

## Basic Course Information

Semester:	<b>Fall 2025</b>	Instructor Name:	<b>Dr. Michael Heumann</b>
Course Title & #:	<b>English 105</b>	Email:	<b>michael.heumann@imperial.edu</b>
CRN #:	<b>10881</b>	Webpage (optional):	<b>imperial.instructure.com</b>
Classroom:	<b>808</b>	Office #:	<b>2780</b>
Class Dates:	<b>11-Aug to 6-Dec 2025</b>	Office Hours:	<b>MW 7-8 PM, TR 11:30AM-12:30PM</b>
Class Days:	<b>TR</b>	Office Phone #:	<b>760-355-6553</b>
Class Times:	<b>1-2:25 PM</b>	Emergency Contact:	<b>760-355-6337</b>
Units:	<b>4.0</b>	Class Format/Modality:	<b>Hybrid</b>

## Course Description

The standard course in first-year 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 first-year 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).

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

Eligibility for English 105 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.
4. Develop essays that avoid sentence-level and grammatical errors.

## 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
14. Review and apply foundational writing skills including grammar and sentence structure.
15. Read model essays and the work of peers to identify strengths and/or weaknesses.
16. Read and evaluate texts for relevancy, appropriateness, and accuracy

### Textbooks & Other Resources or Links

- Fishman, Charles. *The Big Thirst: The Secret Life and Turbulent Future of Water*. New York: Free Press, 2011.
- Ford, Lisa. *Academic Writing I*. Achieving the Dream, <https://library.achievingthedream.org/tc3academicwriting1/>.

**Note #1:** *The Big Thirst* is in print or as an eBook versions on Amazon and other online booksellers. The Kindle version on Amazon is \$13.99. There's also an audiobook version available.

**Note #2:** *Academic Writing I* is an OER. That means it is free. The link above will take you to the online version of the book, and there you can also download a PDF version and an EPUB (eBook) version. The class modules will include links to the online version of the book, so you won't need to download anything.

### Course Requirements and Instructional Methods

1. Participate every week. Any student who does not attend the first class in Week 1 will be dropped from the class. Students may be dropped at instructor discretion if they fail to attend class two weeks in a row.
2. Deadlines are deadlines. No late work will be accepted.
3. You are responsible for keeping track of your class grade average and the drop deadline.
4. 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 Grading Based on Course Objectives

Graded Assignments	% of Total Grade
Reading & Writing Assignments	10
Discussions	10
Essay #1 (in-class)	10
Essay #2	10
Essay #3	20
Essay #4	20
Midterm (in-class)	10
Final Exam (in-class)	10
<b>TOTAL</b>	<b>100</b>

- **Reading Assignments:** The reading assignments will be weekly and will consist of questions responding to that week's readings. Note: some reading assignments will be assigned and completed in class.
- **Discussions:** There will be weekly discussions related to the readings and the other topics and activities going on in class during that week. You will be required not only to post your original thoughts to the discussion but to reply to other students' posts as well. Note: some of these discussion assignments will be in class and some will be online.
- **Essay #1:** This will be an in-class essay that will be written during week 2. The topic of the essay will be discussed in class prior to writing the essay, but the actual assignment will not be available until class-time.
- **Essay #2:** This essay, like Essays 3 & 4, will be connected to the book *The Big Thirst* by Charles Fishman. It will require some minor use of sources, but these sources will be given to you in advance, so your only obligation will be to use them and cite them accurately according to MLA guidelines.
- **Essay #3:** This essay is longer and more complex, and you will be required to do your own research. The goal of this essay is to learn all you can on a specific topic from Charles Fishman's *The Big Thirst* and then explain the information you have researched.
- **Essay #4:** This is an argument essay, and it will also be connected to Fishman's book. You will be able to reuse the research you did for Essay #4, but this time you will be making an argument on the subject (rather than simply relaying information to your readers).
- **Midterm & Final Exam:** The midterm and the final exam will both be written in-class and will consist of an essay focusing on a topic to be announced later.

## 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.

There are other 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.

### Course Policies

- 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.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).

### 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

<b>Modules Dates</b>	<b>Readings/Activities</b>	<b>Major Assignments</b>
Modules 0 & 1 August 12 - 14	Introduction Syllabus Quiz	
Module 2 August 15 - 21	Ford, "An Overview of the Writing Process"	<b>Essay #1 (in-class)</b>
Module 3 August 22 - 28	Fishman, chapter 1 Ford, "An Overview of the Writing Process"	
Module 4 Aug 29 - Sept 4	Fishman, chapter 2 Ford, "An Overview of the Writing Process"	
Module 5 September 5 - 11	Fishman, chapter 3 Ford, "Illustration/Example Essay"	<b>Essay #2 Rough Draft Due</b>
Module 6 September 12 - 18	Fishman, chapter 4 Ford, "MLA Format" and "Formatting the MLA Works Cited Page"	
Module 7 September 19 - 25	Fishman, chapter 5 Ford, "Grammar/Mechanics Mini-Lecture"	<b>Essay #2 Final Draft Due</b>
Module 8 Sept 26 - October 2	Fishman, chapter 6 Ford, "Compare / Contrast Essay"	<b>Midterm (In-class)</b>
Module 9 October 3 - 9	Fishman, chapter 7 Ford, "Using Sources"	
Module 10 October 10 - 16	Fishman, chapter 8 Ford, "Using Sources"	<b>Essay #3 Rough Draft Due</b>
Module 11 October 17 - 23	Fishman, chapter 9 Ford, "Using Sources"	
Module 12 Oct 24 - 30	Fishman, chapter 10 Ford, "Grammar/ Mechanics Mini-Lecture"	<b>Essay #3 Final Draft Due</b>
Module 13 Oct 31 - November 6	Ford, "Argument Essay"	
Module 14 November 7 - 13	Ford, "Argument Essay"	
Module 15 November 14 - 20	Ford, "Argument Essay"	<b>Essay #4 Final Draft Due</b>
Module 16 Nov 21 - December 4	TBA	<b>Final Exam (in-class)</b>

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