IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Fall 2021**	Instructor Name:	**Sacha Sykora**
Course Title & #:	**English 110**	Email:	**Sacha.sykora@imperial.edu**
CRN #:	**10528**	Zoom ID:	**https://cccconfer.zoom.us/s/97299185336#successMeeting**
Classroom:	**Online**	Office #:	**N/A**
Class Dates:	**8/16/21- 12/11/21**	Office Hours:	**Monday 5-6 p.m. e-mail; Thursday 5-6 p.m. Zoom**
Class Days:	**Online**	Office Phone #:	**Contact me through Canvas or Pronto**
Class Times:	**Asynchronous**	Emergency Contact:	**English Department Secretary (760) 355-6224 OR Contact me through Canvas**
Units:	**4 units**	Class Format:	**Online**

Course Description

English 110: Composition and Reading

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)

Course Prerequisite(s) and/or Co-requisite(s)

English 009 with a minimum grade of C or better
OR English 010 OR ENGL 099 with a grade of "C" or better

Student Learning Outcomes

English 110: 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

English 110: 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

Textbooks:

Title of Book: Patterns for College Writing with 2016 MLA update   **Novel (fiction):** 1984 by George Orwell
Author: Laurie G. Kirszner and Stephen R. Mandell   **ISBN-13:** 978-1443434973
Edition: 14th edition
ISBN Number: 978-1-319-05664-3

- This course is hybrid, which means that we will be meeting for *part of the class*. The student will need access to her/his IVC email account, WebSTAR, and Canvas. The student is expected to check her/his IVC email account daily.

- For this course, the student will need to be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and setting up header information. Microsoft Word is available to all IVC students in the Outlook email portal. In addition, you should have access to a good dictionary or dictionary app.

- We will be using Launchpad, which is an appendage to *Patterns for College Writing* for materials and extra support. Once you purchase the book you will have access to Launchpad.

***To enroll, please go to:
https://reg.macmillanhighered.com/Account/Unauthenticated?TargetURL=https%3a%2f%2fwww.macmillanhighered.com%2flaunchpad%2fpatterns14e%2f13834936

Course Requirements and Instructional Methods

To pass this class, it is important to complete all assignments. Do not expect to pass the class if you do not turn in ALL of your essays.

 • Any student who misses the first assignment (The Welcome Discussion) will be dropped.

Module 0 will be due on Friday, August 20th. This is the only time in which you must complete a module on a Friday

• Students missing two weeks of class assignments may be dropped at instructor discretion. (If you have problems communicate with me via Canvas messaging or Pronto.)

• Each assignment must be completed by its due date.

   o All assignments are due on a Sunday before midnight (11:59 p.m.); the assignment will automatically lock at midnight.

• You are responsible for keeping track of your class grade average and the drop deadline.

Writing projects:

Writing projects include the following: writing workshops from the textbook, annotated bibliographies, outlines, and peer review discussions. Most of the homework will come from the textbook. You are required to do all of the reading and the assigned exercises.

Quizzes: Quizzes are given to encourage reading assigned material, there will be multiple quizzes throughout the semester. Quizzes are easy! You also have two tries on the quizzes and you can keep your highest score. If you do your reading, you should receive an A on this part of your grade. These will be comprehension quizzes based on the fiction book (*1984*) you are required to read.

Formal Writing Assignments: For this class, there will be a total of four graded essays and a final essay. Essays are submitted through Canvas. Electronically submitted essays are saved as a PDF prior to submitting through Canvas. All essays must be in MLA format. These essays will be worth at least half of your grade. Required essays include: narrative, compare and contrast, argument, and research project essay. Writing is a process, hence you will be writing several drafts of your essays. Part of the grade for your formal writing assignments will include the rough drafts of the essays. There is tutoring assistance if needed.

***There are no "do-overs" for any reason on any formal essay. We prepare in stages for each essay, so there is absolutely no reason to hand in any work that is way off base.

Final: The final will be in essay format and it is based on your fiction book (1984). The final will assess your comprehension and critical thinking.

Late Work:

In this hybrid course, you are required to submit the discussions and assignments <u>by the due date</u>. Formal essays are the <u>only assignments</u> that will be accepted after the due date. Essays are accepted up to a week after the due date- with a 15% penalty each day that it is late. I understand that life happens, however it is important that you manage your time wisely and communicate with me if you are struggling in this course. A handy tip is to set a calendar item or alarm on your phone to remind yourself of the due dates.

Extra credit: There will be an opportunity to earn up to 50 points with the extra credit assignment. The assignment must be turned in by November 21st-no exceptions. You can select one of the three assigned topics. Extra credit is not intended to substitute for a writing assignment: It is to help you if you get an abysmal grade in one of your writing assignments.

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. This means to expect on average eight hours of homework per week for this 4-unit course.

Course Grading Based on Course Objectives

Grading scale:

90-100=A	60-69=D
80-89=B	59 & below=F
70-79=C	

Points needed in order to earn an A= 956-1,062   Points needed in order to earn a D=638-739

Points needed in order to earn a B=849-955   Anything below 637 is an **F**

Points needed in order to earn a C=740-848

Assignments	Weighted percentage
Writing projects: includes workshops, annotated bibliographies, outlines, & peer review discussions=263 points	25%
Quizzes *1984* (fiction book)=185 points	15%
Formal writing assignments: (Essays 4 total)=514 points	50%
Final=100 points	10%

TOTAL	1,062 points

***Extra credit (optional) is worth 50 points max.

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. 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.

Classroom Etiquette:

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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, only students enrolled in the class may attend; children are not allowed.

   Online Netiquette:

   1. **WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
        a. Your classroom is equipped with cleaning supplies. Use them as needed.
   2. **BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
        a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
   3. **BRING YOUR OWN FOOD AND DRINKS.**
        a. There is no food service currently offered on campus.

- 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 (!!!!)].

How am I expected to act in an online "classroom" (especially Zoom)?
Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

1) **Be RESPECTFUL**
   a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
2) **Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
   a. People walking around and pets barking can be a distraction.
3) **EAT AT A DIFFERENT TIME.**
   a. Crunching food or chugging drinks is distracting for others.
   b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
4) **ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
   a. It is hard to see you in dim lighting so find a location with light.
   b. If your back is to a bright window, you will be what is called "backlit" and not only is it hard on the eyes (glare) but you look like a silhouette.
5) **POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
   a. If you are using the camera, show your face; it helps others see your non-verbal cues.
   b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.
6) **Be READY TO LEARN AND PAY ATTENTION**
   a. Catch up on other emails or other work later.
   b. If you are Zooming, silence your phone and put it away.
   c. If you are in a room with a TV – turn it off.
7) **USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS**
   a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.
8) **REMEMBER TO UNMUTE WHEN SPEAKING**
   a. Follow your instructor's directions about using the **"raise hand"** icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
   b. Do not speak when someone else is speaking.
9) **REMAIN FOCUSED AND PARTICIPATE IN THE MEETING**

a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
   b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.
10) **PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING**
   a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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.**
   o 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.**
   o 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.
- Recycling your essays

Other Course Information

IVC Student Resources

How do I access services now that we are mostly online?

- CANVAS LMS. Canvas is Imperial Valley College's 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 campus is open, the DSP&S office is in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

If you are documented disability (i.e. hearing impaired) **please let me know immediately

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 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.

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.

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.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Due Date
Week 1 Introduction: 0 8/16-8/20/21	Syllabus & Introduction Diagnostic tests (4 pre-tests) Reading, grammar, & writing Modules: 0 (Introduction)	8/20/21
Week 1 8/16-8/22/21	The writing process/MLA Intro. to narrative essay Narrative assignment Course survey Module: 1	8/22/21

Date or Week	Activity, Assignment, and/or Topic	Due Date
Week 2 8/23-8/29/21	Narrative essay (rough draft) Quiz I on *1984* Module: 2	8/29/21
Week 3 8/30-9/5/21	Quoting, paraphrasing, & summarizing Peer review narrative essay Module: 3	9/5/21
Week 4 9/7-9/12/21 9/6-Holiday	Into. to Compare & Contrast essay Writing workshop Narrative essay (final draft) Quiz II *(1984)* Tour of IVC online library (highly recommended, but not required) Module: 4	9/12/21
Week 5 9/13-9/19/21	Compare & Contrast outline Annotated bibliography Module: 5	9/19/21
Week 6 9/20-9/26	Quiz III *(1984)* Compare & Contrast (rough draft) Course survey Module: 6	9/26/21
Week 7 9/27-10/3	Peer review compare & contrast essay Intro. to argumentative essay Module: 7	10/3/21
Week 8 10/4-10/10	Intro. to fallacies & logical structure Outline (argument essay) Annotated bibliography (argument essay) Compare & Contrast (final draft) Module: 8	10/10/21
Week 9 10/11-10/17	Argumentative essay (rough draft) Quiz IV *(1984)* Module: 9	10/17/21
Week 10 10/18-10/24/21	Peer review argumentative essay Intro. to research paper/project Finding sources Intro. to research paper quiz Module: 10	10/24/21
Week 11 10/25-10/31/21	Watch video: *Manufacturing Consent* Discussion Research paper topic & questions Argumentative essay (final draft) Module: 11	10/31/21
Week 12 11/1-11/7/21	Outline (research essay) Annotated bibliography (research essay)	11/7/21

Date or Week	Activity, Assignment, and/or Topic	Due Date
	Course survey Module: 12	
Week 13 11/8-11/14/21	Research paper (rough draft) Module: 13	11/14/21
Week 14 11/15-11/21/21	Peer review (research essay) ***Extra credit due (optional) Module 14	11/21/21
Week 15 11/22-11/28/21	NO CLASS Turkey week	11/28/21
Week 16 11/29-12/5	Upload final draft of research paper Final essay *(1984)* Diagnostic tests (4 post-tests) Reading, grammar, & writing. Compare pre & post tests	12/5/20
Week 17 12/6-12/10/21	**Finals Week** Final essay *(1984)*	12/10/21- Last day of class***

Tentative, subject to change without prior notice