



### Basic Course Information

|                   |  |                     |                               |
|-------------------|--|---------------------|-------------------------------|
| Semester:         | Fall 2023                              | Instructor Name:    | Amy Loper                     |
| Course Title & #: | English 105 Intensive Comp and Reading | Email:              | amy.loper@imperial.edu        |
| CRN #:            | 20883                                  | Webpage (optional): |                               |
| Classroom:        | 2602                                   | Office #:           |                               |
| Class Dates:      | Aug 14- Dec 9                          | Office Hours:       |                               |
| Class Days:       | Monday/Wednesday                       | Office Phone #:     |                               |
| Class Times:      | 9:40-11:45, 11:55-1:20                 | Emergency Contact:  | 760-355-6337 (English Office) |
| Units:            | 5                                      | Class Format:       | On Campus                     |

### Course Description

Unit(s): 5.0 Class Hours: 72.0 Lecture, 54.0 Lab (Letter Grade Only). 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. This version of freshman English incorporates a lab component to provide intensive instruction in reading, writing, research, and critical thinking skills to aid in student success. Limitation on Enrollment: Course not open to students with a C or higher in English 110. (C-ID: ENGL 100) (CSU/UC)

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

Prerequisite(s): ENGL 009 or ENGL 010 with a grade of "C" or better or appropriate placement based on AB 705

### 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.
4. Develop essays that avoid sentence-level and grammatical errors.

## 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
14. Review and apply foundational writing skills including grammar and sentence structure.
15. Read model essays and the work of peers to identify strengths and/or weaknesses.
16. Read and evaluate texts for relevancy, appropriateness, and accuracy

### Core Content:

#### Lecture Outline

##### Essay Development

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)

#### Research

1. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
3. Demonstrate a command of rules regarding plagiarism and academic ethics

#### Reading and Critical Thinking

1. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
2. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
3. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
4. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

#### Lab Outline

1. Critically read, analyze, and evaluate a variety of primarily non-fiction texts for content and context.
2. Utilize appropriate pre- and post-reading strategies to analyze patterns of organization within a variety of texts.
3. Write grammatically correct sentences that adhere to conventions of written English.
4. Integrate the ideas of others through paraphrasing, summarizing, and quoting utilizing appropriate MLA format and guidelines.
5. Compose, evaluate, and edit a basic essay with introduction, body, and conclusion, which includes organizing an essay around a controlling idea and developing main idea paragraphs with effective use of supporting details.
6. Review and apply foundational writing skills including grammar and sentence structure

#### Textbooks & Other Resources or Links

*The House of the Scorpion* Nancy Farmer

ISBN-10: 9780689852237

ISBN-13: 978-0689852237

#### Recommended Texts and Materials

- A notebook with lined paper
- This course utilizes Canvas; access to a computer and the internet is necessary.
- You should also have access to a good dictionary or dictionary app.



## Course Requirements and Instructional Methods

This course is on campus. Attendance is required.

- Assignments Homework: Texts, materials, and/or videos will be provided online (except for the class novel). You are required to do all of the reading and the assigned exercises and assignments.
- Quizzes: There will be multiple quizzes throughout the semester. These will be simple comprehension quizzes based on the readings or film viewings from class.
- Discussions: Five or more discussions will be assigned using the forum feature on Canvas. For these discussions, you will be asked to write a short essay response to a question, and provide follow up commentary to your peers.
- Workshops: Everyone is expected to be in attendance and participate in workshops. You are expected to have a rough draft ready to share with your peers through the discussion boards, and provide helpful feedback. There will be more details about this discussed in class. **Workshops may be conducted through the discussion boards or in-class!**
- Journal: Each class will begin with a 10-15 minute journal session. One, single-spaced page equals a completed journal. These will be checked and then collected at the end of the semester. You can miss 2 without a point penalty.
- Writing Assignment: For this class, there will be a total of 5 graded essays and a final in-class essay. These essays will be worth at least half of your grade. These essays include a descriptive narrative, compare and contrast, and argument, research project (includes a short presentation), and literary analysis. Only complete essays (including rough drafts) will be accepted for a grade.
- Final Exam: The final will consist of an in-class essay. You will have a limited window of time to write a final essay demonstrating your mastery writing skills gained throughout the semester.

Most due dates for this class will be on Fridays or Sundays for assignments submitted through Canvas. I will always let you know in class, but be sure to check Canvas for assignment details frequently.

## Course Grading Based on Course Objectives

Writing Assignments (5): 10 points each possible (total of 50 points)

Presentation: 5 points

Workshops (5): 5 points each possible

4 Quizzes (5): 25 points possible (minimum: there may be more quizzes assigned)

Discussion (6+): 30 points possible (minimum: there may be more discussions assigned)

Final: 10 points possible

\*Note: There may be more or less points available depending on how many quizzes and discussions we complete by the end of semester. *Every point matters!*

**\*\*Note: Final versions of essays will be accepted up to one week late with a point penalty (seven days from the due date). Work will not be accepted beyond that time. Late work will automatically lose one point. Other assignments must be turned in by the due date. There may be exceptions for extraordinary cases, so please stay in contact with me.**



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## Course Policies

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.

## Other Course Information

### Plagiarism and Cheating

Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating or 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 School 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) use of a commercial term paper service

### Academic Honesty (Artificial Intelligence -AI)

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.

## 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

| <b>Week</b> | <b>Reading and Lecture</b>   | <b>Assignment</b>                         |
|-------------|--|---|
| Week 1      | Module 1: Orientation/Welcome  | Introductions                             |
| Week 2      | Module 2: Writing: The Basics, The Narrative Essay   | Narrative Essay Assigned                  |
| Week 3      | Module 3: Finishing the Narrative, Film (Discussion Post), Beginning The House of the Scorpion | Narrative Essay Rough Draft               |
| Week 4      | Module 4: Compare and Contrast Essay (Holiday Monday)  | Narrative Essay Due<br>Discussion Post #1 |
| Week 5      | Module 5: Exemplification  | Comparison Rough Draft                    |
| Week 6      | Module 6: Starting the Argument  | Comparison Due                            |
| Week 7      | Module 7: Continuing the Argument and More About Research                                      |   |
| Week 8      | Module 8: The House of the Scorpion and the Literary Analysis                                  |   |
| Week 9      | Module 9: Working Towards the Research Report  |   |
| Week 10     | Module 10: The Research Report   |   |
| Week 11     | Module 11: Revising the Research Report  |   |
| Week 12     | Module 12: A Chance to Catch Up...maybe  |   |
| Week 13     | Module 13: Work on Literary Analysis and Discussion #4   |   |
| Week 14     | Module 14/15: One Last Discussion and Preparing for the Final                                  |   |
| Week 15     | Break  |   |
| Week 16     | Review   |   |
| Week 17     | Finals   |   |

**Lab portion of class will consist of supplemental material including grammar, mechanics, research, and in-class writing time. The daily subjects will be fluid, so we can focus on issues as they relate to the lecture or questions and troubles that arise in class.**



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Schedule is subject to change.