

Basic Course Information

Semester:	Fall 2021	Instructor Name:	Christina Shaner
Course Title & #:	110 Composition & Reading	Email:	christina.shaner@imperial.edu
CRN #:	10129	Webpage (optional):	Canvas
Classroom:	Canvas	Office #:	online (2785 before pandemic)
Class Dates:	8.16.21 to 12.10.21	Office Hours:	9:00 to 10:00 a.m. MTWR
Class Days:	n/a (online, asynchronous)	Office Phone #:	760.355.6162
Class Times:	n/a (online, asynchronous)	Emergency Contact:	English department
Units:	4	Class Format:	online, asynchronous

Course Description

(Content as in course description. Not written/edited by the professor in this class.)

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. (CSU/UC)

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

(Content as in course description. Not written/edited by the professor in this class.)

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

Student Learning Outcomes

(Content as in course description. Not written/edited by the professor in this class.)

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

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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

Shelley, Mary. *Frankenstein: or, the Modern Prometheus* (the original 1818 text). Edited by D.L. Macdonald and Kathleen Scherf, 3rd. ed., Broadview, 2012. Broadview editions.

We will use the editors' introduction and some ancillary material included in the [Broadview edition](#) for course projects, so you must have this one. Beyond our immediate practical concerns, it's necessary to read the correct, accurate text. In this case, Shelley was forced to change her argument for re-publication years after the initial writing; so, you may end up with the right author and general title but the wrong content. Since then, thousands have added layers of ideology via pop culture and poor or agenda-driven reading. You need the actual argument and solid support, so the Broadview is our selection.

To confirm that you have the correct book, consult the international standard book number for the particular publication you need. The ISBN for the Broadview *Frankenstein* third edition is 9781554811038.

Course Requirements and Instructional Methods

All major projects must be written and submitted by the student according to project instructions. Each essay may be revised and resubmitted one time. (See "Ethics" section for plagiarism exception.) Partially completed essays or projects without all required sources will earn failing grades. Late essays may not be accepted.

While you should consult the professor with specific questions about your work, it's up to you to monitor your overall effort, progress, and points. Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). Assignment distribution will be as follows:

- analysis essay - 10 points
- annotation essay - 10 points
- argument essay - 20 points
- peer reviews - 15 points
- MLA quiz - 5 points
- fallacy quizzes - 10 points
- reading quizzes - 20 points



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- final exam - 10 points

Course Grading Based on Course Objectives

To convert a percentage or letter grade to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn a “B” on a project worth 15 points, multiply to find 85% of 15 ($.85 \times 15 = 12.75$ points).

In Canvas you likely will see the points earned rather than percentages. To figure out what letter grade corresponds to the points earned, divide the number by the total possible for the assignment ($12.75/15 = .85$ or 85%).

To check your current course grade, divide your overall points earned by the number of points possible for all assignments due by that date.

Canvas may count any ungraded assignments already due as “0” scores while I grade them or while you complete multi-part assignments. In that case, the overall total provided by Canvas will be incorrect. It is, once again, up to you to keep track of what assignments will be required this semester and your totals for each one

Course Policies

Email

Emails must be sent from the student's IVC email account - i.e., direct from your IVC account or through Canvas. Email "subject" lines should identify the specific course and the topic of the message in language that you or the recipient would likely use if either were to search for the message at a later time.

Non-IVC email account names, beyond the risk of embarrassment and ethos problems for the student, provide no reliable sender information to a professor or a colleague. They could belong to anyone, so no personal/confidential business - including grades and projects - should be discussed by them without risk of violating federal privacy law.

If you encounter a technological issue with your IVC email account, notify the professor and work with IT to resolve it.

Should you ever need to send an attached file and attempt to do so via Canvas, you may find that your attachment was removed by that software. Direct log-in to IVC email is more reliable in that unusual circumstance.

If you want the convenience of student email fed straight to your phone, consider downloading the Outlook app so that you may access IVC communications without mixing your personal life and your professional/student life.

Ethics

No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject.

Plagiarism

Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

- False authorship. Obtaining by any means another's work and using that work in an assignment presented for a grade. Common attempts to disguise it include inserting minor word changes and translating from text in another language.
- Unacknowledged collaboration. Allowing outside influence or re-writing of the student's work. Cooperation is irrelevant.
- Misrepresentation of source. Distorting or altering the meaning of a source text in order to promote an assumption.
- Insufficient citation. Using excerpts or paraphrased content from another's work with faulty, or no, citation.
- Recycling. Submitting all or part of a text prepared by the student for some other purpose.



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Attendance

In an online format, attendance must be determined by participation and/or completion of assigned tasks each week. Missing all activities for two weeks will result in removal from the course.

IVC Student Resources

(Content not written/edited by the professor in this class.)

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

Tentative Schedule

The schedule below is subject to change and serves as a general outline. The specific dates/times by which particular tasks must be completed within a given week will be posted in Canvas.

The introductory terms used for individual items in the schedule (e.g., "vocabulary," "quizzes and tests," "book") correspond to module names that will appear in the Canvas course.

To elaborate, the Canvas course modules will be organized by type of item rather than units within a semester or a calendar. You will receive an announcement each week with an overview of tasks for that week.

Week 1: August 16 to 21

syllabus

vocabulary: critical thinking key terms

vocabulary: critical thinking excerpt

quizzes and tests: reading quiz 1

Week 2: August 23 to 28

vocabulary: literature basics and sophistry

vocabulary: ideology and authoritarianism

book: historical/philosophical background material from professor

book: editors' introduction (pp. 13-40)

quizzes and tests: reading quiz 2

Week 3: August 30 to September 4

book: Shelley, title page and dedication (pp. 47-48)

book: Shelley, letters (pp. 51-63) and vol. I (pp. 64-110)

essays: analysis essay instructions

writing support: in-text citation and MLA layout

quizzes and tests: reading quiz 3

Week 4: September 6 to 11

HOLIDAY (Monday, only)

book: Shelley, vol. II (pp. 111-60)

essays: analysis essay due

quizzes and tests: reading quiz 4

Week 5: September 13 to 18

peer reviews: analysis essay (first two parts)

book: Shelley, vol. III (pp. 161-221)

quizzes and tests: reading quiz 5

Week 6: September 20 to 25

peer reviews: analysis essay (final part)

book: material from Broadview appendices (to be announced)

quizzes and tests: reading quiz 6

Week 7: September 27 to October 2

essays: instructions for annotations and research essay
writing support: guide for research at IVC
quizzes and tests: reading quiz 7

Week 8: October 4 to 9

vocabulary: sophistry
book: material from Broadview appendices, etc. (to be announced)
quizzes and tests: reading quiz 8

Week 9: October 11 to 16

vocabulary: propaganda and populism
book: material from Broadview appendices, etc. (to be announced)
essays: annotations due
peer reviews: annotation peer review (first part)
quizzes and tests: reading quiz 9

Week 10: October 18 to 23

vocabulary: fallacy list
vocabulary: Toulmin model
peer reviews: annotation peer review (final part)
quizzes and tests: reading quiz 10

Week 11: October 25 to 30

essays: research essay due
peer reviews: research essay peer review (first part)
quizzes and tests: fallacy quiz 1

Week 12: November 1 to 6

peer reviews: research essay peer review (final part)
quizzes and tests: fallacy quiz 2

Week 13: November 8 to 13

HOLIDAY (Thursday, only)
essays: revisions for analysis essay due
quizzes and tests: fallacy quiz 3

Week 14: November 15 to 20

essays: revisions for annotations due
quizzes and tests: fallacy quiz 4

Week 15: November 29 to December 4

essays: revisions for research essay due
quizzes and tests: fallacy quiz 5
quizzes and tests: review activity

Week 16: December 6 to 10

quizzes and tests: MLA quiz
quizzes and tests: final exam