



Basic Course Information

Semester:	Spring 2023	Instructor Name:	Joe Apodaca
Course Title & #:	English 110	Email:	Joe.apodaca@imperial.edu
CRN #:	20618	Webpage (optional):	NA
Classroom:	2727	Office #:	NA
Class Dates:	Feb. 12 – June 9, 2023	Office Hours:	NA
Class Days:	Thursday	Office Phone #:	NA
Class Times:	5:30-9:45 PM	Emergency Contact:	760-540-1366
Units:	4	Class Format:	Lecture/ Discussion

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.

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

PREREQUISITES: 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.
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

1. Kirszner, Laurie and Mandell, Stephen. *Patterns for College Writing: A Rhetorical Reader and Guide, Twelfth Edition*.
2. Holiday, Ryan, *The Obstacle is the Way: The Timeless Art of Turning Trials into Triumph*

Course Requirements and Instructional Methods

1. 3-Ring Binder with 8 ½ X 11 sheets of paper (SPECIFICALLY FOR THIS COURSE)
2. Writing instrument: pen and pencil

Course Grading Based on Course Objectives

Assignments and Grading:

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:

10-13 In-Class Writings: Essays/ Paragraphs/ Research Pieces:	100 Points per Assignment
Research Paper:	300 Points
Assessments/ Quizzes:	10 points per quiz/ assessment
Participation:	200 Points



NOTE: PARTICIPATION INCLUDES ALL ASPECTS OF THE COURSE NOT SPECIFIED IN THE “ASSIGNMENTS AND GRADING” SECTION INCLUDING BUT NOT LIMITED TO TAKING NOTES (WHICH IS REQUIRED). STUDENTS, WHO CHOOSE NOT TO TAKE ADEQUATE NOTES AND REMAIN ENGAGED, WILL LOSE PARTICIPATION POINTS. ADDITIONALLY, STUDENTS WILL WRITE JOURNALS AND PERFORM EXERCISES IN CLASS AND OUT OF CLASS; THESE EXERCISES WILL BE FOR CREDIT OR NO CREDIT AND POINTS WILL BE DEDUCTED FROM THE PARTICIPATION SCORE. BOTTOM LINE: EXPECT TO KEEP YOURSELF ENGAGED FOR THE DURATION OF THE CLASS AND THE TERM; DO NOT BE LATE, AND MAKE CERTAIN THAT YOU ATTEND ALL CLASSES. STUDENTS ARE EXPECTED TO COMPLETE 100 % OF ALL ASSIGNMENTS AND EXERCISES. FAILURE TO COMPLETE 100% OF THE INDEPENDENT PRACTICE ASSIGNED WILL RESULT IN THE LOSS OF PARTICIPATION POINTS. FURTHERMORE, ALL ESSAYS AND ASSIGNMENTS ARE EXPECTED TO BE COMPLETED. NO ASSIGNMENT IS “OPTIONAL” AND FAILURE TO COMPLETE ALL ASSIGNMENTS MAY RESULT IN FAILURE OF THE COURSE.

NOTE: ALL INDEPENDENT PRACTICE EXERCISES ARE DUE AT THE START OF THE NEXT CLASS MEETING AND ARE WORTH 20 PARTICIPATION POINTS. FAILURE TO COMPLETE ANY COMPONENT OF THE INDEPENDENT PRACTICE WILL RESULT IN A DEDUCTION OF 20 PARTICIPATION POINTS.

NOTE ON RESEARCH PAPER:

TO BE ELIGIBLE FOR FULL CREDIT, ALL COMPONENTS SUCH AS DRAFTS AND REVISIONS MUST BE SUBMITTED WITH THE FINAL DRAFT. FAILURE TO COMPLETE ANY COMPONENT, INCLUDING APPROPRIATE FORMAT AND WORKS CITED PAGE, WILL RESULT LOSS OF CREDIT FOR THE ASSIGNMENT!

NOTE: EDITING AND REVISION IS PART OF THE WRITING PROCESS! STUDENTS ARE EXPECTED TO EDIT AND REVISE ALL WRITING PIECES PRIOR TO FINAL SUBMISSION. PLEASE KEEP IN MIND THAT PIECES WILL NOT BE RETURNED TO STUDENTS FOR “REVISION AND RESUBMISSION.” ALL WRITING WILL BE SCORED ON A RUBRIC; RUBRICS USED IN THE COURSE WILL BE PROVIDED TO STUDENTS. STUDENTS ARE ENCOURAGED AND EXPECTED TO USE ALL RESOURCES FOR EDITING AND REVISION OF “TAKE HOME ESSAYS.” IN CLASS TIMED WRITINGS MUST ALSO BE EDITED; HOWEVER, THE INSTRUCTOR WILL TAKE INTO ACCOUNT THE TIME CONSTRAINTS. STUDENTS, HOWEVER, ARE ADVISED TO PLAN ACCORDINGLY AND SET TIME ASIDE FOR PLANNING, EDITING, AND REVISION. STUDENTS MUST MAKE MAXIMUM USE OF THE TIME PROVIDED. IF YOU SUBMIT A PIECE BEFORE THE TIME IS UP, THEN IT IS REASONABLE TO ASSUME THAT THE STUDENT HAS DONE ALL THAT HE OR SHE CAN DO WITH THE PIECE. USE TIME WISELY.

WARM UPS: EACH CLASS WILL BEGIN WITH A WARM UP (SOME WILL BE TIMED). STUDENTS ARE EXPECTED TO COMPLETE EACH EXERCISE IN ITS ENTIRETY – FAILURE TO COMPLETE ANY PART OF THE EXERCISE WILL RESULT IN A POINT DEDUCTION FROM THE PARTICIPATION POINTS. THERE WILL NOT BE ANY MAKE UP WARM UPS FOR STUDENTS WHO ARE ABSENT AND ANY STUDENTS WHO ARE TARDY WILL RECEIVE A DEDUCTION OF PARTICIPATION POINTS.

READINGS: READINGS WILL BE ASSIGNED ON A WEEKLY BASIS AND STUDENTS ARE RESPONSIBLE FOR THE INFORMATION IN EACH READING. QUIZZES WILL BE ADMINISTERED ON EACH READING, SO STUDENTS ARE ENCOURAGED TO READ THE ASSIGNED PIECES MULTIPLE TIMES FOR UNDERSTANDING. ADDITIONALLY, STUDENTS ARE EXPECTED TO ATTEND CLASS PREPARED TO ENGAGE IN FRUITFUL DISCUSSION ON THE ASSIGNED READINGS.



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.

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

Course Policies

Attendance Policy/Tardiness

- 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.

NOTE: ARRIVING TARDY TO CLASS WILL RESULT IN ZERO CREDIT FOR THE WARM UP ACTIVITY, AND LEAVING EARLY WILL ALSO RESULT IN ZERO CREDIT.

- **Late Assignments:** Late or missed assignments will not be accepted. Furthermore, any exercises, quizzes, assessments, and essays missed during an absence will not be eligible for credit. If you miss the class, you miss the points, so please make sure that you can commit to the demands of the class meetings.
- **Cell Phones/ Electronic Devices:** As a professional courtesy turn them off or put them on vibrate. Do not use them during class, and do not place them on top of the desks as they are a distraction. Cell phones must be put away. If a student must use the cell phone, she may step outside to do so.
- **Food and Drinks:** Prohibited in the classroom with the exception of water bottles with lids or caps.

Academic Misconduct: *Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism. Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers,*



preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism.

Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure.

Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.

Accommodations for Disabilities Policy: “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 the Health Sciences Building, Room 2117. (760) 355-6312”

Discipline Policy: “Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution.

An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to the Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor.”

Other Course Information

NOTE: ALL ASSIGNMENTS AND READINGS MUST BE COMPLETED AND SUBMITTED AT THE START OF THE FOLLOWING MEETING AND PLACED IN THE APPROPRIATE ORDER. THERE WILL BE A QUIZ ON EACH READING, IN ADDITION TO DISCUSSION – EITHER BY GROUP OR AS A CLASS. STUDENTS MUST BE PREPARED TO ENGAGE IN A DISCUSSION REGARDING THE READINGS. ALL “WRITING PRACTICE” EXERCISES MUST BE COMPLETED IN ACCORDANCE WITH THE SPECIFIC MINIMUM REQUIREMENT STATED FOR EACH EXERCISE. THE FOLLOWING ARE THE EXERCISES THAT WILL BE ASSIGNED AT EACH MEETING.

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

[Provide a tentative overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format as in the example below may be used for this purpose.]

Date or Week	Assignment for Next Meeting and In Class Exercise	Due Next Meeting
Week 1 February 16	Syllabus & Introduction Letter of Introduction – Diagnostic Assessment Reading and Summary: “Only Daughter”	Journals 1, 2, and 3 Questions: “Comprehension”



Date or Week	Assignment for Next Meeting and In Class Exercise	Due Next Meeting
Week 2 February 23	Reading and Summary: "Mother Tongue" Writing Exercise #1	Journals 4, 5, and 6 Questions: "Comprehension"
Week 3 March 2	Reading and Summary: "Why Chinese Mothers are Superior" Writing Exercise #2	Journals 7, 8, and 9 Questions: "Comprehension"
Week 4 March 9	Reading and Summary: "TBA" Writing Exercise #3	Journals 10, 11, and 12 Questions: "Comprehension"
Week 5 March 16	Reading and Summary: TBA Writing Exercise #4	Journals 13, 14, and 15 Questions: "Comprehension" The Obstacle is the Way
Week 6 March 23	Reading and Summary: TBA Writing Exercise #5	Journals 16, 17, and 18 Questions: "Comprehension" The Obstacle is the Way
Week 7 March 30	Reading and Summary: TBA Writing Exercise #6	Journals 19, 20, and 21 Questions: "Comprehension" The Obstacle is the Way
Week 8 April 6	Reading and Summary: TBA Writing Exercise #7	Journals 22, 23, and 24 Questions: "Comprehension" The Obstacle is the Way
Week 9 April 13	SPRING BREAK	SPRING BREAK
Week 10 April 20	Reading and Summary: TBA Writing Exercise #8	Journals 25, 26, and 27 Questions: TBA The Obstacle is the Way
Week 11 April 27	Reading and Summary : TBA Writing Exercise #9	Journals 28. 29, and 30 Questions: TBA The Obstacle is the Way
Week 12 May 4	Reading and Summary: TBA Writing Exercise #10	Journals 31, 32, and 33 Questions: TBA The Obstacle is the Way
Week 13 May 11	Reading and Summary: TBA Writing Exercise #11	Journals 34, 35, and 36 Questions: TBA The Obstacle is the Way
Week 14 May 18	Reading and Summary: TBA Writing Exercise #12	Journals 37, 38, and 39 Questions: TBA The Obstacle is the Way
Week 15 May 25	Reading and Summary: TBA Writing Exercise #13	Journals 40, 41, and 42 Questions: TBA The Obstacle is the Way
Week 16 June 1	Reading and Summary: TBA Writing Exercise #14	Journals 43, 44, and 45 Questions: TBA The Obstacle is the Way
Week 17 June 8	Final Meeting and Submission of Final Project/ Writing Exercise	

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



IMPERIAL VALLEY COLLEGE
