Basic Course Information

Semester:	**Fall 2023**	Instructor Name:	**Audrey A. Morris**
Course Title & #:	**English 110**	Email:	**audrey.morris@imperial.edu**
CRN #:	**20615**	Webpage (optional):	
Classroom:	**Zoom©**	Office :	**Home**
Class Dates:	**02/13 – 06/06**	Office Hours:	**Mon/Tues 6-7 pm.** **Wed/Thur 7-8 pm.**
Class Days:	**Tuesday/Thursday**	Office Phone #:	**760 355-6354**
Class Times:	**3:15 – 5:20 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

The standard first-year English course. 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)

Eligibility for English 110 as determined by the college's multiple measures assessment process.

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

A. **Both texts in this section 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 this English 110 course, subject matter and skills are introduced and practiced during our bi-weekly Zoom meetings on Tuesday and Thursday from 3:15 pm – 5:20 pm and in our online Canvas course. Instructional methods include lectures, demonstrations, whole class discussion, group discussions, assignments, journals, and feedback on written work. Completion of assignments and participation 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. That means that you should put aside at least twelve hours a week for your four unit English 110 course.

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 Paper
    - Annotated Bibliography: 5%
    - Research Paper: 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

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.

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.
    o 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:
    o Student submission of an academic assignment or discussion
    o Student submission of an exam
    o Student participation in an instructor-led Zoom conference
    o Documented student interaction with class postings, such as a tutorial or computer-assisted instruction
    o 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:
    o Identify yourself by first and last name
    o Include a subject line
    o Respect others' opinions and privacy
    o Use appropriate language (think PG or PG-13)
    o Do not use ALL CAPS or multiple exclamation marks (!!!!)

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 doing a causal analysis, using critical thinking, problem solving, research, and literacy (reading and writing) skills to take a position and support it.

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

	UNITS /Topics	Reading Schedule / Essay Due Dates
	UNIT 1: Reading, Writing & Rhetoric	
Week 1 Feb. 13/15	Success • The Course, You, & Your Time Academic Writing	*WRCS*, Ch. 1 WRCS, Ch. 2.1 & 2.2
Week 2 Feb. 20/22	Academic Writing Critical Thinking The Art of Rhetoric Essay #1 Directions	WRCS, Ch. 2 *Fahrenheit 451, Part I*
Week 3 Feb 27/29	Critical Reading Step-by -Step Critical Reading – Read Like a Writer	*WRCS*, Ch. 3 *Fahrenheit 451, Part II*
Week 4 Mar 5/7	Rhetorical Analysis Academic Writing Style Word Choice	*WRCS*, Ch. 11.1, 11.5, 11.6 *Fahrenheit 451, Part III* **ESSAY 1 DUE: Rhetorical Analysis (Sat.)**
	UNIT 2: Reading, Writing & Literature	
Week 5 Mar 12/14	The Essay Assignment: Essay #2 Prewriting Order Outlining	*WRCS,* Ch. 4 Novel #2, 1st half
Week 6 Mar 19/21	Thesis Statement Topic Sentences Introduction Conclusion	*WRCS,* Ch. 5 Novel #2, 2nd half
Week 7 Mar 26/28	Paragraph Development & Support Incorporating Sources	*WRCS,* Ch. 6
Apr 1-6	**SPRING BREAK**	**NO CLASSES**
Week 8 Apr 9/11	Revising & Editing: Big Picture Revising & Editing: Sentences & Words	*WRCS,* Ch. 7 **ESSAY 2 DUE: Literary Analysis**
	UNIT 3: Reading, Writing & Research	
Week 9 Apr 16/18	Research Writing Causal Analysis	*WRCS*, Ch. 10.1 *College Composition* (Ford), Ch. 2.3.4 "Cause and Effect Analysis, Causes and Effects,"

	UNITS /Topics	Reading Schedule / Essay Due Dates
Week 10 Apr 23/25	The Research Process Evaluating Sources Taking Notes	*WRCS,* Ch. 10.2, 10.3, 10.4
Week 11 Apr 30/May 2	Synthesizing Information	*WRCS*, Chapter 10.5, 10.6
Week 12 May 7/9	Organizing Support Summarizing & Paraphrasing Sources	*WRCS*, Chapter 10.7 **Annotated Bibliography Due**
Week 13 May 14/16	Creating Presentations Creating a Rough Draft	*WRCS*, Chapter 8 *WRCS***,** Chapter 10.8
Week 14 May 21/23	Creating a Final Draft Revising and Editing	*WRCS*, Chapter 10.9 **ESSAY 3 DUE: Research Paper**
	UNIT 4: Reading, Writing, & Arguing	
Week 15 May 28/30	Writing an Argument Responding to a Prompt	*WRCS*, Chapter 9
Week 16 Jun 4/6	FINAL EXAM	**ESSAY 4: Final Exam / Argument**

***Subject to change without prior notice**

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