



## Basic Course Information

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|-------------------|---|---------------------|---|
| Semester:         | <b>Spring 2023</b>  | Instructor Name:    | <b>Prof. Baukholt</b>   |
| Course Title & #: | <b>English 110 – Composition and Reading</b>  | Email:              | <b>robert.baukholt@imperial.edu</b>   |
| CRN #:            | <b>20117</b>  | Webpage (optional): |   |
| Classroom:        | <b>Online</b>   | Office #:           | <b>2792</b>   |
| Class Dates:      | <b>February 13th – June 9th</b>   | Office Hours:       | <b>ONLINE: M &amp; W, 2:00 p.m. – 3:00 p.m. + T &amp; R, 10:00 a.m. – 11:00 a.m.</b>        |
| Class Days:       | <b>You will have access every day, but new materials will usually open every Monday. Refer to our schedule.</b>   | Office Phone #:     | <b>(760) 355-6159, but email and course messages will usually get you a faster response</b> |
| Class Times:      | <b>Most new materials open at 12:01 am on Mondays. Materials will usually close just before midnight (11:59 pm) on Sundays. Essays follow a different schedule.</b> |                     |   |
| Units:            | <b>4</b>  | Class Format:       | <b>Online</b>   |

## 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.” (C-ID ENGL 100/ENGL 110) (CSU/UC)

Welcome to English 110: Composition and Reading. This class bears little resemblance to the literature and writing classes you may have taken in high school.

So what will you learn in this class? The primary goal of this course is to acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. These skills are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will occasionally discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade. Failing to incorporate class concepts and ideas into essays will also result in a poor grade.



## 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

1. A college dictionary
2. *MLA Handbook* (9<sup>th</sup> Edition – ISBN-13: 978-1603293518)
3. *Project Hail Mary* by Andy Weir (ISBN-13: 978-0593135204)

There will be many other readings in this class in the form of online articles. You will find the links for these articles in our weekly lesson materials.

### 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. Since this a four unit class, our workload is expected, by law, to include a little over four hours of class work and another eight hours of out of class work each week.

**Class Organization:** This class is divided into separate units of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each unit will involve various activities and tasks. Each unit's new lesson materials and accompanying assignments will open at 12:01 a.m. Once open, a lesson will never close, but the tasks associated with it will be available to you for a limited time (about one full week for most units). Assignments will close at 11:59 p.m. on their respective due dates.

Every day that a new unit opens, after 12:01 a.m. you may go into the content area for the new unit to access the lesson materials, discussions, and assignments.

On the due date of each unit, the accompanying assignments, discussions, and quizzes required for that unit will close and cease to be accessible, so don't get behind. You will still be able to see the lessons throughout the semester for review. Students who get behind in their coursework often end up failing the course as a result.

Please pay close attention to our overview of the course organization in our orientation video to master the process of completing each unit and to ensure yourself an easier time of understanding your responsibilities.

**Unit Reflections:** Your final task for each unit will be to access the unit reflection assignment and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that unit. This assignment



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will be graded primarily based upon your use of that unit's concepts and the effort you put into your response.

Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments (especially when they do not receive full credit).

**Essays:** The essays will be the main form of assessment for the class. I will post two assignments for each essay. One will be for the first draft, and the other will be for the final draft. First drafts will be optional for essays 1, 2 and 3, but required for essay 4. I will provide ample feedback on your first drafts, but will only assign a grade and a few comments to the final drafts, so it's a responsible move to submit first drafts for all essays. I will include the due dates with each essay assignment.

**Discussions:** Discussions will center on questions posed by your instructor in the discussion forums of each unit's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supported and unsupported answers).

Your discussion responses will be graded on whether or not they are well thought-out, whether or not it is clear from your responses that you did the reading and engaged with the lesson materials, and whether or not your opinion is backed up with supporting evidence.

"Discussion" also implies interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in an argument, but just remember that you need to be respectful to all students.

I will be reading your posts and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect). If any student is disrespectful to another student, that student will lose points. Remember, this is a college class and your discussions should be academic in nature, so don't get off topic or you will also lose points.

You must post on our class discussion boards at least three times for each unit to receive full credit in discussions. Two posts should respond to our unit discussion questions. The third should respond to someone else's post (contributing, hopefully, to a dialogue). Feel free to post more than three times, although it is not required to receive full credit.

Initial posts to the two discussion forums must both be at least 125 words in length, Your required response to another student must be at least 75 words in length.



## Course Grading Based on Course Objectives

|                            |             |
|----------------------------|-------------|
| <b>Quizzes:</b>            | <b>10%</b>  |
| <b>Essay 1:</b>            | <b>10%</b>  |
| <b>Essay 2:</b>            | <b>15%</b>  |
| <b>Essay 3:</b>            | <b>20%</b>  |
| <b>Midterm</b>             | <b>10%</b>  |
| <b>Final</b>               | <b>20%</b>  |
| <b>Weekly Reflections:</b> | <b>10%</b>  |
| <b>Discussions</b>         | <b>5%</b>   |
| <b>TOTAL</b>               | <b>100%</b> |

**A > 90% B > 80% C > 70% D > 60% F < 60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each day they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. **DON'T LET THIS BE YOU!**

Essays are due at the beginning of class.

**Short Essays:** Final drafts of essays will lose two percentage points for every quarter of a page they are short.

**Essay Format:** Essays should be double-spaced, with one-inch margins. Font should be 12-pt Times New Roman. Works cited lists do not count towards meeting your required page total, so make sure your essays meet the minimum page length **BEFORE** the works cited list.

**Office Hours:** I want you to pass my class. If you are having trouble, **CONTACT ME SO THAT WE CAN DISCUSS IT!** I can be reached during my office hours through email and course messages, and we can even arrange a Zoom office hour meeting during those times.

## 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.

### 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 NOT adequate to demonstrate academic attendance by the student.

**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.
- Submitting an assignment that you already submitted in another class is another form of cheating. Any such submitted work will receive a zero.



## 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

Essays will involve an extended period of time to complete.

The midterm and final essay exams will need to be completed on the class days assigned for those exams (you will not have more than one day to take the exams),

This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

| Date or Week  | Activity and/or Topic   | Pages/ Due Dates/Tests/Assignments   |
|---|---|--|
| Unit 1<br>February 13 <sup>th</sup> – 19 <sup>th</sup>  | Course Policies and Navigation<br><br>Prewriting – Bubbling, Listing, Big Six Questions | <ul style="list-style-type: none"> <li>- Syllabus Quiz</li> <li>- Orientation Quiz</li> <li>- Unit 1 Discussion Posts</li> <li>- Unit 1 Quiz</li> <li>- Unit 1-2 Reflections</li> </ul>  |
| Unit 2<br>February 20 <sup>th</sup> – 26 <sup>th</sup> (the unit will open on the 20 <sup>th</sup> , but you don't need to work on the holiday) | Narrative Writing Techniques<br><br>Prewriting a Narrative Essay                        | <ul style="list-style-type: none"> <li>- Assign the Narrative Essay</li> <li>- Narrative Readings- Online</li> <li>- Unit 2 Discussion Posts</li> <li>- Unit 2 Quiz</li> <li>- Unit 2 Reflections</li> <li>- Read chapters 1-3 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 1</li> </ul>  |
| Unit 3<br>February 27 <sup>th</sup> – March 5 <sup>th</sup>   | Thesis Statements – A general review<br><br>Thesis Statements in Argument               | <ul style="list-style-type: none"> <li>- Unit 3 Discussion Posts</li> <li>- Unit 3 Quiz</li> <li>- Unit 3 Reflections</li> <li>- Read chapters 4-5 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 2</li> <li>- Optional First Drafts of the Narrative Essays Are Due.</li> <li>-</li> </ul> |



| Date or Week   | Activity and/or Topic  | Pages/ Due Dates/Tests/Assignments  |
|--|--|---|
| Unit 4<br>March 6 <sup>th</sup> – 12 <sup>th</sup>   | Topic Sentences  | <ul style="list-style-type: none"> <li>- Unit 4 Discussion Posts</li> <li>- Unit 4 Quiz</li> <li>- Unit 4 Reflections</li> <li>- Final Drafts of the Narrative Essay Are Due</li> <li>- Read chapters 6-8 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 3</li> </ul>                                      |
| Unit 5<br>March 13 <sup>th</sup> – 19 <sup>th</sup>  | Cause and Effect   | <ul style="list-style-type: none"> <li>- Unit 5 Discussion Posts</li> <li>- Unit 5 Quiz</li> <li>- Unit 5 Reflections</li> <li>- Assign the Cause and Effect Essay</li> <li>- Cause and Effect Readings - Online</li> <li>- Read chapters 9-11 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 4</li> </ul> |
| Unit 6<br>March 20 <sup>th</sup> – 26 <sup>th</sup>  | Writing Strong Introductions<br><br>Writing Strong Conclusions                   | <ul style="list-style-type: none"> <li>- Unit 6 Discussion Posts</li> <li>- Unit 6 Quiz</li> <li>- Unit 6 Reflections</li> <li>- Read chapters 12-14 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 5</li> <li>- Optional First Drafts of the Cause and Effect Essays Are Due.</li> </ul>                  |
| Unit 7<br>March 27 <sup>th</sup> – April 2 <sup>nd</sup>   | Understanding Your Audience<br><br>Audience and Tone<br><br>Audience and Content | <ul style="list-style-type: none"> <li>- Unit 7 Discussion Posts</li> <li>- Unit 7 Quiz</li> <li>- Unit 7 Reflections</li> <li>- Read chapters 15-17 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 6</li> <li>-</li> </ul>  |
| Unit 8<br>April 3 <sup>rd</sup> – 16 <sup>th</sup><br><br>(this period includes an extra week for Spring Break!) | Midterm Review: Review Argument Writing Strategies                               | <ul style="list-style-type: none"> <li>- Unit 8 Discussion Posts</li> <li>- Unit 8 Quiz</li> <li>- Unit 8 Reflections</li> <li>- Read chapters 18-20 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 7</li> <li>- Final Drafts of the Cause and Effect Essay Are Due</li> </ul>                             |

| Date or Week   | Activity and/or Topic  | Pages/ Due Dates/Tests/Assignments  |
|--|--|---|
| Unit 9<br>April 17 <sup>th</sup> – 23 <sup>rd</sup>  | Writing Refutation Paragraphs  | <ul style="list-style-type: none"> <li>- Unit 9 Discussion Posts</li> <li>- Unit 9 Quiz</li> <li>- Unit 9 Reflections</li> <li>- Read chapters 21-23 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 8</li> <li>- Assign The First Argument Essay</li> <li>- Take the Midterm Exam on Thursday, April 20<sup>th</sup>. You must begin the exam between 8am and 11pm.</li> </ul> |
| Unit 10<br>April 24 <sup>th</sup> – 30 <sup>th</sup> | Finding Sources for Arguments<br><br>Using Databases<br><br>In-text Citation Review  | <ul style="list-style-type: none"> <li>- Unit 10 Discussion Posts</li> <li>- Unit 10 Quiz</li> <li>- Unit 10 Reflections</li> <li>- Read chapters 24-26 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 9</li> <li>-</li> </ul>   |
| Unit 11<br>May 1 <sup>st</sup> – 7 <sup>th</sup>     | Correctly Using Sources – Logic<br><br>Correctly Using Sources – Credibility<br><br>Correctly Using Sources – Example                                      | <ul style="list-style-type: none"> <li>- Unit 11 Discussion Posts</li> <li>- Unit 11 Quiz</li> <li>- Unit 11 Reflections</li> <li>- Read chapters 27-30 of <i>Project Hail Mary</i></li> <li>- Take <i>Project Hail Mary</i> Quiz 10</li> <li>- Optional First Drafts of the First Argument Essay Are Due</li> </ul>  |
| Unit 12<br>May 8 <sup>th</sup> – 14 <sup>th</sup>    | Creating A Works Cited List<br><br>Finding Themes in <i>Project Hail Mary</i> That Mirror Those of Our World<br><br>Selecting the Final Writing Assignment | <ul style="list-style-type: none"> <li>- Unit 12 Discussion Posts</li> <li>- Unit 12 Quiz</li> <li>- Unit 12 Reflections</li> </ul>   |
| Unit 13<br>May 15 <sup>th</sup> – 21 <sup>st</sup>   | <i>The Shawshank Redemption</i> and Prison Reform.<br><br>Logic vs. Emotion in Argument  | <ul style="list-style-type: none"> <li>- Argument Readings – Online</li> <li>- Unit 13 Discussion Posts</li> <li>- Unit 13 Quiz</li> <li>- Unit 13 Reflections</li> <li>- Final Drafts of the First Argument Essay</li> </ul>   |

| Date or Week   | Activity and/or Topic                           | Pages/ Due Dates/Tests/Assignments   |
|--|---|--|
|  |   | Are Due.<br>- Assign the Final Argument Essay  |
| Unit 14<br>May 22 <sup>nd</sup> – 28 <sup>th</sup>   | Failures of Argument: Fallacies                 | - Unit 14 Discussion Posts<br>- Unit 14 Quiz<br>- Unit 14 Reflections  |
| Unit 15<br>May 29 <sup>th</sup> – June 4 <sup>th</sup><br>(the unit will open on the 29 <sup>th</sup> , but you don't need to work on the holiday) | Final Drafted Essay Review<br>Final Exam Review | - Unit 15 Discussion Posts<br>- Unit 15 Quiz<br>- Unit 15 Reflection – Online Practice Essay Exam<br>- Mandatory First Draft of the Final Argument Essay Is Due! |
| Final Period – June 5 <sup>th</sup> - 9 <sup>th</sup>  | Final Exam Day<br>Final Drafted Essay           | - Final Draft of The Final Argument Essay is Due<br>- Take the Final Exam on Wednesday, June 7 <sup>th</sup> : You must begin the exam between 8am and 11pm.     |

**\*\*\*Tentative, subject to change without prior notice\*\*\***