

# English 110 – Composition and Reading

## Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor :	<b>Jennifer Patterson, PhD</b>
	<b>CRN 20718</b> Monday & Wednesday 9:40-11:45 a.m., Rm 315	Email:	jenn.patterson@imperial.edu
		Office #:	Office 2795
	<b>CRN 20121</b> Monday & Wednesday 12:15-2:20 p.m., Rm 2751	Office Hours:	Monday 2:30-3:30 p.m. Tuesday 11:00-Noon Wednesday 2:30-3:30 p.m. Thursday (Zoom only)
Units:	Four (4) units	Office Phone:	760-355-6486 (msg. only)

## Course Description

**ENGL 100** – This is the standard course in first-year English composition. 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.

\* **ENGL C1000** – In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. (\*C1000 begins effective Fall 2025.)

## Course Objectives

**ENGL 110** – To ensure satisfactory completion of the course, students will:

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.

**ENGL C1000** – To ensure satisfactory completion of the course, students will:

1. Read analytically to understand and respond to diverse academic texts;
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation;
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work;
4. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper.
5. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines; and
6. Demonstrate a command of rules regarding plagiarism and academic ethics.

### **Textbooks & Other Resources or Links**

All textbook materials will be provided in Canvas.

Frank, Thomas. *10 Steps to Earning Awesome Grades (While Studying Less)*. CreateSpace, 2015. ISBN: 978-151700446.

Guptill, Amy. *Writing in College: from Competence to Excellence*. Open SUNY Textbooks, 2016. ISBN: 978-1-942341-21-5 ebook.  
<<https://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>>.

Williams, Joseph M., and Lawrence McEnerney. *Writing in College*. The University of Chicago Writing Program. 2013. Available at Folsom Cordova Unified School District: <https://www.fcusd.org/cms/lib/CA01001934/Centricity/Domain/3762/University%20of%20Chicago%20Writing%20an%20Argument%20in%20College.pdf>

- This is an **in-person, web-enhanced** class. The student will need access to their IVC email account and Canvas. Specific instructions and assignments will be available only through Canvas.
- In addition, the student is expected to have access to a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.

**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.

## Course Requirements and Instructional Methods

### Basic Essay Writing (2 x 10 = 20 points)

The student will participate in class and out-of-class activities to produce two short essays. Emphasis will be on correct grammar, punctuation, and MLA page layout.

### Written Assignment Development (3 x 10 = 30 points)

The student will provide evidence of pre-writing strategies and outlining skills for each of the assigned research papers. The work will culminate in a comprehensive outline which will be uploaded into Canvas for instructor review, feedback, and approval.

### Peer Editing (3 x 10 = 30 points)

The student will provide peer editing to the work of other students in the class. Specifically, the student will review grammar, spelling, and punctuation as well as evaluating the thesis statement and essay organization. To participate in peer editing sessions in class, the student must submit a first draft of the given assignment.

### Research Papers (3 x 30 = 90 points)

The primary focus of this class will be on the writing of research papers, that is, Academic Writing. Academic Writing is a sub-genre of non-fiction and represents the research and learning of the student writer. “Academic writing is one of the most demanding tasks that all academics and researchers face. In some disciplines there is guidance on what is needed to be productive,

successful writers; but in other disciplines there is no training, support or mentoring of any kind” (Rowena Murray and Sarah Moore. “The Handbook of Academic Writing.” 2006.)

Research Paper 1: **Academic Writing**

Assignment: *From your research, develop a paper which analyzes the characteristics of academic writing at the university level.*

(First Draft: 500 words minimum; Final Draft: 700 words maximum; three required sources: Amy Guptill (Chapters 1-3), Williams and McInerney (Part 1), and Akkaya & Aydin)

Research Paper 2: **Time Management & Procrastination**

Assignment: *The student will conduct research and analyze the concepts/skills of time management in particular relation to college/university students.*

(700 words minimum, 900 words maximum, and at least three scholarly sources)

Research Paper 3: **Project Management**

Assignment: *From your research, develop a paper which reviews the characteristics of basic project management and provides a blueprint for completing your educational goals at IVC.*

(700 words minimum, 900 words maximum, and three credible web-based resources and at least one scholarly source)

The first and final drafts for each of the research papers will be submitted through Canvas assignments. The final draft must be saved as a Microsoft Word document (.docx) or PDF and uploaded into Canvas.

Documents submitted in any other format (e.g., Google Docs) will remain unread and ungraded until the student submits the draft in the correct format. Penalties for late submissions may apply.

“Be paranoid about verb tense” (Nicole Carter).

**post mortem reports** (2 x 10 points = 20 points)

The Latin term *post mortem* means *after death*. When each of the first three papers are graded and returned to the student, the student-author will review and evaluate the strengths and weaknesses of the paper. The student will then prepare and submit a short essay describing the strengths and weaknesses and describing – in detail – adjustments to be made in preparing the next assigned paper. The *post mortem* essays should be typed in correct MLA format (or APA format) and sent to the instructor as an email attachment.

### Reading Comprehension Quizzes (130 points)

Following a reading assignment, the instructor will quiz the student on their comprehension of a text. Students may refer to their notes during these quizzes; students may not access the reading assignment itself.

### Course Grading Based on Course Objectives

Basics of Essay Writing .....	20 points
Essay Development.....	30 points
Peer Editing.....	30 points
Research Papers .....	90 points
<i>post mortem</i> reports.....	20 points
Reading Comprehension Quizzes .....	130 points
Midterm Examination .....	30 points
Final Examination.....	30 points

Minimum Point Total for a **Passing Grade of C: 285 points**

**Warning:** The grades in Canvas are not a true account of the student's status in the course. Dr. Patterson maintains some points (such as extra credit) separate from the Canvas grades.

**“Free education is abundant, all over the Internet.  
It's the desire to learn that's scarce.”**

– Naval Ravikant, Entrepreneur

### 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; and
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.

**“As long as they are well-intentioned, mistakes are not a matter for shame, but for learning” (Margaret Heffernam).**

## Course Policies

### Decorum

In a normal class session, students are encouraged to participate and ask questions freely. Students need to comport themselves accordingly. Disruptive students will be removed from the classroom setting.

### 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 importance 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.
  - Quoting from a source without identifying the quoted words with quotation marks is plagiarism.
  - Failing to provide accurate and complete bibliographic information for research materials (in-text citations and bibliographic documentation) is plagiarism.
  - The use of any AI-generation software is plagiarism.

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.

The student 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. There is no difference between accidental and intentional plagiarism.

- 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.

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; and/or
- (e) using a commercial term paper service.

### Attendance

- A student who fails to attend the first meeting of a class will be dropped from the Opening Day Roster by the instructor as of the first official meeting of that class. A student who fails to attend the second meeting of the class will be dropped on the Census Roster. 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. The deadline to drop with "W" is **10 May 2025**.
- Dr. Patterson only drops students on the Opening Day Roster and the Census Roster.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

### Accessibility Statement

Imperial Valley College is committed to providing an accessible learning experience for all students, regardless of course modality. Every effort has been made to ensure that this course complies with all state and federal accessibility regulations, including Section 508 of the Rehabilitation Act, the Americans with Disabilities Act (ADA), and Title 5 of the California Code of Regulations. However, if you encounter any content that is not accessible, please contact your instructor or the area dean for assistance. If you have specific accommodations through **DSPS**, contact them for additional assistance.

We are here to support you and ensure that you have equal access to all course materials.

### Financial Aid

Your Grades Matter! In order to continue to receive financial aid, you must meet the Satisfactory Academic Progress (SAP) requirement. Making SAP means that you are maintaining a 2.0 GPA, you have successfully completed 67% of your coursework, and you will graduate on time. If you do not maintain SAP, you may lose your financial aid. If you have questions, please contact financial aid at [finaid@imperial.edu](mailto:finaid@imperial.edu).

## 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

Week	Topic
Week 1	Introduction and assessment

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