Basic Course Information

Semester:	**Winter 2022**	Instructor Name:	**Dr. Cynthia J. Spence**
Course Title & #:	**English 110 - Composition and Reading**	Email:	**cynthia.spence@imperial.edu**
CRN #:	**15095**	Webpage:	**None**
Classroom:	**Fully Online**	Office #:	#2799 – We are not on campus this semester
Class Dates:	**January 3rd - February 3rd**	Office Hours:	Send me an email if you have questions, I try and respond within 24 hours.
Class Days:	**Fully online**	Office Phone #:	#760-355-5702 – Since I am not on campus during the shutdown, phone calls are not a point of contact.
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Type of Class:	This is an ==accelerated course==. You will be completing 16 weeks of work in just five weeks. **There is an extensive amount of reading and writing required in a relatively short amount of time** **This class is intensive. If we were meeting face-to-face you would be in class five days a week and would also be required to submit homework after every class. Many of the assignments in the weekly modules will not take much time, but some will. Pace yourself and do not wait until the end of the week to begin working.**
Units:	4	Emergency Contact:	**cynthia.spence@imperial.edu**

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. (CSU, UC)

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. (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. 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

This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources
All reading materials are provided free on Canvas

Scholars have articulated the rationale for using a **theme based approach** as a "meaningful" way to personally engage students in the learning process (Handal & Bobis, 2004; Lipson, et al., 1993); connect to students' life experiences, interests, and existing knowledge bases (Handal & Bobis, 2004; Lipson, et al., 1993; Mangan, 2014); **create a focus for learners that reveals connections among knowledge areas** (Lipson, et al., 1993); promote positive attitudes in learners (Lipson, et al., 1993); **and improve student success/achievement** (Handal & Bobis, 2004; Mangan, 2014). Mangan (2014) reports increased student performance in theme-based classes, citing an 87% pass rate in "fear and horror" themed introductory English classes at a community college, compared to a 78% pass rate in traditional versions of these classes across the Texas community college system.

The theme for our course is "**Resistance Movements from the 1960s to Today.**" All the course readings and assignments will be based on this theme. We will be using a **non-fiction book** to meet the requirements of Student Learning Outcome #3. This text is an e-book and is provided free of charge on Canvas.

E-book Provided Free on Canvas

Bradley, Doug, and Craig Werner. *We Gotta Get Out of This Place: The Soundtrack of the Vietnam War*.

University of Massachusetts, 2015

Scholarly Articles Provided Free on Canvas

"Addressing Environmental Racism." *Journal of International Affairs*, vol. 73, no. 1, 2020, pp. 237-241.

EBSCOhost,

http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=2&sid=b63049ef-

dbef-4bb0-91eb-18c39b71270d%40sessionmgr103. Accessed 11 February 2021.

Camille, Alice. "The Prophet from Elsewhere: Truth is Truth No Matter Who Says It, According to Malcolm

X." U.S. *Catholic*, vol. 85, no. 10, October 2020, pp. 47-49. *EBSCOhost*,

http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=4&sid=b63049ef-

dbef-4bb0-91eb-18c39b71270d%40sessionmgr103. Accessed 11 February 2021.

Huerta, Dolores. "The Local Priest Told Everybody They Should Pray to God for a Wage Increase Instead."

New York, 25 May 2020, pp. 24-25. *EBSCOhost*,

http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=6&sid=b63049ef-

dbef-4bb0-91eb-18c39b71270d%40sessionmgr103. Accessed 11 February 2021.

Stockwell, Norman. "We Need Both Equity and Rights." *Progressive*, vol. 84, no. 2, April/May 2020, pp. 61-

63. *EBSCOhost*,

http://web.b.ebscohost.com.ezproxy.imperial.edu/ehost/pdfviewer/pdfviewer?vid=8&sid=b63049ef-

dbef-4bb0-91eb-18c39b71270d%40sessionmgr103. Accessed 11 February 2021.

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. English 110 is a 4 unit college level English class. This means students should expect to spend **four hours a week in our Canvas shell** and **eight hours a week outside of the Canvas shell** reading, studying, researching, and writing.

Course Grading Based on Course Objectives

Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A

I do not round point totals up or down

Course Check-in **must be completed before 6:00 pm Friday January 7th**	1 X 10	10
Discussion Threads	20 X 12	240
Chapter Essays	4 X 30	120
Logical Fallacies Project	1 X 50	50
Song Analysis	1 X 100	100
Reflective Article Essays	4 X 30	120
Argument Essay	1 X 100	100
Works Cited Project	1 X 50	50
Writing Projects- MLA, Works Cited, Argument Draft	3 X 30	90
Quizzes	6 X 20	120
Total Points		1000

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

This course has three main objectives:

- **To help students expand their critical thinking skills**. To do this, students will be asked to write an analysis of a commercial, a song, a scholarly article, and to observe how things are usually connected in some way.
- **To help students develop their composition skills.** To do this, students will be asked to create college level Works Cited pages, correctly cite text in an essay, learn the seven introductions, avoid grammar mistakes, and learn the structure of an argument essay, an analysis essay, a reflection essay, and a research essay.
- **To help students develop their reading comprehension skills.** To do this, students will be asked to read and understand college level academic articles, college level book chapters, and understand the important points made in video form.

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. The "Check-in Discussion Post" **must be completed before 6:00 p.m. Friday August 20th** or you will be dropped from the course.
- Should re-admission 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 the General Catalog for details.

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 <u>NOT</u> adequate to demonstrate academic attendance by the student.

Academic Honesty There are many different forms of academic dishonesty. The following examples 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.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction**.
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, summaries, or essays will also receive a "0" on the assignment – **enabling another student to cheat is also cheating.** 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade.

There is an entire plagiarism module available to you in our course Canvas shell if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

IVC Student Resources

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.
- 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).
- 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) are 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.
- **CANVAS Support.** 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.
- **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.
- **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.
- **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.

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

The Assignment Calendar is Subject to Change, Changes Will Be Announced

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
Week One - January 3rd Course Introduction, MLA rules, Scholarly Articles, EBSCOhost, MLA Works Cited, Propaganda, Logical Fallacies, Color Analysis.	• **Check-in Discussion Post – must be completed before Friday January 7th before 6:00 p.m. or you will be dropped from the course.** (10 points) • Works Cited Quiz (20 points) • Writing Project: MLA focusing on Heading, Header, Title, Paragraph (30 points) • Writing Project: Works Cited Draft (30 points) • Logical Fallacies Discussion Thread (12 points) • Color Analysis Discussion Thread (12 points) **114 Points Possible This Week**

Week Two - January 10th MLA Works Cited, Plagiarism, Words to Avoid in Academic Writing, Paragraph Structure, Commas, Introductions and Conclusions. Resistance Movement One: The Civil Rights Movement	• Plagiarism Quiz (20 points) • Words To Avoid in Academic Writing Quiz (20 points) • Paragraph Structure Quiz (20 points) • Comma Quiz (20 points) • Introductions and Conclusions Quiz (20 points) • Plagiarism Discussion Thread (12 points) • 1950's and 1960's in America Discussion Thread (12 points) • Civil Rights Movement Discussion Thread (12 points) • Current Political Music Focused on Allusion Discussion Thread (12 points) • "Southern Man" Political Music Focused on Imagery Discussion Thread (12 points) • Logical Fallacy Project (50 points) • Works Cited Project (50 points **260 Points Possible This Week**
Week Three - January 17th Introduction to Argument Proposal Essays Resistance Movement Two: The Anti-Vietnam War	• Argument Thesis Approval Discussion Thread (12 points) • Vietnam War Discussion Thread (12 points) • Two Page "The Prophet from Elsewhere: Truth is Truth no Matter Who Says it, according to Malcom X" Reflective Essay (30 points) • Two Page Chapter One "'Goodbye My Sweetheart, Hello Vietnam' The Soundscape Takes Shape" Essay (30 points) • Two Page Chapter Two "'Bad Moon Rising' The Soundtracks of LBJ's War" Essay (30 points) **114 Points Possible This Week**
Week Four - January 24th Resistance Movement Three – The Youth Movement Resistance Movement Four – The Native American Movement Resistance Movement Five - The Women's Movement Resistance Movement Six – The Environment	• Youth Protest Discussion Thread (12 points) • Native American History and Activism Discussion Thread (12 points) • Indigenous Protest Music Discussion Thread (12 points) • Women's Movement Discussion Thread (12 points) • Hippies and Income Inequality Discussion Thread (12 points) • The Gay Rights Resistance Movement Discussion Thread (12 points) • Chapter Three "'I-Feel-Like-I'm-Fixin'-To-Die' Protest, Pot, Black Power, and the (Psychedelic) Sound of Nixon's War" Essay (30 points) • Chapter Four "'Chain of Fools' Radios, Guitars, Eight Tracks (and Silence in the Field)" Essay (30 points) • Two Page "Addressing Environmental Racism" Reflective Essay (30 points) • Argument Draft (30 points) **192 Points Possible This Week**
Week Five - January 31st Resistance Movement Seven – The Farm Workers Movement Resistance Movement Eight – The Hippie Movement	• Remembering Vietnam Discussion Thread (12 points) • Virtual Vietnam Memorial Wall Discussion Thread (12 points) • Environmental Racism Discussion Thread (12 points) • Farm Workers Discussion Thread (12 points) • Music As a Political Statement Farm Workers Discussion Thread (12 points) • Two page "The Local Priest Told Everybody They Should Pray to God for a Wage Increase Instead" Reflective Essay (30 points) • Argument Essay Due (100 points) • Song Analysis Essay Due (100 points) • Extra Credit - Two page "We Need Both Equity and Rights" Reflective Essay or Reflective Video, or Reflective Presentation (30 points) • Extra Credit – Course Reflection Discussion Thread (20 points) **290 Points Possible This Week** **50 Points Extra Credit**