



Basic Course Information

Semester:	Spring 2024	Instructor Name:	Rosa Contreras
Course Title & #:	ESL 108 College Composition for Non-Native Speakers	Email:	rosa.contreras@imperial.edu
CRN #:	21119	Webpage (optional):	Canvas
Classroom:	4200	Office #:	2789
Class Dates:	Feb. 12 – June 07	Office Hours:	TBD
Class Days:	Mondays	Office Phone #:	760-355-5707
Class Times:	06:00pm-9:10pm	Emergency Contact:	ESL Dept. 760-355-6337
Units:	5	Class Format/Modality:	Hybrid

Course Description

This college composition course emphasizes advanced writing, reading, critical thinking, and research skills. It focuses on the needs of multilingual writers by addressing specific language and cultural content required for academic and professional writing. Writing assignments include expository and argumentative prose based on the analysis of texts that include diverse perspectives. Students write a minimum of 6,000 words, including at least one research paper. (C-ID: ENGL100) (CSU/UC)

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

Prerequisites: ESL 106 or ESL 107 – 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. Critically read, analyze, and summarize college-level texts.
2. Compose texts for a wide range of situations, both academic and professional, which demonstrate critical thinking, effective structure and development, and clarity of language.
3. Assess the credibility of online and print sources and integrate them into writing through effective paraphrases and quotation using MLA citation formatting standards.

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and respond to a sampling of academic and professional texts with consideration of context, purpose, and culturally-bound references;
2. Employ a variety of rhetorical strategies to write comprehensive, well-developed, and coherent texts with focused theses and appropriate support.
3. Summarize and discuss academic college-level non-fiction and fiction.
4. Completely integrate multiple text sources for the purpose of developing a written argument, analysis, or interpretation.
5. Locate, read, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation.
6. Self-edit for common second language errors such as verb usage, word forms, and sentence boundaries.

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7. Compose multiple papers-including one research paper – that, together, add up to 6,000 words of formal writing.
8. Construct concise, grammatically correct, and varied sentences following the principles of standard edited American English and conventions of genre.
9. Demonstrate a command of rules regarding plagiarism and academic ethics.
10. Write timed/in class essay exhibiting college-level control of mechanics, organization, development, and coherence

Textbooks & Other Resources or Links

English Composition plus Integrated Review

Publisher: Hawkes Learning

2nd Edition

eText ISBN: 978-1-64277-458-0

**Hawkes Learning provide both your textbook and exercises.

***You can request a temporary pass good for two weeks ONLY.

After that, you must have your code.

If you do not buy your code and do your exercises, you will NOT pass the class!



I Know Why the Caged Bird Sings

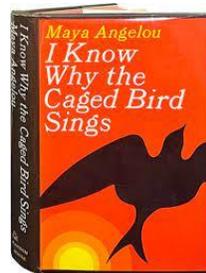
Author: Maya Angelou

Publisher: Ballantine Books

ISBN: 978-0345514400

You will also need:

- Notebook or paper
- Pen, pencil, and highlighters
- Regular access to a computer with internet, Canvas, email, and Microsoft Word or Google Docs



NOTE: We will be using technology in this course. Assignments, quizzes, and discussions will be held or submitted on Canvas. Additionally, you may be asked to download, upload, and/or print resources.

Course Requirements and Instructional Methods

This is a HYBRID course.

Class meetings in person are required. We will meet face-to-face on campus AND you will do work online (Canvas). You will have about a week to complete each module; modules open on Sunday morning and close on Saturday at 11:59pm.

This class will have multiple forms of instruction, including:

- Lecture/Video
- Group work
- Individual work
- Online work (Canvas)

Assignments will include various forms of writing (individual and group), editing, reading, and responding, exams, other exercises focusing on sentence structure and form, and grammar and mechanics.



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Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonable 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

This course is built for you to succeed; however, you **MUST** do your work! If you do not do your work, you will not pass.

This class uses a weighted grading system. The points for each assignment count toward a category. The weights are as follows:

CATEGORY	PERCENT
Readings, Exercises, and Reponses	20%
Grammar and Writing Exercises	20%
Think and Discuss/Reflections	10%
Final Writings (paragraphs, essays, summaries)	25%
Hawkes Learning	25%
TOTAL	100%

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.

Plagiarism and Academic Honesty Policy: Because I want to ensure that you are practicing and learning in this class, I take plagiarism very seriously. Plagiarism happens when you copy words or ideas from somewhere else and submit it or repeat it as your own work. We get better at what we practice, and when we copy, we only get better at copying, not the important English skills we should be practicing. Plagiarism is academic dishonesty and is a very serious problem. Plagiarism includes:

- copying and pasting information from webpages;
- copying answers from an answer key or Teacher's book;
- copying the work from another student in your class, in another class, or from a previous term;
- copying information from a webpage or book in Spanish and submitting the English translation as your work.

To help keep track of plagiarism, I use *Turnitin Similarity* in our class. *Turnitin Similarity* will run a report and show how much of the paper is exactly like another paper or webpage.

Course Policies

Attendance Policy: 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.

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It is the student's responsibility to drop or officially withdraw from the class.

- o **Regular participation is required. Participation includes:**
 - o **Posting and responding in weekly discussions**
 - o **Completing weekly work on canvas**
 - o **Completing weekly work in Hawkes Learning**
 - o **Submitting your work on time**
- o If there is a problem with completing your work (such as being in the hospital or being sick), please let me know. I am willing to help you, but you need to make sure you communicate with me.

Participation Policy: People learn better when they are connected as a community. I encourage and expect all students to work together and participate in discussions and group activities using English Only!

To ensure your success, plan to **participate in ALL class activities!** There are many ways that we can participate, collaborate, and share ideas in an online environment. Here are a few:

- o Contribute and share ideas in groups and online discussion boards.
- o Reading information from the instructor as well as classmates.
- o Be prepared and complete homework before due dates.
- o Turning in assignments, quizzes, homework on-time.

You may be dropped if you are no longer actively participating in the course, logging into Canvas, and engaging in course material. Active participation includes logging into Canvas and engaging with course content, completing and turning in homework, assignments, and quizzes. If you are unable to log into Canvas for a long period, it is your responsibility to find out everything you missed. You have a personal problem or issue, please communicate with me and let me know what's going on before too much time has passed.

Respectful Use and Speech Policy: All students should be respectful to each other and the instructor. Remember that we are all here to learn, and learning requires practice. Nobody is perfect, and nobody in the class should feel scared or embarrassed about making mistakes. They are a part of learning! I expect all students to be treated with respect. If someone disagrees with an opinion, it is not an opportunity for name calling or belittling. It is a time to respectfully listen, contemplate, and learn. We do not have to agree in discussions, but we do have to be respectful and kind. Any instances of disrespect in a discussion will result in the student being asked to leave the class.

Netiquette and Respectful Use: IVC's Respectful Use and Netiquette Policy: IVC's official policy about netiquette is as follows:

What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online. Students are to comply with the following rules of netiquette:

1. Identify yourself
2. Include a subject line
3. Avoid sarcasm
4. Respect others' opinions and privacy
5. Acknowledge and return messages promptly
6. Copy with caution
7. Do not spam or junk mail
8. Be concise
9. Use appropriate language
10. Use appropriate emoticons (emotional icons/emojis) to help convey meaning, and
11. Use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]

Late Work Policy: Late work is accepted except for discussion assignments. There is, however, a late penalty of -5% deduction for every day that an assignment is late.

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



Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 12-17	Syllabus & Introduction Orientation Module DUE: Tuesday, 2/14 th at 11:59pm Module Week 1: Intro to the course components & icebreaker Hawkes Learning Wk. 1	Saturday, Feb. 17 th by 11:59pm
Week 2 February 19-24	Prewriting Strategies, The Writing Process, MLA format, and ICE Discussion: Effective Introduction? Hawkes Learning Wk. 2	Saturday, Feb. 24 th by 11:59pm
Week 3 February 26- March 2	Compare and Contrast writing, RAP and ICE, MLA group practice. <i>Caged Bird</i> Ch. 1-6 quiz Hawkes Learning Wk. 3	Saturday, March 2 by 11:59pm
Week 4 March 4-9	Sentence fragments, Compare and Contrast Essay Prompt, review ICE and MLA Discussion: Stereotypes and Restraint Hawkes Learning Wk. 4	Saturday, March 9 by 11:59pm
Week 5 March 11-16	Articles for Compare/Contrast Isms essay, Essay Outline, Sentence Errors <i>Caged Bird</i> Ch. 7-12 quiz Hawkes Learning Wk. 5	Saturday, March 16 by 11:59pm
Week 6 March 18-23.	Subject-Verb Agreement, **FINAL DRAFT of Compare/Contrast Isms essay, Annotate articles Discussion: Deadly Superior? <i>Caged Bird</i> Ch. 13-17 quiz Hawkes Learning Wk. 6	Saturday, March 23 by 11:59pm
Week 7 March 25-30	Persuasion vs. Argumentation, Intro. To Logos, Pathos, and Ethos, Midterm Group Project Discussion: Logos, Pathos, Ethos <i>Caged Bird</i> Ch. 18-21 quiz Hawkes Learning Wk. 7	Saturday, March 30 by 11:59pm
Spring Break April 1-6	Spring Break April 1 – 6	Spring Break April 1-6
Week 8 April 8-13	Comma and semicolon usage, argumentative essay models **Midterm Group Project Submission and Presentations <i>Caged Bird</i> Ch. 22-24 quiz Hawkes Learning Wk. 8	Saturday, April 13 by 11:59pm
Week 9 April 15-20	Argumentative Essay: Unpaid Internships assignment, Formal vs Informal writing Hawkes Learning Wk. 9	Saturday, April 15 by 11:59pm
Week 10 April 22-27	Essay: Unpaid Internships Discussion: Representing Race <i>Caged Bird</i> Ch. 25-29 quiz Hawkes Learning Wk. 10	Saturday, April 27 by 11:59pm
Week 11 April 29- May 4	Argumentative Essay peer review, **Final Draft due Discussion: Who Has More to Fear? <i>Caged Bird</i> Ch. 30-33 quiz	Saturday, May 4 by 11:59pm



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	Hawkes Learning Wk. 11	
Week 12 May 6-11	Argumentative/Persuasive Research assignment, articles Discussion: Junkyard: Trash or Treasure? Hawkes Learning Wk. 12	Saturday, May 11 by 11:59pm
Week 13 May 13-18	Research Essay Outline and resources Discussion: Free from Her Cage? Caged Bird Ch. 34-36 quiz Hawkes Learning Wk. 13	Saturday, May 18 by 11:59pm
Week 14/15 May 20-June 1	Final Research Essay Rough Draft, Peer Review, and Tutor Verification Review: sentence fragments and run-on sentences	Saturday, June 1 by 11:59pm
Week 16 June 3	Final Essay DUE Monday, June 3rd at 11:59pm	MONDAY, June 3rd by 11:59pm

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