IMPERIAL VALLEY COLLEGE

Basic Course Information

Semester:	**Fall 2023**	Instructor Name:	**Audrey A. Morris**
Course Title & #:	**English 110**	Email:	**audrey.morris@imperial.edu**
CRN #:	**10695**	Webpage (optional):	
Classroom:	**TechConnectZoom©**	Office :	**Home**
Class Dates:	**8/14 – 12/12**	Office Hours:	**M 4 – 5pm / T 5-6 pm / W 7-8 pm / TH 7-8 pm**
Class Days:	**Mondays**	Office Phone #:	**760 355-6354**
Class Times:	**5:30 pm – 9:45 pm**	Emergency Contact:	**760 355-6224**
Units:	**4**	Class Format:	Realtime, Online

"Nothing was your own except the few cubic centimeters inside your skill." - George Orwell, *1984*

Course Description

English 110 is the standard freshman course in English at IVC. The course seeks to improve the student's ability to understand serious and complex prose and to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

This course is offered online in a Realtime Online format and requires the use of a computer and an online learning platform called TechConnectZoom© which can be accessed through the Calendar on Canvas. Log-in instructions and a link to Canvas© can be found on the IVC "Student" drop-down menu.

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

English 009 with a minimum grade of C or better, or
English 010 or ENGL 099 with a grade of "C" or better

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. (IL01, IL02, IL04)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (IL01, IL02, IL04, IL05)
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 (IL01, IL02, IL03, IL04)

Course Objectives

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Read, analyze and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in activities and areas of study as deemed appropriate by the instructor.

Textbooks

A. Both books below are required. *See Zero Textbook Cost Options below.

Reading, Writing and College Success: A First-Year Composition Course for All Learners (Kashyap and Dyquisto)
- Zero Textbook Cost OER/URL: https://human.libretexts.org/Courses/City_College_of_San_Francisco/Writing_Reading_and_College_Success%3A_A_First-Year_Composition_Course_for_All_Learners_(Kashyap_and_Dyquisto)#
- A hard copy of this text is also available in the IVC Bookstore for purchase.

Fahrenheit 451 (Bradbury)
- Zero Textbook Cost URL: https://docs.google.com/viewer?a=v&pid=sites&srcid=YmVhdmVydG9uLmsxMi5vci51c3xmZXJyaXRvfGd4OjEwYzUwMGE2OWJjM2M2ODE
- A hard copy of this text is also available in the IVC Bookstore for rental or purchase.

B. One of the following novels is required. *There is a Zero Textbook Cost Option for *1984* below, or you may be able to borrow a copy of *Divergent*, *Ready Player One*, or *Hunger Games* from your local library for free.

1. *1984 (Orwell)*
   - Zero Textbook Cost URL*:* http://www.george-orwell.org/1984/0.html
   - A hard copy of this text is also available in the IVC Bookstore for rental or purchase.
2. *Divergent (Roth)*
   - A hard copy of this text is available in the IVC Bookstore for rental or purchase.
3. *Ready Player One* (Kline)
   - A hard copy of this text is available in the IVC Bookstore for rental or purchase.
4. *Hunger Games (Collins)*
   - *A hard copy of this text is available in the IVC Bookstore for rental or purchase.*

Course Requirements and Instructional Methods

- In English 110, subject matter and skills are introduced and practiced through online activities and assignments. Completion of assignments and participation in online discussions and journals is required. Due dates are firm.
- Online and Hybrid courses demonstrate compliance with the IVC Regular and Effective Contact Policy for Distance Education.
- Note: *If you do not complete the first Week 1 Assignment, you will be dropped from the course. If you decide later in the semester that you do not want to finish the course; however, it is your responsibility to drop before the deadline.*
- 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.

Course Grading Based on Course Objectives

A final grade will be based on your weighted average in the following categories:
Essays: 60%

- Essay 1: Rhetorical Analysis: 10%
- Essay 2: Literary Analysis Essay: 10%
- Essay 3: Research Proposal
  - Essay 3A: Annotated Bibliography: 5%
  - Essay 3B: Research Proposal: 20%
- Essay 4: Argumentative Essay Final Exam – 15%

Weekly In-Class Assignments: 20%
Weekly Online: Assignments: 10%
Practice Quizzes: 10%

NOTE: 90-100% =A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F

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. Should readmission be desired, 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.
- Attendance is critical to student success and for IVC to use federal aid funds. Regular attendance is expected. 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, as will absences due to medical emergencies.
- Acceptable indications of attendance are:
  - Student submission of an academic assignment or discussion
  - Student submission of an exam
  - Student participation in an instructor-led Zoom conference
  - Documented student interaction with class postings, such as a tutorial or computer-assisted instruction
  - 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.

Note: Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

Netiquette

- Netiquette is a set of guidelines for behaving properly online and includes internet manners, online etiquette, and digital etiquette.
- Students should comply with the following when emailing or taking part in discussions:
  - Identify yourself by first and last name
  - Include a subject line
  - Respect others' opinions and privacy
  - Use appropriate language (think PG or PG-13)
  - Do not use ALL CAPS or multiple exclamation marks (!!!!)

Academic Honesty

Academic honesty 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 examples of unacceptable academic conduct.

- Plagiarism. 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.
- Using AI tools without the instructor's permission. IVC values critical thinking and communication skills and considers academic integrity essential to learning. Using AI tools like Chat GP 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.

- Cheating: 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. Examples include copying or attempting to copy from others during an examination or on an assignment, sharing answers to a test or assignment with another person, or using a commercial term paper service.

Anyone caught being academically dishonest 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.

Work-Based Learning

Work-based learning (WBL) uses classroom assignments to help you gain skills that are needed in the world of work to provide you with a deeper, more engaging and relevant learning environment. This semester, I will be offering the following WBL activity to prepare you for careers like nursing, teaching, law, sales, police and border patrol that require critical thinking, problem solving, research, communication, and collaboration skills.

WBL Activity Name	WBL Activity Description
WBL Activity: Capstone Project	For Essay #3, you will be researching a local problem and proposing a solution for it, using critical thinking, problem solving, research, and literacy (reading and writing) skills.

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	UNITS / Weekly Topics	Reading Schedule / Essays
	UNIT 1: READING, WRITING & RHETORIC	
Week 1 Aug 14-20	Class Meeting 5:30 – 9:45 PM Beginnings. • Orientation College Success	*WRCS*, Chapter 1
Week 2 Aug 21 - 27	Class Meeting 5:30 – 9:45 PM • Academic Writing & Essay #1 Rhetoric	*WRCS*, Chapter 2 *Fahrenheit 451, Part I*
Week 3 Aug 28 – Sep 3	Class Meeting 5:30 – 9:45 PM • The Reading / Writing Connection • Rhetorical Appeals	*WRCS*, Chapter 3 *Fahrenheit 451, Part II*
Week 4 Sep 4 – 10	Labor Day – No Class Meeting • Rhetorical Analysis • Academic Writing Style • Word Choice	*WRCS*, Chapter 11.1 & Chapter 11.5 *Fahrenheit 451, Part III* **ESSAY 1: Rhetorical Analysis**
	UNIT 2: READING, WRITING, & LITERATURE	
Week 5 Sep 11 - 17	• Prewriting & Essay #2 • Literary Elements	*WRCS,* Ch. 4
Week 6 Sep 18-24	• Thesis Statement Dystopian Themes	*WRCS,* Ch. 5
Week 7 Sep 25-Oct 1	• Body Paragraphs • Topic Sentences •	*WRCS,* Ch. 6
Week 8 Oct 2-8	• Revising & Editing •	*WRCS,* Ch. 7 **ESSAY 2: Literary Analysis**
	UNIT 3: READING, WRITING & RESEARCH	
Week 9 Oct 9-15	• Proposals • Research Writing	*WRCS*, Chapter 10.1

WEEK	UNITS / Weekly Topics	Reading Schedule / Essays
Week 10 Oct 16-22	• • The Research Process	*WRCS,* Chapter 10.2, 10.3, 10.4
Week 11 Oct 23-29	• Evaluating Sources & Synthesizing Information •	*WRCS,* Chapter 10.5, 10.6
Week 12 Oct 30-Nov 5	• Organizing Support • Summarizing & Paraphrasing Sources	*WRCS,* Chapter 10.7 **ESSAY 3A: Annotated Bibliography**
Week 13 Nov 6-12	• Creating Presentations • Creating a Rough Draft	*WRCS,* Chapter 8 *WRCS,* Chapter 10.8
Week 14 Nov 13-19	• Creating a Final Draft •	*WRCS,* Chapter 10.9 **ESSAY 3B: Researched Proposal**
	Thanksgiving Week – No School	
Week 15 Nov 27-Dec 3	UNIT 4: ARGUMENTATION • How to write an argument	*WRCS,* Chapter 9
Week 16 Dec 4-10	• Final Exam	 **ESSAY 4: Final Exam / Argument**

***Subject to change without prior notice**

WRCS = *Writing, Reading & College Success*, by Kashyap & Dyquisto