write & Submit:** Combining Sentences with Coordinating & Subordinating Conjunctions Using Essay Topic: Self Sabotage & the American Dream due by 11 PM		

	Sunday	

See Weekly Activity schedule on Canvas for up-to-date information.