

Basic Course Information

Semester:	Fall 2021	Instructor Name:	Joe Apodaca
Course Title & #:	English 110	Email:	Joe.apodaca@imperial.edu
CRN #:	10700 and 10701	Webpage (optional):	
Classroom:	2734 for Face to Face	Office #:	
Class Dates:	8/16/2021-12/11/2021	Office Hours:	Contact via cell phone
Class Days:	10700 on Mondays 10701 on Wednesdays	Office Phone #:	760-540-1366
Class Times:	6:00-7:05 and Asynchronous	Emergency Contact:	760-540-1366
Units:	ENG. 110: 4		

Course Description

English 110 is the standard course in freshman English composition. In this class, students will be given the opportunity to improve their ability to understand serious and complex prose and to improve their ability to write expository and, later, argumentative prose that is thoughtful and clear. Students will practice using rhetorical modes to solve writing problems and a research paper is also required.

This course requires students to attend one time per week for one hour and five minutes. The face-to-face component is “required” in this course. Students will receive additional practice and support in the face-to-face component of the course.

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

English 009 or English 010 with a grade of "C" or higher, or appropriate placement. For further course information, refer to the latest IVC college catalog or the current schedule of classes. English 110 transfers to both the UC and CSU systems.

Student Learning Outcomes

1. Compose college-level essays that contain clear thesis statements, effective support, and unified organization. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
3. Demonstrate an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full-length novel, play, or non-fiction book, without relying on outside sources for assistance (ILO1, ILO2, ILO3, ILO4)

Course Objectives

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

1. Read, analyze, and interpret a variety of written texts, including one single-author text;
2. Identify logical fallacies and essay coherence, especially in relation to tone, purpose, and audience;
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing;
4. Demonstrate a command of rhetorical modes, to include comparison/contrast, cause/effect, definition, and argumentation.
5. Practice using connotative and figurative language, while writing for an academic audience;
6. Adapt writing strategies to the requirements of the writing situation, displaying knowledge of the rhetorical situation;
7. Examine and analyze their own writing and that of other students with a view towards improving rhetorical effectiveness.
8. Develop a thoughtful research paper (s) creating accurate citations and utilizing strong library Skills.
9. Create a variety of written work, to include at least four essays and one research paper, producing 8,000-10,000 words;
10. Participate in activities deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Textbook: Kirszner, Laurie and Mandell, Stephen. *Patterns for College Writing: A Rhetorical Reader and Guide, Twelfth Edition.*

Materials:

- Computer with Access to Canvas at IVC

Course Requirements and Instructional Methods

1. Attend every class session. Any student who fails to submit the first assignment may be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor with any concerns.
2. Each assignment will be completed before the designated class in which it is due. **NO LATE WORK WILL BE ACCEPTED WITHOUT PRIOR ARRANGEMENTS WITH THE INSTRUCTOR.**
3. Essays and research will be completed during the lab component of the course.
4. Absolutely no food or drink in the class, as per college policy. An exception can be made for bottled water on hot days.
5. You are responsible for keeping track of your class grade average and the drop deadline.

6. **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.
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Course Grading Based on Course Objectives

Grades will be based on an accumulation of points for the term. Each assignment will be given a point value and included in the final grade. Assignments will consist of the following. Students are expected to complete ALL assignments and exercises. ***All assignments in this course will be submitted via Canvas.***

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|---|--------------------------|
| • Four Paper/ Essays (Research Based) | 150 points per Essay |
| • Read and Respond <i>The Obstacle is the Way</i> | 150 |
| • Weekly Journals (3 / WEEK) | 5 points per Journal |
| • Readings and Discussion Questions (16) | 10 points per set |
| • Warm Up Exercises (IN CLASS) SUBMIT VIA CANVAS | 5 points per warm up |
| • Weekly Discussion Board: (TBD) | 10 points per discussion |

ASSIGNMENTS: All assignments will be submitted via Canvas including any assignments completed during the face-to-face component of the course.

MODULES: The semester will be divided into four modules. Modules, after Module 1, will be published on the Saturday prior to the start of the module. It is at the instructor's discretion to publish modules at an earlier date.

PRESENTATIONS: Presentations will take place during the face-to-face component of the course.

WARM UPS: Warm up exercises will take place during the face-to-face component of the course and must be completed in their entirety to earn credit.

JOURNALS: Students are assigned **three journals per week** and are due at the end of each week. Journals are open topic, unless otherwise specified. If typed, they must be 12 size font, Times New Roman, and double spaced. Journals may be hand written but must be one full page, no skipping of lines. Typed or hand-written, journals are submitted on Canvas.

WEEKLY DISCUSSION BOARD: The instructor will post a weekly question on the discussion board. Students are expected/ required to participate by posting and engaging in the discussion. Students will also participate in a "live" discussion during the face-to-face component of the course.

READINGS AND DISCUSSION QUESTIONS: Readings and discussion questions are assigned each week. Students are expected to complete each reading and address each question in complete and detailed sentences and discussion.

ESSAYS: All essays will be research-based. Essays will be typed in MLA format with appropriate documentation and Works Cited page. Note that students will be expected to share their writing with peers.

Read and Respond: Students will read, Ryan Holiday's *The Obstacle is the Way* and provide a written analysis as to how the author illustrates the points he is making in the work. More information will be provided as the semester progresses. **Note: The due date for this assignment is to be determined.**

NOTE: The course syllabus is a working document, and the instructor reserves the right to adjust assignments accordingly by either adding or removing assignments in an effort to best fit the need of the class.

Final grades will be based on a percentage of points earned throughout the term. Students are responsible for keeping track of points earned in class.

90-100 %=A

80-89 %=B

70-79%=C

60-69%=D

50-% or below= F

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. NOTE: STUDENTS ARE EXPECTED TO ATTEND ALL OF THE FACE-TO-FACE MEETINGS FOR THE SEMESTER.
- 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

- 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.

Additional Student Services

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.

- **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.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

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. 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. 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 in 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 or in the building 1536 for appointments or 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 on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located 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, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of 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 on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity 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. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services 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 education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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.

Class Schedule/Calendar

Week	Readings/Topics	Assignments/ Ind. Practice
1 MOD 1	READING AND QUESTIONS: "ONLY DAUGHTER"	LETTER OF INTRODUCTION JOURNALS 1-3, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #1 WARM UP #1 - IN CLASS
2 MOD 1	READING AND QUESTIONS: "MOTHER TONGUE"	JOURNALS 4-6, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #2 WARM UP #2 - IN CLASS
3 MOD 1	READING AND QUESTIONS: "WHY CHINESE MOTHERS ARE SUPERIOR"	JOURNALS 7-9, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #3 WARM UP #3 - IN CLASS
4 MOD 1	READING AND QUESTIONS: "TWO WAYS TO BELONG IN AMERICA"	JOURNALS 10-12, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #4 ESSAY #1 IS DUE ON 9/11//2021 BY MIDNIGHT WARM UP #4 - IN CLASS
5 MOD 2	READING AND QUESTIONS: "I'M YOUR TEACHER, NOT YOUR INTERNET SERVICE PROVIDER."	JOURNALS 13-15, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #5 WARM UP #5 - IN CLASS
6 MOD 2	READING AND QUESTIONS: "PINK FLOYD NIGHT SCHOOL."	JOURNALS 16-18, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #6 WARM UP #6 - IN CLASS
7 MOD 2	READING AND QUESTIONS: "COLLEGE PRESSURES."	JOURNALS 19-21, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #7 WARM UP #7 - IN CLASS
8 MOD 2	READING AND QUESTIONS: "THE DOG ATE MY DISK AND OTHER TALES OF WOE."	JOURNALS 22-24, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #8

Week	Readings/Topics	Assignments/ Ind. Practice
		WARM UP #8 – IN CLASS ESSAY #2 IS DUE ON FRIDAY, 10/9//2021 BY MIDNIGHT
9 MOD 3	READING AND QUESTIONS: “GET IT RIGHT: PRIVATIZE EXECUTIONS.”	JOURNALS 25-27, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #9 WARM UP #9 – IN CLASS
10 MOD 3	READING AND QUESTIONS: “TWO WAYS TO BELONG IN AMERICA.”	JOURNALS 28-30, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #10 WARM UP #10 – IN CLASS
11 MOD 3	READING AND QUESTIONS: “THE CASE FOR BIRTHWRIGHT CITIZENSHIP.”	JOURNALS 31-33, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #11 WARM UP #11 – IN CLASS
12 MOD 3	READING AND QUESTIONS: “AN ARGUMENT TO BE MADE ABOUT IMMIGRANT BABIES.”	JOURNALS 34-36, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #12 ESSAY #3 IS DUE ON 11/6/2021 BY MIDNIGHT. WARM UP #12 – IN CLASS
13 MOD 4	READING AND QUESTIONS: “THIRTY-EIGHT WHO SAW MURDER DIDN’T CALL POLICE.”	JOURNALS 37-39, COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #13 WARM UP #13– IN CLASS
14 MOD 4	READING AND QUESTIONS: “WHY LOOKS ARE THE LAST BASTION OF DISCRIMINATION”	JOURNALS 40-42, COMPREHENSION/ STYLE AND STRUCTURE. DISCUSSION BOARD #14 WARM UP #14 – IN CLASS
15 MOD 4	READING AND QUESTIONS: “FAT TAX”	JOURNALS 43-45 COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #15 ESSAY #4 DUE ON 12/4/2021 BY MIDNIGHT. WARM UP #15 – IN CLASS
16 MOD 4	READING AND QUESTIONS: “LET THEM DRINK WATER.”	JOURNALS 46-48

Week	Readings/Topics	Assignments/ Ind. Practice
		COMPREHENSION/ STYLE AND STRUCTURE DISCUSSION BOARD #16 RESPONSE TO <i>THE OBSTACLE IS THE WAY</i> IS DUE ON 12/11/2021 BY MIDNIGHT WARM UP #16 – IN CLASS

NOTES:

*****This schedule is tentative and subject to change without prior notice*****

*****All exercises are due by midnight on the Saturday at the end of each week with the exception of the Letter of Introduction, which is due on the first day the semester by midnight and the final essay due on the last day of the semester*****

*****Late assignments are not accepted unless arrangements are made in advance between the student and instructor. *****