Basic Course Information

Semester:	**FA2021**	Instructor Name:	**Justin Behrens**
Course Title & #:	**ENGL110 – Composition and Reading**	Email:	**justin.behrens@imperial.edu**
CRN #:	**10116**	Webpage (optional):	
Classroom:	**2723**	Office #:	
Class Dates:	**Aug 30, 2021 – Dec 11, 2021**	Office Hours:	**T 11:00AM – 1:00PM Canvas**
Class Days:	**R**	Office Phone #:	
Class Times:	**6:00PM – 7:05PM**	Emergency Contact:	**email**
Units:	**4**	Class Format:	**Hybrid (Face-to-Face + Online)**

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. Limitation on Enrollment: Course not open to students with a C or higher in English 105. (C-ID: ENGL 100) (CSU/UC)

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

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

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Compose college-level essays that contain clear thesis statements, effective support, and unified organization.
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.
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.

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

ZTC Course (Zero Textbook Cost). No textbooks are required for the course.

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.

1 – Lecture
2 – Individual and Group in-class activities/discussions
3 – Formative and Summative Assessments
4 – Writing Assignments: Informal writing and Formal Essays

Late Assignments: Late assignments will only be accepted with prior instructor approval on a case-by-case basis. Note that some assignments require in-class participation and as such cannot be "made-up" at a later date.

Course Grading Based on Course Objectives

Grades are determined based on standard 100 –point scale.
Grading Scale: 100-90 = A / 89-80 = B / 79-70 = C/ 69-60 = D / 59-0 = F

Formative Assessments	200
Literary Analysis	200
Formal Essay: Argumentative	150
Formal Essay: Proposal	125
Formal Essay: Evaluation	125
Formal Essay: Narrative	100
Formal Essay Self-Assessments	100
Total Points Possible	1000

As noted above: late assignments will only be accepted with prior instructor approval on a case-by-case basis.

Course Policies

- 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.
- **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 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.

Other Course Information

IVC Student Resources

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Unit 1	**Orientation** Syllabus & Introduction	
Unit 2	**Foundational Writing Skills** Canvas Writing Mechanics Sentence Structure Formal Essay Structure: General MLA Formatting and Sources	

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	Modes of Persuasion (Ethos/Logos/Pathos)	
Unit 3	**Formal Essay 1 – Argumentative** Formal Essay Structure: Argumentative Literary Analysis Formative Assessment Writing Workshop	Formal Essay Argumentative Rough Draft for Peer Review Final Draft: Argumentative Essay
Unit 4	**Formal Essay 2 – Proposal** Formal Essay Structure: Proposal Literary Analysis Formative Assessment Writing Workshop	Formal Essay Proposal Rough Draft for Peer Review Final Draft: Proposal Essay
Unit 5	**Formal Essay 3 – Evaluation** Formal Essay Structure: Evaluation Literary Analysis Formative Assessment Writing Workshop	Formal Essay Evaluation Rough Draft for Peer Review Final Draft: Evaluation Essay
Unit 6	**Novel Close Reading and Analysis – *The Thief of Always*** Literary Analysis Writing Prompts Critical Theory	
Unit 7	**Formal Essay 4 – Narrative** Formal Essay Structure: Narrative Literary Analysis Formative Assessment Writing Workshop	Formal Essay Narrative Rough Draft for Peer Review Final Draft: Narrative

Subject to change without prior notice