



## Basic Course Information

Semester:	<b>Spring 2025</b>	Instructor Name:	<b>Olivia Garcia</b>
Course Title & #:	<b>English 110: Composition &amp; Reading</b>	Email:	<b>olivia.garcia@imperial.edu</b>
CRN #:	<b>20133</b>	Office #:	<b>2791</b>
Classroom:	<b>315</b>	Office Phone #:	<b>(760) 355-6518</b>
Class Dates:	<b>Feb. 10-June 6, 2025</b>	Office Hours:	<b>Monday: 2:30 pm-3:30 pm Tuesday: 10:00 am-11:00 am Wednesday: 2:30 pm-3:30 pm Thursday: 10:00 am-11:00 am</b>
Class Days:	<b>Monday/Wednesday</b>	Class Format/Modality:	<b>In-person</b>
Class Times:	<b>12:15 pm-2:20 pm</b>	Units:	<b>4</b>

## 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)

PREREQUISITES: - 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

### REQUIRED TEXTS:

- *The Anxious Generation* by Jonathan Haidt
  - Other readings will be provided and/or are available through additional research
- **MLA style handbook** (those listed below are the books and website I use):
  - *MLA Handbook 9th Edition* **OR**
  - *A Pocket Style Manual* (9th edition) by Diane Hacker and Nancy Sommers **OR**
  - *The OWL: Purdue Online Writing Lab* (website)
- **Good college-level dictionary**; updated within last few years; contains around 70-75,000 entries, biographical info, word histories, and grammar assistance (print, online, phone app)

## Course Requirements and Instructional Methods

The 16 weeks of the semester are separated into The Course Orientation and Spring 2025 Project Modules and the 5 UNITS breaking down the writing process. The topic focus will come from the book *The Anxious Generation* and the writing process itself. A brief outline follows below:

- **The Course Orientation UNIT (Wk 1):**
  - **REQUIRED TO REMAIN IN CLASS:**
    - Show up on the first day.
  - **Complete the in-class diagnostic writing**
- **UNIT 1: PREWRITING (Wks 1-10):**
  - Read the book *The Anxious Generation* by Jonathan Haidt
    - Submit weekly writing assignments
    - Participate weekly in-class and complete assignments
      - Research Annotation focuses on outside research to use for essay support
    - Review and mark as "done" **UNIT 1 Overview** and submit *The Anxious Generation Book Version, Research Annotation* assignments to move on to **UNIT 2**
- **UNIT 2: DRAFTING (Wks 11-13):**
  - Complete Formal Outline Rough Draft 1
  - Read **UNIT 2 Overview** and submit the **Formal Outline** and **Rough Draft 1** to move on to **UNIT 3**.
- **UNIT 3: REVISING (Wks 14):**
  - Complete revision of Rough Draft 1
  - Read **UNIT 3 Overview** and submit **Rough Draft 2** to move on to **UNIT 4**.

- **UNIT 4: EDITING** (Wk 15):
  - Complete editing of Rough Draft 2
  - Read **UNIT 4 Overview** and submit the **Rough Draft 3 to move on to UNIT 5.**
- **UNIT 5: EVALUATION** (Wk 16):
  - Complete the class final that *self-evaluates* your Final Draft
  - Read **UNIT 5 Overview** and **Final Grade Explanation** and submit the **Final Draft (for instructor)** and **Final Draft: Self-evaluation to complete the class.**

Within each unit, you will see these assignments:

- **IN-CLASS assignments:** class assignments that build understanding of *The AG* and develop the essay
- **Assignments:** the required writings that build to the Final Draft: Self-evaluation; each UNIT focuses on a step of the writing process, as do the assignments
- **Surveys/Quizzes:** assignments that provide some "easy padding" to your grade
  - Survey assignment to submit book version
  - A few surveys throughout the semester to gauge understanding of course content
- **Tutoring Review Sessions:** continuous, ongoing reviews for assignment maintenance.
  - Required: ONE session, every TWO weeks: total of 7 reviews by the end of the semester (Wks 1 and 16 NOT included)
  - Must show *proof* of attendance
    - Review options:
      - Instructor office hours
      - Embedded Tutor review sessions
      - IVC Tutoring
  - **TRS must be submitted within the two-week period and cannot be made up**
  - Additional reviews per two-week time frame can be used for "extra credit";
    - Full explanation on next page, in "Grading" section of **SPRING 2025 PROJECT INFORMATION** and each **Tutoring Reviews** assignment

### Course Grading Based on Course Objectives

Assignment Group	Weight (% of class)
Surveys	5%
Tutoring Reviews	15%
UNIT 1: PREWRITING	30%
UNIT 2: DRAFTING	15%
UNIT 3: REVISING	15%
UNIT 4: EDITING	5%
UNIT 5: EVALUATION	15%
TOTAL	100%

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## LATE WORK

*Communicate. With. Me. First. And. Always.*

There are **NO** late deadlines for any assignment, discussion, survey, or tutoring review. You are given **ONE “free” late pass** for a **writing assignment** of your choosing, but you must disclose your use of the late pass **no later than the due date** of the assignment for which it is being used.

- This late pass is only good for **one extra week** and must be used within that week of time for the particular writing assignment.
  - It **cannot** be used for discussions, as those require interaction with classmates/group members; nor can it be used for tutoring, as that is an on-going, biweekly requirement.
- The late pass does not automatically assign full credit to an assignment but will allow for eligibility of full credit through to the late submission.
  - Should the work meet the requirements of the assignment fully, then it can receive full credit.
  - Should the work *not* meet the requirements of the assignment fully, then it will receive partial credit according to the grading standards of the assignment.
    - Even if the assignment does not receive full credit, once the late pass has been used, there is no additional opportunity to submit late.

If you keep your late pass to the end of the semester, it does not get “turned in” for any additional credit. It is simply an accommodation offered for that “emergency” moment.

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## EXTRA CREDIT

None.

With one "exception": additional Tutoring Review Sessions beyond the required one every two weeks will receive added credit. See explanations for extra reviews in **Tutoring Review -- SEMESTER REQUIREMENT**, the "Grading" section of the **PROJECT PREPARATION UNIT**, and the **Tutoring Review** assignments.

## 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.

## 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.

## Course Policies

### 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. 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.



## 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.



IMPERIAL VALLEY COLLEGE

**Anticipated Class Schedule/Calendar \*Subject to change without prior notice\***

Week/Date	Assignment	Due Date
WEEK 1 Feb. 10-Feb. 15	Introduction and Syllabus Reading Assignment (RA) 1: Writing Diagnostic <b>Course Orientation Quiz: DUE ONLINE</b>	In class 2/12/2025 In class 2/12/2025 <b>ONLINE 2/12/2025, 11:59 PM</b>
WK 2 Feb. 16-22	<b>Monday: NO CLASS Washington's Day Holiday</b> Reading Assignment (RA) 2: <i>The Anxious Generation (The AG)</i> "Introduction" <b>Annotations</b> Review "Introduction"	<b>2/17/2025</b> <b>ONLINE 2/18/2025, 11:59 PM</b> 2/19/2025
WK 3 Feb. 23-Mar. 1	<i>The AG</i> : Ch. 1 <b>RA3 Annotations</b> Review Ch. 1	<b>ONLINE 2/23/2025, 11:59 PM</b> In class 2/24/2025 In class 2/26/2025
WK 4 Mar. 2-8	<i>The AG</i> : Ch. 2-4 <b>RA4 Annotations</b> Review Ch. 2-4 <b>Tutoring Review Session (TRS) 1</b> Continue review Ch. 2-4	<b>ONLINE 3/2/2025, 11:59 PM</b> In class 3/3/2025 <b>3/3/2025, 11:59 pm</b> In class 3/5/2025
WK 5 Mar. 9-15	<i>The AG</i> : Ch. 5 <b>RA5 Annotations</b> Review Ch. 5	<b>ONLINE 3/9/2025, 11:50 PM</b> In class 3/10/2025 In class 3/12/2025
WK 6 Mar. 16-22	<i>The AG</i> : Ch. 6-7 <b>RA6 Annotations</b> Review Ch. 6-7 <b>TRS2</b> Continue review Ch. 6-7	<b>ONLINE 3/16/2025, 11:59 pm</b> In class 3/17/2025 <b>3/17/2025, 11:59 pm</b> In class 3/19/2025
WK 7 Mar. 23-29	<i>The AG</i> : Ch. 8 <b>RA7 Annotations</b> Review Ch. 5	<b>ONLINE 3/23/2025, 11:50 PM</b> In class 3/24/2025 In class 3/26/2025
WK 8 Mar. 30-Apr. 5	<i>The AG</i> : Ch. 9-10 <b>RA8 Annotations</b> Review Ch. 9-10 <b>TRS3</b> Continue review Ch. 9-10	<b>ONLINE 3/30/2025, 11:59 pm</b> In class 3/31/2025 <b>3/31/2025, 11:59 pm</b> In class 4/2/2025
WK 9 Apr. 6-12	<i>The AG</i> : Ch. 11-Conclusion <b>RA9 Annotations</b> Review Ch. 11-Conclusion	<b>ONLINE 4/6/2025, 11:50 PM</b> In class 4/7/2025 In class 4/9/2025
WK 10 Apr. 13-19	Draft Topic and informal Thesis Begin Research <b>TRS4</b> Draft Outline	In class 4/14/2025 <b>4/14/2025, 11:59 pm</b> In class 4/16/2025
<b>SPRING BREAK APRIL 20-26, 2025</b>		
WK 11 Apr. 27-May 3	<b>Topic Choice with Informal Thesis (*Must complete to move to UNIT 2)</b> <b>RA10: Research Annotation Articles posted (*Must complete to move to UNIT 2)</b> Complete Research Annotations	<b>ONLINE 4/27/2025, 11:59 pm</b> <b>ONLINE 4/27/2025, 11:59 pm</b> In class 4/28/2025 In class 4/30/2025
WK 12 May 4-10	Rough Outline Development <b>TRS5</b> Formal Outline Development	In class 5/5/2025 <b>5/5/2025, 11:59 pm</b> In class 5/7/2025
WK 13 May 11-17	<b>UNIT 2: Writing Assignment (WA)1: Formal Outline (Must complete to move to UNIT 3)</b> Drafting Rough Draft 1	<b>ONLINE 5/11/2025, 11:59 pm</b> In class 5/12/2025 In class 5/14/2025
WK 14 May 18-24	<b>WA2: Rough Draft 1</b> UNIT 3: RD1 Peer Review (for RD2) <b>TRS6</b> RD1 Individual Review (for RD2)	<b>ONLINE 5/18/2025, 11:59 pm</b> In class 5/19/2025 <b>5/19/2025, 11:59 pm</b> In class 5/21/2025
WK 15 May 25-May 31	<b>Monday: NO CLASS Memorial Day Holiday</b> <b>WA3: Rough Draft 2 (Must complete to move to UNIT 4)</b> UNIT 4: RD2 Editing (for RD3) <b>TRS7</b>	<b>5/26/2025</b> <b>ONLINE 5/27/2025, 11:59 pm</b> In class 5/28/2025 <b>SATURDAY, 5/31/2025</b>
WK 16—FINALS WEEK June 1-June 2	<b>WA4: Rough Draft 3 (Must complete to move to UNIT 5)</b> <b>WA5: Final Draft (Instructor use)</b> <b>WA6: Final Draft Self-Evaluation – CLASS FINAL</b>	<b>ONLINE 6/1/2025, 11:59 pm</b> <b>ONLINE 6/1/2025, 11:59 pm</b> <b>In class 6/2/2025</b>