



## Basic Course Information

Semester:	<b>Fall 2024</b>	Instructor Name:	<b>Prof. Baukholt</b>
Course Title & #:	<b>English 105 – Intensive Composition and Reading</b>	Email:	<b>robert.baukholt@imperial.edu</b>
CRN #:	<b>10881</b>	Webpage (optional):	
Classroom:	<b>808 + Online</b>	Office #:	<b>2792</b>
Class Dates:	<b>August 12th – December 7th</b>	Office Hours:	<b>ON-CAMPUS: Tu/Th 10:10 - 11:10 am ONLINE: M/W 11:00 am - 12:00 pm</b>
Class Days:	<b>Face-to-face: Tu + Th ONLINE: New lessons open after our live class on Thursdays and are due at our subsequent face-to-face meeting.</b>	Office Phone #:	<b>(760) 355-6159, but email and course messages will usually get you a faster response</b>
Class Times:	<b>Face-to-face: 1:00 – 2:25 pm Online: Whenever</b>		
Units:	<b>5</b>	Class Format:	<b>Hybrid</b>

## 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)

Welcome to English 105: Intensive Composition and Reading. This class bears little resemblance to the literature and writing classes you may have taken in high school.

So what will you learn in this class? The primary goal of this course is to acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. These skills are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will occasionally discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or

idea will not receive a good grade. Failing to incorporate class concepts and ideas into essays will also result in a poor grade.

## 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. Read and evaluate texts for relevancy, appropriateness, and accuracy.
2. Read model essays and the work of peers to identify strengths and/or weaknesses.
3. Review and apply foundational writing skills including grammar and sentence structure.
4. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts.
5. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies.
6. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone.
7. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts.
8. Demonstrate a command of rules regarding plagiarism and academic ethics.
9. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines.

10. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper.
11. 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).
12. 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.
13. Compose unified essays that include support for the thesis statement, clear development, and effective transitions.
14. Compose error-free essays that avoid sentence-level and grammar problems.
15. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading.
16. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing.

### Textbooks & Other Resources or Links

1. A college dictionary
2. *MLA Handbook* (9<sup>th</sup> Edition – ISBN-13: 978-1603293518)
3. *Project Hail Mary* by Andy Weir (ISBN-13: 978-0593135204)

### Course Requirements and Instructional Methods

**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. Since this a five unit class, our workload is expected, by law, to include a little over five hours of class work and another ten hours of out of class work each week (before factoring in the lab work).

**Class Organization:** The lecture material for our class will be located in our Canvas course shell, online. Each new set of lecture materials will open after that week's Thursday face-to-face class meeting. You will then be responsible for reviewing those lecture materials (which may include any combination of video lectures, written lesson materials, readings, and/or outside videos) in preparation for the following week's face-to-face class meetings.



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You will need to complete your review of new lesson materials by the subsequent Tuesday (and be prepared for quizzes on that material).

Reading assignments given in the lesson materials (such as readings from our novel or online articles) need to be completed by the subsequent Thursday.

**Reading Quizzes:** Reading quizzes will be given frequently to ensure that students are reading assigned material. These quizzes are easy! If you do your reading, you should receive an A on this part of your grade. Reading quizzes are given at our face-to-face class meetings (always on Thursdays, but not necessarily every Thursday). You may not start a quiz if you miss the first five minutes of the quiz. You may not make up quizzes. I will drop each student's lowest reading quiz score.

**Concept Quizzes:** Many of the most important concepts covered in the class will focus on specific writing strategies that you will be expected to employ in your essays. You will be given a series of quizzes designed to test your competency with the writing strategies we go over in the online lesson materials and video lectures, so please pay attention, take notes, and study. Like the reading quizzes, concept quizzes will be taken in our face-to-face classes and cannot be made up. They may not be taken by a student who misses the first five minutes of the quiz. Like the reading quizzes, I will drop the lowest concept quiz score. These quizzes will usually be given on Tuesdays.

**Grammar and Sentence Structure Quizzes:** The lesson materials for most weeks will involve some instruction in various concepts relating to the correct use of grammar and sentence-structure (or the avoidance of some common writing errors). These lesson materials require you to read pages in an online workbook and to complete assigned exercises. Instead of collecting the exercises, we will review them in a video included in the online lesson materials. I will then periodically give you quizzes that are made up of questions directly taken from those assigned materials. If you complete and review all of the materials in the lessons each week, then these quizzes should be very easy. Like the "Concept Quizzes," these quizzes will usually only be given on Tuesdays. They may not be taken by a student who misses the first five minutes of the quiz. Like the reading and concept quizzes, I will drop the lowest Grammar and Sentence Structure quiz score.

**Drafted Essays:** The drafted essays will be one of the main forms of assessment for the class. First drafts of essays 1 and 2 will be optional, but a first draft of Essay 3 will be mandatory. I will provide ample feedback on your first drafts, but will only assign a grade and a few comments to the final drafts, so it's a responsible move to submit first drafts for all essays. I will include the due dates with each essay assignment.

**In-Class Essay Exams:** A large portion of your grade will be made up of four in-class essay exams. Each of these exams will challenge you to write an essay responding to a prompt in a short period of time. These exams will allow you to demonstrate your mastery of the specific writing concepts we will have gone over in our lessons.



**Discussions:** Discussions are an important element of this class. You will be expected to contribute to class discussions on a regular basis.

### Course Grading Based on Course Objectives

<b>Reading Quizzes:</b>	<b>10%</b>
<b>Grammar/Structure Quizzes:</b>	<b>7.5%</b>
<b>Concept Quizzes:</b>	<b>17.5%</b>
<b>Drafted Essay 1:</b>	<b>5%</b>
<b>Drafted Essay 2:</b>	<b>7.5%</b>
<b>Drafted Essay 3:</b>	<b>10%</b>
<b>In-Class Essay Exam 1:</b>	<b>5%</b>
<b>In-Class Essay Exam 2:</b>	<b>7.5%</b>
<b>In-Class Essay Exam 3:</b>	<b>7.5%</b>
<b>In-Class Essay Exam 4:</b>	<b>17.5%</b>
<b>Discussions</b>	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

**A > 90% B > 80% C > 70% D > 60% F < 60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each day they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. **DON'T LET THIS BE YOU!**

Essays are due at the beginning of class.

**Short Essays:** Final drafts of essays will lose two percentage points for every quarter of a page they are short.

**Late for Quizzes:** If you arrive more than five minutes after a quiz has been administered, you may not take it.

**No Make-Ups for Quizzes:** Please note that there are no make-up opportunities for quizzes, so please attend every class and be prepared for any quizzes that may be given by studying the lesson materials, completing the grammar and sentence-structure exercises, and reading the assigned essays and chapters.

**Essay Format:** Drafted essays should be double-spaced, with one-inch margins. The font should be 12-pt Times New Roman. Works cited lists do not count towards meeting your required page total, so make sure your essays meet the minimum page length BEFORE the works cited list.

**Office Hours:** I want you to pass my class. If you are having trouble, CONTACT ME SO THAT WE CAN DISCUSS IT! I can be reached during my office hours through email and course messages, and we can even arrange a Zoom office hour meeting during those times.

## 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.

**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.

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.

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. 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.**
  - You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
  - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

### **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);

- 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.
- Submitting A.I. generated content as though it were your own writing.
- Submitting an assignment that you already submitted in another class is another form of cheating. Any such submitted work will receive a zero.

## 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

Essays will involve an extended period of time to complete.

The in-class essay exams will need to be completed on the class days assigned for those exams.

This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.



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## Schedule for English 105

Essays will involve an extended period of time to complete.

The in-class essay exams will need to be completed on the class days assigned for those exams.

Because English 105 is a skills class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

Please also note that there is a heavy reading component to this class that is not represented in the schedule. The reading assignments and due dates will be given in class and through our Canvas course shell.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule.

### **Week 1 Lesson Focus – Introductions, Course Navigation, and The Diagnostic Activity**

**Tuesday, August 13<sup>th</sup>** – Go over the syllabus. Course navigation Introductions. Attendance.

**Thursday, August 15<sup>th</sup>** – Diagnostic activity and diagnostic writing assignment.

### **Week 2 Lesson Focus – Prewriting**

**Tuesday, August 20<sup>th</sup>** – Quiz procedures. Prewriting review.

**Thursday, August 22<sup>nd</sup>** – The narrative essay assignment. Narrative essay discussion.

### **Week 3 Lesson Focus- Narrative Essay Writing and Finding Subjects and Verbs**

**Tuesday, August 27<sup>th</sup>** – Narrative structure and brainstorming.

**Thursday, August 29<sup>th</sup>** – Setting and character in our novel.

### **Week 4 Lesson Focus – Thesis Statements and Creating Sophisticated Sentences**

**Tuesday, September 3<sup>rd</sup>**– Constructing your narrative thesis statement. Grammar review.

**Thursday, September 5<sup>th</sup>** – Optional first drafts of Essay 1 are due. In-class essay exam 1.



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### **Week 5 Lesson Focus – Topic Sentences, In-Text Citations, and More About Creating Sophisticated Sentences**

**Tuesday, September 10<sup>th</sup>** – Final workshopping of drafted essay 1.

**Thursday, September 12<sup>th</sup>** – Novel discussion. In-text citation review. Drafted essay 1 is due. Cause and effect reading discussions. Assign the Cause and Effect essay.

### **Week 6 Lesson Focus – Cause and Effect Essay Structure and Avoiding Fragments**

**Tuesday, September 17<sup>th</sup>** – Constructing your cause and effect essay.

**Thursday, September 19<sup>th</sup>** – Grammar and reading review. Finding sources for your cause and effect essay.

### **Week 7 Lesson Focus – Creating Introductions and Conclusions and Avoiding Run-Ons and Comma-Splices**

**Tuesday, September 24<sup>th</sup>** – Introductions and conclusions for your cause and effect essay.

**Thursday, September 26<sup>th</sup>** – Grammar and reading review.

### **Week 8 Lesson Focus – Understanding Our Audience and More About Avoiding Run-Ons and Comma-Splices**

**Tuesday, October 1<sup>st</sup>** – Convincing an audience. Avoiding ineffective arguments. Letting go of anger in writing. Optional first draft of Essay 2 is due.

**Thursday, October 3<sup>rd</sup>** – In-class essay exam 2.

### **Week 9 Lesson Focus – Applying Class Concepts to Argument**

**Tuesday, October 8<sup>th</sup>** – Final workshopping of drafted essay 2. Essay 2 in-text citation review.

**Thursday, October 10<sup>th</sup>** – Novel discussion. Moving fully into argument. Drafted essay 2 is due.

### **Week 10 Lesson Focus – Writing Refutations and Avoiding Homophone Errors**

**Tuesday, October 15<sup>th</sup>** – Refutation review.

**Thursday, October 17<sup>th</sup>** – Assign the drafted argumentative essay. Argument reading discussions. Begin movie in preparation for drafted essay 3



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**Week 11 Lesson Focus – Drafted Essay 3 Topic Exploration and Correct Verb Usage**

**Tuesday, October 22<sup>nd</sup>** – Continue movie.

**Thursday, October 24<sup>th</sup>** – Finish movie. Discuss the essay topics relating to the movie and the novel.

**Week 12 Lesson Focus - Drafted Essay 3 Topic Exploration, Continued and Correct Verb Usage, Continued.**

**Tuesday, October 29<sup>th</sup>** – Drafted essay topic exploration. Review for in-class essay 3.

**Thursday, October 31<sup>st</sup>** – In-class essay exam 3.

**Week 13 Lesson Focus – Acceptable Uses of Source Material in an Argument and Works Cited Lists.**

**Tuesday, November 5<sup>th</sup>** – Acceptable uses of sources in drafted essay 3 (and in arguments in general). Topic review.

**Thursday, November 7<sup>th</sup>** – Works cited list procedures.

**Week 14 Lesson Focus – Logic vs. Emotion, Logical Fallacies, and Correct Pronoun Usage.**

**Tuesday, November 12<sup>th</sup>** – Finding sources for Essay 3.

**Thursday, November 14<sup>th</sup>** – Logic vs. emotion in argument.

**Week 15 Lesson Focus –Preparing for Our Final Assignments. Using Adjectives and Adverbs Correctly.**

**Tuesday, November 19<sup>th</sup>** – Final Essay 3 workshopping.

**Thursday, November 21<sup>st</sup>** – Final drafted essay is due! Final essay exam review.

**Thanksgiving Break! November 24<sup>th</sup> – December 1<sup>st</sup>** – No classes! Study for the final exam. Enjoy your time off.

**Week 16 – Final Exam!**

**Tuesday, December 3<sup>rd</sup>** – Final in-class essay exam.

**Thursday, December 5<sup>th</sup>** – Final meeting.

**\*\*\*Tentative, subject to change without prior notice\*\*\***



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