IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Spring 2022**	Instructor Name:	**Olivia Garcia**
Course Title & #:	**English 110: Composition and Reading**	Email:	**olivia.garcia@imperial.edu**
CRN #:	**20120**	Office Hours:	**Zoom MW 10:00 am-11:00 am; Zoom Th 1:00 pm-2:00 pm** link provided on Syllabus page on Canvas **In-person T 12:00 pm-1:00 pm** May also use **Pronto** or **Email**
Class Dates:	**Feb. 14 – June 10, 2022**		
Units:	4		
Class Format:	**online**	Office Phone #:	**(760) 355-6518**

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. (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. (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

REQUIRED TEXTS:
- *Fahrenheit 451* by Ray Bradbury
  - **PDF is provided on Canvas**
    - However, if a printed text is preferred, this is the book I'm using: *Fahrenheit 451 -- 60th Anniversary Edition*
- Other readings will be provided through Canvas, either in PDF document or website link
- MLA style handbook (those listed below are the books and website I use):
  - *MLA Handbook 8th Edition* **OR**
  - *Pocket Style Manual* (8th edition) by Diane Hacker and Nancy Sommers **OR**
  - *The OWL: Purdue Online Writing Lab* https://owl.purdue.edu/owl/purdue_owl.html
- Good college level dictionary; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

Course Requirements and Instructional Methods

The semester begins on Monday, February 14, 2022 and will end on June 10, 2022. However, after this first week starts, I operate with a **slightly modified work week**; each new week begins on Tuesday mornings at 12:00 am (you DO NOT have to log on at that time!) and ends the following Monday night at 11:59 pm. This means that WEEK 2 will "officially" start Tuesday, February 22, 2022, 12:00 am and will end Monday, February 28, 2022, 11:59 pm--the rest of the semester will continue following that pattern.

This is not a self-paced course—you are expected to complete most of the work within the week it is due. There are some exceptions but be aware that the exceptions also have consequences if they are let go too long. Due dates, explanations of extended time, expectations for late assignments and all that information will be explained in the overall Project Explanation, the Topic Explanations, and some of the assignment explanations. There may be a lot of repetition throughout, but that's only to ensure that the information is any place you could possibly need to find it.

The work throughout the entire semester will be building toward the Final Project which is submitted during Finals Week. There are three Units, divided into multiple assignments, all of which are building a particular component of the Final Project. These components are written, revised, and edited during weeks 2-14, and then combined during the last couple of weeks into the Final Project. Each week, there are discussions, assignments, and drafts that are used to build each of these parts. Every assignment has its own guidelines and grade percentage, and each grading "chunk" weighs differently throughout the semester.

- **Small group/whole class Discussions**: There will be one Discussion per week, either in a small group, randomly assigned, or in a whole class setting. These discussions are mostly used to brainstorm, discover other perspectives, and practice explaining through writing.

- **Assignments**: There will be a few assignments to help build the draft work. Some of these assignments will be brainstorming and outlining, others will work on Works Cited and in-text citations, and others will work with format.

- **Rough Drafts**: There will be three (3) content drafts submitted in Unit 1 and Unit 2 and two (2) content drafts submitted in Unit 3. The Unit 1 drafts are first draft writing, the Unit 2 drafts are second draft writing, and the Unit 3 draft helps create a whole piece of work.

- **Final Project**: The finished product submitted at the end of the semester.

- **Self-Review:** Part of the Final Project grading process is your determination of your own work. You will evaluate yourself based on the rubric you have used to put together your project. Your Self-Review grade will be taken into consideration with my final evaluation of your project.

- **REQUIRED Tutoring reviews**: (*This term covers any kind of one-on-one review, whether you meet with me, your class tutor, an SSC/program tutor, or use Online Tutoring).* **A minimum of one tutoring review of your work is required for each draft.** Before you submit a **rough draft**, you need to have a review of your work. There are many options for reviews and you don't need to do the same kind every time. Or you can. It's up to you, but you need to have other eyes looking at your work and providing feedback.

  - Your class tutor has regular weekly review sessions, I have regular office hours, and the tutoring center has their online hours available all hours of the day; plus, you have access to Online Tutoring where you can drop off work and pick it up later. **There is an option that works for any schedule.**

  - These Tutoring Reviews are worth 10% of your total grade.

  - Extra reviews can be completed in between the required reviews. These reviews must be completed on separate days and will receive one point of "extra credit" up to 5 points, to be applied in the Tutoring Reviews assignment or Rough Draft grades.

Course Grading Based on Course Objectives

Grade Breakdown with Percentages: Standard A-F (100%-0%) grading scale

Surveys	5%	**UNIT 1: SocInterRD1**	5%	**UNIT 3: Intro/Conc Draft**	10%
Discussions	20%	**UNIT 2: TechRD2**	5%	**UNIT 3: Project Final Draft**	15%
Tutoring Reviews	10%	**UNIT 2: CensorshipRD2**	5%		
UNIT 1: TechRD1	5%	**UNIT 2: SocInterRD2**	5%		
UNIT 1: CensorshipRD1	5%	**UNIT 3: Whole Body Draft**	10%	**TOTAL**	100%

Late work

Communicate. With. Me. First. ASAP.

You can email, message, send a video, whatever, any time, day or night—so at least I know what's going on. If I don't ever hear from you or only when you're going to miss a deadline, then there's less I will do. Because we're online, you have the entire 24-hour day to use as you need; work is assigned and submitted within a week's time, with most of your work due at the end of each week. This set up doesn't change, so you'll quickly learn the calendar and you can plan accordingly. If an emergency happens, talk to me, and be prepared to explain what you can and will do.

Discussions are ONLY available during the week they are assigned; they are not accepted late.

Some of the writings are available beyond the due date and receive no late penalty if submitted later. However, there are consequences that are not immediately grade-related to be aware of. For example, to move from Unit 1 to Unit 2, all 3 Rough Drafts must be submitted; if they are not all submitted, Unit 2 will not open until they are. There is no late penalty for submitting the drafts late, **BUT** in Unit 2, the discussions and other assignments that have due dates that close will also not be accessible until the Unit 1 writings are submitted; if the Unit 1 writings are submitted too late, some of the Unit 2 work may no longer be available by the time you have access to the unit, and those assignments will receive zeros for not being completed in the time frame given.

Once again, as stated at the beginning of this late work explanation: *Communicate. With. Me. First. ASAP.*

Course Policies

ATTENDANCE

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.

ONLINE NETIQUETTE

We will not be having scheduled Zoom classes because there is no time frame for this class; that means that you can check Canvas, work on assignments, and submit work just about whenever you want, whether that is 10:00 am, 1:15 pm, or 3:45 am. However, you will need to communicate with me and your tutor through email, Pronto, or Zoom meetings, which means the information below does apply to those situations.

- 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.**
    - 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.**
    - 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.

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

Week/Date Tues.-Mon.	Activity	Due Dates
WEEK 1 Feb. 14-21	Course Orientation/Syllabus Quiz Introduce Yourself Discussion **MUST BE COMPLETED TO REMAIN IN CLASS**	2/21/2022, 11:59 pm 2/21/2022, 11:59 pm
WK 2 Feb. 22-28	Discussion 1 post Topic 1: Technology Brainstorm	2/28/2022, 11:59 pm 2/28/2022, 11:59 pm
WK 3 Mar. 1-7	Discussion 2 post T1: Technology Rough Draft 1 **DUE** **Tutoring Review Session 1 DUE**	3/5/2021, 12:00 pm & 3/7/2022, 11:59 pm 3/7/2022, 11:59 pm 3/7/2022, 11:59 pm
WK 4 Mar. 8-14	Discussion 3 post Topic 2: Censorship Brainstorm	3/12/2022, 12:00 pm & 3/14/2022, 11:59 pm 3/14/2022, 11:59 pm
WK 5 Mar. 15-21	Discussion 4 post T2: Censorship Rough Draft 1 **DUE** **Tutoring Review Session 2 DUE**	3/19/2021, 12:00 pm & 3/21/2022, 11:59 pm 3/21/2022, 11:59 pm 3/21/2022, 11:59 pm
WK 6 Mar. 22-28	Discussion 5 post Topic 3: Social Interaction Brainstorm	3/26/2022, 12:00 pm & 3/28/2022, 11:59 pm 3/28/2022, 11:59 pm
WK 7 Mar. 29-Apr. 4	Discussion 6 post T3: Social Interaction Rough Draft 1 **DUE** **Tutoring Review Session 3 DUE**	4/2/2022, 12:00 pm & 4/4/2022, 11:59 pm 4/4/2022, 11:59 pm 4/4/2022, 11:59 pm
WK 8 Apr. 5-11	Discussion 7 post Topic 1: Technology REVISIONS	4/9/2022, 12:00 pm & 4/11/2022, 11:59 pm 4/11/2022, 11:59 pm
WK 9 Apr. 12-25	Discussion 8 post Topic 1: Technology RD2 **DUE** **Tutoring Review Session 4 DUE**	4/16/2022, 12:00 & **4/25/2022, 11:59 pm (after Spring Break)** **4/25/2022, 11:59 pm (after Spring Break)** **4/25/2022, 11:59 pm (after Spring Break)**
**SPRING BREAK 4/18/2022-4/23/2022**	
WK 10 Apr. 26-May 2	Discussion 9 post Topic 2: Censorship REVISIONS	4/30/2022, 12:00 pm & 5/2/2022, 11:59 pm 5/2/2022, 11:59 pm
WK 11 May 3-May 9	Discussion 10 post Topic 2: Censorship RD2 **DUE** **Tutoring Review Session 5 DUE**	5/7/2022, 12:00 pm & 5/9/2022, 11:59 pm 5/9/2022, 11:59 pm 5/9/2022, 11:59 pm
WK 12 May 10-16	Discussion 11 post Topic 3: Social Interaction REVISIONS	5/14/2022, 12:00 pm & 5/16/2022, 11:59 pm 5/16/2022, 11:59 pm
WK 13 May 17-23	Discussion 12 post Topic 3: Social Interaction RD2 **DUE** **Tutoring Review Session 6 DUE**	5/21/2022, 12:00 pm & 5/23/2022, 11:59 pm 5/23/2022, 11:59 pm 5/23/2022, 11:59 pm
WK 14 May 24-30	Whole Body Draft **DUE**	5/30/2022, 11:59 pm
WK 15 May 31-June 6	**Tutoring Review Session 7 DUE** Intro and Conclusion Draft **DUE**	**6/5/2022, 11:59 pm** 6/6/2022, 11:59 pm
WK 16 June 7-9 (**THURS**)	**FINALS WEEKS** **Project Final Draft DUE** **Project Final Draft Self-Review DUE**	**Last day to submit: Thursday, 6/9/2022, 11:59 PM**

Subject to change without prior notice