



## Basic Course Information

Semester:	<b>Spring 2024</b>	Instructor Name:	<b>Kaylene Elliott</b>
Course Title & #:	<b>ENG110: Composition and Reading</b>	Email:	<b>Kaylene.elliott@imperial.edu</b>
CRN #:	<b>20119 / 20113</b>	Office #:	<b>3900</b>
Classroom:	<b>402 / 207</b>	Student Hours:	<b>Tuesdays 12:30-1:30PM &amp; Fridays 5-6PM via email, and by appointment</b>
Class Dates:	<b>12 FEB 2024-07 JUN 2024</b>	Phone #:	<b>760-498-1091</b>
Class Days:	<b>MW / TR</b>	Units:	<b>4</b>
Class Times:	<b>5:30-7:35PM / 10:15-12:20PM</b>	Department Secretary	<b>Lency Lucas (760) 355- 6337</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. Limitation on Enrollment: Course not open to students with a C or higher in English 105. (C-ID: ENGL 100) (CSU/UC)

## 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 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 & Other Resources or Links

This course is a **zero textbook cost course**. The required reading materials are provided via Canvas. However, you are expected to procure any personal study materials, such as pens, notebooks, etc. You will also need access to a computer with internet. If acquiring these materials could cause a hardship for you, please let me know; the college has resources to support students in need. It's also important to say something if your situation changes in a way that requires additional help. Please do not struggle by yourself.

### **Superhuman: Life at the Extremes of Our Capacity**

Rowan Hooper

Simon and Schuster ISBN: 978-1-5011-68710-0

### **Frankenstein**

Mary Shelley

Pocket Books Publishing

### **Patterns for College Writing**

Laurie Kirschner and Stephen Mandell

Bedford St. Martins

## Course Requirements and Instructional Methods

### **Instructional Methods**

Discussion

Assignments

Group Activity

Individual Assistance

Independent Reading

Independent Writing

Each week, students will be responsible for completing the required reading, which includes book chapters, articles, textbook chapters, and module pages on Canvas. Additionally, students are required to stay on top of assignments on Canvas. Students are expected to participate in all discussions and activities as well as be respectful to their peers, tutors, and instructor. Students who choose not to do so will be asked to remove themselves from the course. Unless otherwise specified, all assignments will be available one week before the due date and one week after the due date. Students who need additional time to complete assignments will need to speak with the instructor prior to the due date.

**Essay points:** Total essay points include rough drafts (rough draft upload to Canvas, prewrites, outline, body drafts, 3 introduction drafts, 2 conclusion drafts) and final drafts (final draft upload to Canvas, 3 peer reviews, self-review, grammar review, and tutor review), and potential various other assignments relating to the essay. Students must take your essay to be reviewed by a tutor. Students who do not turn in the rough draft may regain up to 50% of the rough draft points by attending the instructor's office hours for at least 15 minutes to discuss their essay plans prior to the due date of the final draft.

All essays must have proper formatting. Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:

Your Name  
Professor Elliott  
ENG 110  
Date draft is due

**Mini Essays:** Students are required to submit eight (8) mini essays throughout the semester. These mini essays will be in response to specified reading/prompts and at least 3 pages in length and submitted via Canvas. Mini Essays exist to expand our knowledge and participate in low stakes practice for bigger ideas.

**Reading Discussions:** During the semester, you will read two literature books, *Superhuman: Life at the Extremes of Our Capacity* and *Frankenstein*. For each week in which reading is assigned in these books, students who come to class will type up 1 page of notes for the assigned reading and submit them on Canvas before the class begins. Students who miss class or complete the reading after the class discussion can make up the points by submitting 3 pages. The first student to point out this sentence to the instructor will receive two points of extra credit. The notes must include an engaging quote, one question for classmates, and relevant thoughts on the pages read, with the focus on student thoughts and interaction with the reading. Any student who submits notes that are encompassed by more than 50% of quotes will receive a 0 for that submission.

**Due Dates:** Unless otherwise specified,

- Discussions will be due before class on Wednesday/Thursday
- Essay assignments will be due on Thursdays and Fridays
- Mini Essay assignments will be due on Saturdays

**Late Policy:** Students have seven (7) days after the due date to turn in late work with the exception of assignments due in the final week of class, which cannot be turned in late. **Assignments due in the final week of class cannot be submitted late.** All late work will be given partial credit. All assignments, quizzes, and discussions must be submitted on Canvas.

**Get Out of Jail Free cards:** At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card may be used to

- Replace 1 (one) assignment, quiz, OR discussion;
- Replace 1 (one) Mini Essays; or
- Receive 10 points of extra credit at the end of the semester

The instructor must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. Students are expected to keep track of their GOOJF card; if the card is lost, students will not receive another. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

**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.



What if I need to borrow technology or access to WIFI? To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>

## Course Grading Based on Course Objectives

Assignment Type	Point Value	Grading Scale
Essay 1	100	90-100%: A
Essay 2	150	80-89%: B
Essay 3	200	70-79%: C
Mini Essays (8 total)	200	60-69%: D
Reading Discussions	200	Below 59 %: F
Assignments/Quizzes	150	
<b>Total</b>	<b>1,000</b>	

This Grading is subject to change based on the needs of the course.

## 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.

\*Students should not rely on the instructor to drop them. Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.

### 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. The first student to point out this sentence to the instructor will receive two points of extra credit. 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.
- COMPLETE YOUR OWN COURSEWORK. 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);
  - Any student who points out this sentence to the instructor of the course will receive two points of extra credit.
  - 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.

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	Reading	Assignment
<b>Week 1</b> February 12-15	Module 0 content, Class Syllabus, “Brainology” by Carol Dweck, Mini Essay Prompt #1, “A Single Story” (video), Reading Critically, Avoid Plagiarism	Introduction Discussion, Syllabus Quiz, Diagnostic Writing, Assignment: Weekly Review 1
<b>Week 2</b> February 19-22	<b>February 19 President’s Day: No Class</b> Analyzing Your Sources, Narratives, Essay #1 Prompt, Prewrites, Formal Outlines, Superhuman “Introduction” pgs. 1-7 and “Intelligence” pgs. 7-36, Patterns Ch. 2 “Invention”, Ch. 6 “Narration”	Assignment: Prewrites, Assignment: Outline, Assignment: Annotation, Assignment: Mini Essay #1, Assignment: Weekly Review 2
<b>Week 3</b> February 26-29	Body Paragraphs, “IQ Scores Reflect Motivation as Well as Intelligence” by Ed Young, Mini Essay #2	Discussion: Superhuman “Intelligence”, Assignment: Body

	Prompt, Superhuman “Memory” pgs. 37-66, Patterns Ch. 3 “Arrangement”	Drafts, Quiz: Analyzing Your Sources, Assignment: Weekly Review 3
<b>Week 4</b> March 4-7	Introduction and Conclusion strategies, Titles, Superhuman “Language” pgs. 67-90, Patterns Ch. 4 “Drafting and Revising”	Assignment: Mini Essay #2, Discussion: Superhuman “Memory”, Discussion: Titles, Assignment: Introduction and Conclusion Drafts, Assignment: Weekly Review 4
<b>Week 5</b> March 11-14	Peer Review, Tutor Review, Self Review, Mini Essay #3 Prompt, Superhuman “Resilience” pgs. 227- 248	Discussion: Superhuman “Memories”, Rough Draft #1, Peer Review, Assignment: Weekly Review 5
<b>Week 6</b> March 18-21	Compare/Contrast, Prompt Essay #2, Superhuman “Happiness” pgs. 279- 304, Patterns Ch.11 “Comparison and Contrast”	Discussion: Superhuman “Resilience”, Assignment: Tutor Review, Assignment: Self Review, Assignment: Final Draft, Assignment: Mini Essay #3, Assignment: Weekly Review 6
<b>Week 7</b> March 25-28	“How Many of Your Memories Are Fake?”, Mini Essay #4 Prompt, Frankenstein Letters-Ch. 3, ICE and 3D	Discussion: Superhuman “Happiness” Assignment: Prewrite Essay 2, Assignment: Outline Essay #2, Assignment: Weekly Review 7
<b>Week 8</b> April 1-4	<b>SPRING BREAK: NO CLASS</b>	<b>SPRING BREAK: NO CLASS</b>
<b>Week 9</b> April 8-11	Quoting, Paraphrasing, and Summarizing, 3D your Sources, Frankenstein Ch.4-7 (finish Vol. I)	Assignment: Mini Essay #4, Discussion: Frankenstein Letters Ch. 3 Assignment: 3D Escape Room, Assignment: Body Drafts Essay 2, Assignment: Weekly Review 8
<b>Week 10</b> April 15-18	Poetry: “Rime of the Ancient Mariner” by Samuel Taylor Coleridge and poetry by Percy Bysshe Shelley (videos available), Mini Essay #5 Prompt, Frankenstein Vol. II Ch. 1-6, Patterns Ch. 18 “Documenting Sources: MLA”	Discussion: Frankenstein Ch. 4-7 Vol. I, Assignment: Introduction, Conclusion, and Title drafts Essay 2, Assignment: Weekly Review 9
<b>Week 11</b> April 22-25	Works Cited page, Peer Review, Self Review, Tutor Review, Frankenstein Ch. 7-9 (finish Vol. II), Patterns Ch. 5 “Editing and Proofreading”	Discussion: Frankenstein Ch. 1-6 Vol. II Assignment: Rough Draft Essay #2, Peer Review, Assignment: Mini Essay #5, Assignment: Weekly Review 10
<b>Week 12</b> April 29-30, May 1-2	Argument, Essay Prompt #3, Frankenstein Ch. 1-5 Vol. III, Mini Essay Prompt #6, Patterns Ch. 14 “Argumentation”	Discussion: Frankenstein Ch. 7-9 Vol. II, Assignment: Self Review Assignment Tutor Review, Assignment: Final Draft Essay 2 Assignment: Weekly Review 11
<b>Week 13</b> May 6-9	Utilizing Outside Sources, Frankenstein Vol. III Ch. 6- 7, Patterns Ch. 16 “Finding and Evaluating Sources”	Discussion: Frankenstein Ch. 1-5 Vol. III Assignment: Mini Essay #6, Assignment: Prewriting Essay 3, Assignment: Outline Essay 3, Assignment: Weekly Review 12



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<b>Week 14</b> May 13-16	Navigating the IVC Database, Works Cited Page, Quoting, Paraphrasing, and Summarizing, 3-D your sources, Mini Essay Prompt #7, Patterns Ch. 17 "Integrating Sources and Avoiding Plagiarism"	Discussion: Frankenstein Ch. 6-7 Vol. III, Assignment: Body Drafts Essay 3, Assignment: Weekly Review 13
<b>Week 15</b> May 20-23	Annotated Bibliography, Common Fallacies	Discussion: Sharing (research) Is Caring, Fallacy Game, Assignment: Mini Essay #7, Assignment: Introduction, Conclusion, Title Drafts, Assignment: Weekly Review 14
<b>Week 16</b> May 27-30	<b>May 27 Memorial Day: No Class</b> Mini Essay Prompt # 8	Assignment: Annotated Bibliography, Assignment: Rough Draft Essay 3, Peer Review, Assignment: Weekly Review 15
<b>Week 17</b> June 3-6	NONE  Assignments due in the final week cannot be submitted late!	Assignment: Tutor Review Assignment: Self Review, Assignment: Final Draft Due, Assignment: Mini Essay #8

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