



### Basic Course Information

Semester:	<b>Spring 2023</b>	Instructor Name:	<b>Alma Castro</b>
Course # and Title:	<b>ENG 110 Composition and Reading</b>	Email:	<b>Alma.castro@imperial.edu</b>
CRN #:	<b>20113</b>	Webpage (optional):	
Classroom:	<b>3100-3111</b>	Office #:	<b>3900</b>
Class Dates:	<b>February 13 – June 9, 2023</b>	Office Hours:	<b>Thursdays 1-4</b>
Class Days:	<b>Tuesday, Thursday</b>	Office Phone #:	<b>(760) 355-6291</b>
Class Times:	10:15 AM - 12:20 PM	Emergency Contact:	<b>Lency Lucas (760) 355-6337</b>
Units:	4.0	Class Format:	Face-to-Face

### 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. (C-ID: ENGL 100) (CSU/UC)

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

II. REQUISITES:

**A. PREREQUISITES:** ENGL 009 or ENGL 010 with a grade of "C" or better or appropriate placement.

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 is not open to students with a C or higher in English 105. (C-ID: ENGL 100) (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.
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.
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.

## 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

- Good news! We are using OpenStax *Writing Guide with Handbook* for our textbook this term, which is **100% free!**

<https://openstax.org/books/writing-guide/pages/1-introduction>

- *Late Victorian Gothic Tales*. Ed. Roger Luckhurst.  
ISBN 13: **978-0199538874**

- Please bring a large notebook, or 3-ring binder for notetaking and for in-class writing assignments. You will be submitting many hand-written, in-class assignments.
- Black or blue pens, highlighters, and mini staplers.

## Course Requirements and Instructional Methods

### Lecture Outline

- I. Essay Development
  - A. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing.
  - B. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading.
  - C. Compose error-free essays that avoid sentence-level and grammar problems.
  - D. Compose unified essays that include support for the thesis statement, clear development, and effective transitions.
  - E. 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.
  - F. 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)
- II. Research
  - A. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper



- B. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.
- C. Demonstrate a command of rules regarding plagiarism and academic ethics.
- III. Reading and Critical Thinking
  - A. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts.
  - B. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone.
  - C. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies.
  - D. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts.

#### VI. METHODS OF EVALUATION:

- Class Activity
- Essay
- Mid-Term/Final Exam(s)
- Objective
- Oral Assignments
- Problem Solving Exercise
- Quizzes
- Skill Demonstration
- Written Assignments

#### VII. INSTRUCTIONAL METHODOLOGY:

- Demonstration
- Discussion
- Group Activity
- Individual Assistance
- Lab Activity
- Lecture
- Audio Visual
- Computer Assisted Instruction
- Simulation/Case Study
- Distance Learning

#### VIII. ASSIGNMENTS:

##### **Out-of-class**

1. Reading and synthesizing from a variety of texts. 2. Primary and secondary research. 3. Essay assignments based on readings and research, to include at least one comprehensive research paper. For example: "Write an essay arguing a given position on a chosen topic. The essay should include 10-12 sources and be at least 2500 words in length."



## Reading and Writing

1. Peer review and other drafting and revision workshops for essay assignments. 2. In-class writing including essay exams. Collaborative writing, presentation, and research projects. 3. Analysis of reading, research, and other class materials and texts. 4. Practice with paraphrase, quotation, and appropriate documentation of sources. 5. Practice recognizing the difference between synthesizing and documenting information and plagiarism in their own and others' writings.

## Course Grading Based on Course Objectives

Peer-Reviewed, Class Essays	100 pts. x 3
2500-Word Research Paper	150 pts.
In-Class Final Essay	100 pts.
Literary Commentaries	30 pts. Each x 8
Quizzes, in-class writing assignments, and film reviews	10-30 pts. each
Discussions, peer-reviews, and participation	100 pts

## Course Policies

### Attendance

- Participation in this class is vital to your success! Therefore, you must attend on a regular basis. There will be many instances in which we will complete assignments in class. Consequently, your absences will directly affect your grade in these cases.
- Late, or make-up, in-class assignments will not be allowed due to time restrictions.
- If you are absent, it is ultimately your responsibility to ask your peers for any notes or valuable information you may have missed.
- This is NOT AN ONLINE class. All instruction, lectures, and discussions will be done in class.
- If you need to be absent, **DO NOT EMAIL ME**, unless you have a valid excuse. Valid excuses are:

1. IVC officially approved events, or

2. Serious and critical illness that requires hospitalization, or if you have Covid. These require documentation from a medical professional or hospital.

- Please note, you may NOT be absent more than 3 times, or you may be dropped from the course.
- Tardiness affects the entire class. Please be on time. Excessive tardiness, or leaving early, will count as an absence. Three unexcused absences will get you dropped from this course.



- A student who fails to attend the first meeting of a 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.

### Plagiarism

- If you plagiarize on ANY of the assignments in this class, you will receive a zero on that assignment, and I will refer you to the Dean of Student Affairs.

### Due Dates/Times, and Late Assignments

- All assignments are due on the due date. All assignments are due by 11:59 pm.
- Some assignments may be turned in a day late for a 10% penalty.
- Please do not email for me for extensions.

### Phones

- Cell phones are NOT allowed in this class. Please turn them off during the class period.

### Class Discussions

- We will have weekly, Socratic Circles in this class to better understand the literature. For every reading assignment, you will write a 350-word commentary, and you will bring one question for the class. You will then read a part of your commentary and ask your question. I encourage all students to join in during class discussions. You will be rewarded extra points for your participation.
- Please be respectful to your classmates during our discussions. Listen while they speak.

### Other Course Information

#### Email

- My email is [alma.castro@imperial.edu](mailto:alma.castro@imperial.edu)
- I usually respond within 24 hours Monday through Friday.
- I do not respond to emails after 8 pm until the following day.
- I do not respond to emails after 8 pm on Fridays until the following Monday.

#### Pronto

- Pronto is an app that you may use to communicate with anyone on campus. Please feel free and download Pronto on your phone. I may occasionally make announcements on Pronto; however, **I do not communicate in "Private Chats" on Pronto.** If you need to communicate with me outside of class, please email me at [alma.castro@imperial.edu](mailto:alma.castro@imperial.edu)

#### Office Hours

- My office hours are by appointment on Thursdays 1-4 pm in room 3900, or through email or Zoom 4-5 pm.



### 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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 Feb 13-17	Syllabus & Introduction Lectures: Introduction to Gothic Literature, MLA basic formatting, Plagiarism, Writing a commentary. Read Chapters 1 and 2 of Writing Guide (WG)	LVGT "Lord Arthur Savile's Crime" by Wilde, pgs. 27-56.
Week 2 Feb 20-24	<b>February 20 is President's Day! No classes!</b> Lectures: Rhetorical Situation, Narrative writing, Descriptive Writing, Speed writing, Cubing. Bring a copy of your commentary and question to SC. Read Chapter 3 of Writing Guide (WG)	Commentary due Feb 21 Narrative RD1 due Feb 24 Socratic Circle Feb 23 Quiz Feb 23
Week 3 Feb 27- March 3	Lectures: Sensory description, literary devices, basic essay writing. Gothic elements, Film review. Peer-review (Bring 3 copies of your RD1) Read Chapters 4 and 5 of Writing Guide (WG)	LVGT "Sir Edmond Orme" by James, pgs. 57-83. Peer-review Feb 28
Week 4 March 6 -10	Peer-review (Bring 3 copies of your RD2) In-Class writing assignments. Read Chapter 9 of Writing Guide (WG)	Commentary due March 7 Peer-review March 7 <b>Narrative Final due March 10</b> Socratic Circle March 9 Quiz March 9
Week 5 March 13-17	Lectures: Rhetorical Appeals, Fallacies, Analysis. Speed Writing, clustering. Read Chapter 10 of Writing Guide (WG)	LGVT "The Mark of the Beast" by Kipling, pgs. 84-95.



<p>Week 6 March 20-24</p>	<p>Lecture: Thesis writing, Transitions, Introductions Summary, MLA In-text citations. Read: <i>(They Say I Say)</i>, Chapter 1, "They Say."</p>	<p>"They Say Ch. 1" due March 22 Commentary due March 21 Rhetorical Analysis RD1-3/24 Socratic Circle March 23 Quiz March 22</p>
<p>Week 7 March 27-31</p>	<p>Peer review (Bring 3 copies of your RD1) Film Review. Review chapter 10.6, 10.7, and 10.8 of Writing Guide (WG) Read: <i>(They Say I Say)</i> Chapter 2 "Her Point Is."</p>	<p>LGVT "Lot No 249" by Doyle, pgs. 109-140. "Her Point Is Ch. 2" due March 28 Peer review March 28 RD2 due March 31</p>
<p>Week 8 April 3-7</p>	<p>Lecture: Paraphrasing, Signaling, Quoting  Read: <i>(They Say I Say)</i> Chapter 3 "As He Himself Puts it" Read Chapters 11, and 12 of Writing Guide (WG)</p>	<p>"As He Himself Puts it Ch. 3" due April 4 Commentary due April 4 Socratic Circle April 6. <b>Rhetorical Analysis Final due April 7.</b> Quiz April 6</p>
<p>Week 9 April 10-14</p>	<p><b>Spring Break! Campus Closed!</b></p>	
<p>Week 10 April 17-21</p>	<p>Lecture: Argument, counter argument, rebuttal, Fallacies II. Ethos, Pathos, Logos, Speed Writing, Thesis Writing II, Topic sentences Library tour and databases Read Chapter 13 of Writing Guide (WG)</p>	<p>LVGT "The Case of Lady Sannox" by Doyle, pgs. 141-150. Research Question Discussion <b>Meet at Library April 18</b></p>
<p>Week 11 April 24-28</p>	<p>Lecture: Conclusion, call to action, analysis, solutions, visualization. Read Chapter 14 of Writing Guide (WG)</p>	<p>Commentary due April 25 Thesis due April 25 RD1 due April 28 Annotated Bibliography 4/27 Socratic Circle April 27 Quiz April 27</p>





Week 12 May 1-5	Read Chapters 16 and 17 of Writing Guide (WG) Peer review (Bring 3 copies of your RD1)	LVGT "Pallinghurst Barrow" by Allen, pgs. 151-170. Peer-review May 2 RD2 due May 5
Week 13 May 8-12	Film Review Peer review (Bring 3 copies of your RD2)	Commentary due May 9 Peer-review May 9 <b>Final Argument Essay due 5/12</b> Socratic Circle May 11 Quiz May 10
Week 14 May 15-19	Review Chapters 12, 13, and 14 of Writing Guide (WG) Lectures: MLA Headings and subheadings, MLA Works Cited Page	LVGT "The Great God Pan" by Machen, pgs. 183-231.
Week 15 May 22-26	Research, research, and more research! Read Chapter 18 of Writing Guide (WG)	RD1 Research due May 26
Week 16 May 29- June 2	<b>May 29- Memorial Day- No class!</b>  Film Review	Peer Review June 1 Commentary due May 31 Socratic Circle June 1
Finals Week June 5-9	<b>In-class final examination.</b>  <b>June 8 is the last day of this course!</b>	<b>In-class final June 6</b>  <b>Research Essay due June 8</b>

**\*\*\*Subject to change without prior notice\*\*\***