Basic Course Information

Semester:	Fall 2023	Instructor Name:	Christina Shaner
Course Title & #:	ENGL 110 Composition and Reading	Email:	christina.shaner@imperial.edu
CRN #:	10658	Webpage (optional):	none
Classroom:	not applicable	Office #:	2785
Class Dates:	8.14.23 to 12.9.23	Office Hours:	9-10 a.m. MTWR (by email)
Class Days:	not applicable	Office Phone #:	760.355.6162
Class Times:	not applicable	Emergency Contact:	email
Units:	4	Format/Modality:	online

Course Description -- NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

The standard course in first-year 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) -- NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

Appropriate placement based on AB 705.

Student Learning Outcomes -- NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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. -- NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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

English 110 is what's known in the field of English as a "rhetoric/composition" or "rhet/comp" course. The basics of reasoning and evidence, with particular emphasis on induction, will be addressed in the Canvas course modules. Additional readings or content for assignments may be provided via links. A failure to read course content in the modules or provided via external sources will lead to misunderstanding and inadequate outcomes on assignments.

For our largest research project and related activities, you must secure access to one book not available online. I placed a copy on reserve in the IVC library. To buy a copy, refer to our bookstore or any major book retailer. Search for the following:

Atwood, Margaret. *The Handmaid's Tale*. Anchor, 2017.

To confirm that you have the correct edition/book for this or any other class, consult the international standard book number for the particular publication you need. In this case, the ISBN is 9780385490818.

Course Requirements and Instructional Methods

You will complete a variety of tasks and readings this semester. All assignments must be prepared and submitted by the student according to project instructions.

Partially completed essays or projects without all required sources will lead to significant point reductions.

Late essays may not be accepted.   If you have difficulty with a project and wish to request an extension, do so before the deadline for the essay.

Instructions for the preparation of any required or optional essay revisions will be provided.

There will be some announcements about upcoming course deadlines, course disruptions (if any), and new materials. Announcements are posted to Canvas and forwarded to your IVC student email. Be sure to check your notification settings in Canvas so that you don't miss a message.

Course Grading Based on Course Objectives

Grades will be determined on a 100-point scale (with the customary letter divisions: 90-100=A; 80-89=B; and, so on). A student begins the semester with zero points and increases their total with each graded assignment.

Assignment point distribution will be as follows:

- **essay 1** - 10 points
- **essay 2** - 15 points
- **essay 3** - 10 points
- **essay 4** - 20 points
- **discussions** - 10 points
- **activities** - 10 points
- **reading quizzes** - 15 points
- **final exam** - 10 points

To convert a percentage to a point total, multiply the number possible for that assignment by the grade you earned. For example, if you earn an 85% on a project worth 15 points, multiply to find 85% of 15 (.85 x 15 = 12.75 points).

To convert a point total to a percentage, divide the number by the total possible for the assignment. For example, if you earn a 12.75 out of 15 possible for an assignment, divide 12.75 by 15 (12.75/15 = .85 or 85%).

To check your current course grade, divide your overall points earned by the number of points possible for all assignments graded by that date.

IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools as a replacement for your own thinking, writing, or quantitative reasoning goes against both our mission and academic honesty policy and will be considered academic dishonesty, or plagiarism unless you have been instructed to do so by your instructor. In case of any uncertainty regarding the ethical use of AI tools, students are encouraged to reach out to their instructors for clarification.

Course Policies

This section addresses communication, ethics, and attendance.

COMMUNICATION

While office hours and appointments are appropriate for lengthy conversations about course projects, email is the most efficient means of communication between class meetings for specific questions with focused answers.

- **How to email a professor:** Send email through Canvas or from your college email account - not from a personal address. Be sure to include the specific purpose of the message in the subject line. In the message, attempt to communicate with clarity and accuracy in complete sentences. Don't forget to identify yourself and the course.
- **Why you shouldn't use a personal email account:** Personal email accounts provide no reliable sender information. The name/address itself can diminish the student's credibility and/or imply a kind of immaturity or unprofessionalism. Since the sender could be anyone, no confidential business (including grades and projects) may be discussed.
- **How to make emailing quicker and easier:** If you want the convenience of official student email fed straight to your smartphone, consider downloading the Microsoft Outlook app so that you may access IVC communications without mixing your personal life and your professional/student life. Alternatively, you may download the Canvas app to email through Canvas as questions occur to you. If you encounter a technological issue with your IVC email account, notify your instructors and work with IT to resolve it.

ETHICS

The primary concerns regarding ethics have to do with abuse and cheating. No student may attempt to use this class or its assignments to advocate discriminatory ideology or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, reality-based assessment of a subject. There is no "freedom" or "right" to abuse. We will study some attempts to use such propaganda and tie it to claims of "belief" or "culture."

Cheating, in a writing class, most often takes the form of plagiarism. Depending on type and severity, an instance of plagiarism may be addressed with a reduced or failing grade for the project or through disciplinary action from an administrator. If the latter, no revision will be accepted. Types of plagiarism include:

- **False authorship:** False authorship refers to the presenting of someone else's ideas and/or words as your own in an assignment presented for a grade. Common attempts to disguise it include inserting minor word changes and translating from text in another language.
- **Unacknowledged collaboration:** Unacknowledged collaboration refers to instances of excessive influence on or re-writing of your work. The cooperation of an another person is irrelevant.
- **Misrepresentation of source:** Misrepresentation refers to the distorting or altering of meaning in a source text in order to promote an assumption. It may be performed through unconscious bias.
- **Insufficient citation:** Insufficient citation refers to the appearance of someone else's work with faulty, or no, citation. It may appear due to lack of attention to MLA format.
- **Recycling:** Recycling refers to the reuse of text prepared by the student for some other purpose without approval or acknowledgement.

ATTENDANCE

According to current school policy, a student may be removed from the roster for consecutive absences in excess of the unit value for that course. In an online course valued at four units, the student is then eligible for removal after two weeks of missed activities. Illness and personal matters count toward the missed days allowed. An instructor has no right to require paperwork or details related to a personal absence.

For absences or deadline conflicts due to required attendance at an IVC event, make arrangements in advance with the professor. Personal meetings with IVC staffers/faculty do not apply.

Other Course Information

Some of the content we encounter will include bigoted and/or traumatizing language or claims. I will endeavor to warn you about specific types of content as we proceed. We will analyze biases and ideology involved.

Any supremacist (identity-based) slurs you try to analyze must be partly redacted in MLA format. Details will be provided.

IVC Student Resources -- NOT WRITTEN/EDITED BY THE PROFESSOR IN THIS CLASS

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 following is a general outline of course topics. Deadlines and assignment specifics appear in relevant Canvas modules. The sequence and details below are subject to change.

WEEK 1: August 14 to 18
- popular misconceptions about key terms
- critical thinking text
- MLA format

WEEK 2: August 21 to 25
- ethos, pathos, logos
- dialectic and rhetoric
- species of rhetoric

WEEK 3: August 28 to September 1
- propaganda
- Toulmin
- fallacies

LABOR DAY (September 4)

WEEK 4: September 5 to 8
- ideology
- Napoleon
- fallacies

WEEK 5: September 11 to 15
- authoritarianism
- Adorno
- fallacies

WEEK 6: September 18 to 22
- fascism
- Milgram

WEEK 7: September 25 to 29
- academic research
- Proquest
- ethos checks

WEEK 8: October 2 to 6
- peer review
- EBSCOhost
- Atwood

WEEK 9: October 9 to 13
- Britt
- GALE
- Atwood

WEEK 10: October 16 to 20
- degeneration
- Atwood

WEEK 11: October 23 to 27
- Lombroso
- Atwood

WEEK 12: October 30 to November 3
- totalitarianism
- Atwood

WEEK 13: November 6 to 9
- annotations
- works cited

VETERANS DAY (November 10)

WEEK 14: November 13 to 17
- peer reviews

THANKSGIVING (November 20 to 24)

WEEK 15: November 27 to December 1
- revisions

WEEK 16: December 4 to 8
- final submissions and testing