

Basic Course Information

Semester:	Fall 2025	Instructor Name:	Serina Item
Course Title & #:	English C1000 – Academic Reading and Writing	Email:	Serina.item@imperial.edu
CRN #:	11519	Platform:	Canvas
Classroom:	N/A	Office #:	N/A
Class Dates:	September 8 – December 6	Office Hours:	Thu: 4:00pm-5:00pm via Zoom Thu: 6:00pm – 7:30pm via Correspondance
Class Days:	N/A	Office Phone #:	N/A
Class Times:	N/A	Emergency Contact:	Canvas Inbox
Units:	4	Class Format/Modality:	Fully Online - Asynchronous

Course Description

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. (Formerly ENGL 110)(C-ID: ENGL 100)(CSU/UC)

Additional Description Information:

Limitation on Enrollment: Course not open to students with a C or higher in ENGL105 or ESL 108.

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

PREREQUISITES: - Placement 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, without relying on outside sources for assistance.

Course Objectives

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

Part 1:

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.

Part 2:

1. Compose unified essays that include support for the thesis statement, clear development, and effective transitions

2. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
3. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
4. Demonstrate a command of rules regarding plagiarism and academic ethics

Textbooks & Other Resources or Links

Course Materials:

- All readings will be provided in downloadable PDF format.
- You will need to download Adobe Reader to access the PDF files.

Recommended Materials:

- College-level dictionary, thesaurus
- Binder, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters

Software and Processing Programs:

- **Canvas:** We will use Canvas for this course, so you will need access to a computer and the Internet.
- **PDF Reader:** You will need to be able to view PDFs for this class. You can download a **free** PDF reader here if you don't have one already on your computer: [Adobe Reader](#)
- **Microsoft Office** or other word processing software. If you are using **Pages** on a Mac, you must export the file as .docx or .pdf before turning it in. **I do not accept Google Docs or links.**
- **Microsoft Office:** Word, PowerPoint, and other word processing software.
- **Adobe Reader** to download PDF readings.

How to Access Microsoft Office Tools: As an IVC student, you have access to the full version of Microsoft Office. You can use these tools on the web without downloading or installing anything, or you can choose to download the software onto your computer. Follow the steps below to login to Microsoft Office.

1. Go to your IVC student email from the [IVC homepage](#) or from [outlook.office365.com](#)
 - a. from the IVC homepage, imperial.edu, find the Login menu at the top right.
 - b. Select Student Email Login
2. Sign in using your IVC student email address and password. If you don't know it, you can [look up your student email address](#) here
3. You'll be taken to Outlook (email) as the default app.
4. Click the grid menu button at the top left to select other Microsoft Office apps

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.

Discussions (5 each)

You will be given a question or prompt to respond to. Each prompt is designed to encourage you to think critically about a text by using your own knowledge, experience, and class discussions. These are generally short writing tasks, yet they should still follow MLA format. Make sure your responses directly reference the text or reading by referring to specific pages, passages, discussions, or moments. (200 words/approx. 1-2 pages x 5)

Narrative Essay

After engaging with various texts and discussions about structuring an essay in an orderly and logical sequence, you will write a formal essay about your own personal experience with writing from your elementary school through college,

reflecting on how you learned to write, how your teachers approached writing assignments, and how you see yourself as a writer versus how you think others might see you. You'll write this essay in the first person narrative and must have either an explicit or implied thesis statement. You should provide detailed examples of your past writing experiences and consider how you might approach writing assignments in this class and in the future. (750 words/approx. 3-4 pages)

Compare/Contrast Essay

From Amy Chua's "Why Chinese Mothers Are Superior," you will identify, analyze, and evaluate points of similarity and difference between your and Chua's daughters' upbringing. You will examine the parenting styles you observed growing up, use examples from your childhood experiences, and determine which kind of parenting style is "superior." You will support your analysis by referring to specific pages, passages, or moments in the reading. You may choose between using the point-by-point or subject-by-subject approach to structuring this essay. (1000 words/approx. 4-5 pages)

Rhetorical Analysis Essay

Working with Dr. Martin Luther King Jr.'s "Letter from Birmingham Jail," you will develop a thoughtful and thorough response to the following prompt: In what ways does Dr. MLK Jr. offer specific rhetorical appeals, evidence, and strategies to his audience? Make sure your responses directly reference the text by referring to specific passages. Your essay will be graded for a defensible thesis, evidence and commentary, and command of the rhetorical devices mentioned. (1000 words/approx. 4-5 pages)

Research Workshop

It's important to think critically about the role research plays in the writing process. We will have one research workshop before your Argument Research Report is due. In this workshop, you will learn how to find and evaluate several different sources for context and credibility to help support your research. You will also use Patterns and the *MLA Handbook 9th Edition* to get help with creating correct MLA in-text citations and a properly formatted work-cited page. This workshop is extremely beneficial in teaching you the relevant skills needed to produce research-based papers at the college level.

Reflections (4 each)

At times, you will be asked to reflect on your reading, writing, and research process. These recorded speaking tasks may initially seem uncomfortable or unnecessary; however, reflecting prompts us to recognize useful writing moves that may help us apply what we learn. To learn and master new skills, become stronger learners, and retain knowledge, we must think about our thinking – a.k.a. 'metacognition.' Metacognition is crucial to making this class useful to you well beyond our time together. (3 minute recordings)

Annotated Bibliography

For this assignment you'll find scholarly, peer-reviewed sources for your Argument Research Report and create MLA style works cited entries and annotations for these sources. The purpose of the annotated bibliography is to give a review of the most important research you've found and evaluate their worthiness to be included in your research paper. (100 words/approx. .5-1 page)

Outline

For this assignment, you will be asked to create an outline that will support your structure and process for writing the Argument Research Report.

Argument Research Report

This essay requires you to write a research paper in which you investigate, explain, and evaluate a debate that experts in your field, or another, disagree over. The purpose of this essay is not to justify your opinion on the topic by attempting to debunk experts you disagree with. Rather, the argument report is an investigative genre of writing that requires you, the student, to research a meaningful topic; collect, analyze, and evaluate evidence, and establish a position on the topic

in a concise manner. (1500 words/approx. 6-7 pages)

Peer Review Workshops (3 each)

You must have a minimum 2-page draft for peer review on the day of the workshop in order to participate. In the workshop, you will peer review your classmates' drafts, offering constructive feedback on their topic, language usage, writing style, organization, thesis, argument, and any other items you feel need addressing. I will be available at this time to answer any questions you have about your draft. These workshops are beneficial for the writing process because they allow another set of eyes to look over your draft to help catch any issues you might have not seen before. After all, the audience/reader role is an important part of written communication. Note: Students who do not have a draft on the days of the Peer Review Writing Workshops will receive no credit for the assignment.

Class Participation

Your class participation score is calculated as the percentage of **completed on-time** assignments in the course. There are 20 graded assignments in this class. For example, if you have completed 20/20 on-time assignments, you will earn a 100% participation score. If you completed 19/20 on-time assignments, you will earn a 95% participation score. If you completed 18/20 on-time assignments, you will earn 90% participation score, and so on.

Course Grading Based on Course Objectives

Grades will update within two weeks after an assignment closes. Your total grade will be the sum of the total points earned and converted to a percentage culminating in a letter grade. Feedback will be given to you in the form of comments, recommendations, and rubric evaluations. Please schedule a meeting with me if you want to discuss grades.

Assignment List

Assessments	Point Value	Maximum Points	% Total Grade
Essays	3 @ 100 points	300	30%
Peer Review Workshops (rough drafts)	3 @ 50 points	150	15%
Argument Research Report	1 @ 150 points	150	15%
Reflections	4 @ 25 points	100	10%
Research Lab	1 @ 50 points	50	5%
Annotated Bibliography	1 @ 50 points	50	5%
Outline	1 @ 50 points	50	5%
Discussion Forums	5 @ 10 points	50	5%
Class Participation	1 @ 100 points	100	10%
Total Points		1000 points	100%

Grading Scale

Letter Grade	Points	Percent
A	895-1,000	90-100%
B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

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.

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:

Plagiarism is taking and presenting as one's own 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.

Unauthorized Collaboration:

Unauthorized collaboration occurs when students work together on graded assignments without the instructor's permission. This includes working together on in-class or take-home tests, papers, labs, or homework.

Examples of unauthorized collaboration include:

- Asking a classmate for answers
- Borrowing a friend's assignment to see how they structured it
- Working with a partner or a study group to complete an individual assignment
- Getting someone else to write your paper
- Working on a take-home or online exam with others
- Asking another student to write part of their project
- Having another student type your paper

Cheating:

Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, 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.

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.

Consequences:

Anyone caught cheating, plagiarizing, or using AI will receive a zero (0) on the assignment or exam. Repeated acts of cheating may result in an F in the course and/or suspension, removal, or expulsion. Students who engage in any of the above are subject to the procedures outlined in AP 5520 titled 'Student Discipline Procedures.'

Course Policies

Attendance and Drop Policy

- During the first week of this course, you are required to participate or you may be dropped from the course. To mark your attendance and secure your spot in the class, please submit your *Syllabus Quiz* on the first day of class, and respond to *Discussion 1* by Tuesday, September 9th. These activities are very important so you won't be dropped from the course for non-participation during this first week. If you have any challenges with these tasks during the first week, please notify me as soon as possible so we can get you started!
- Throughout the course, I will review your participation and assignments. **If you fail to complete the required activities for one (1) consecutive week, this may be considered excessive absences and may be grounds for being dropped.** It's your responsibility to notify me if you have any challenges as soon as possible. It is also your responsibility to drop the course if you feel you can no longer participate and complete the course.
- Please refer to the General Catalog for details of drop and withdrawal/ "W" deadlines. If you don't drop the course before the end of the course, you will, unfortunately, earn a failing grade for the course. After the final withdrawal deadline, you will receive a grade regardless of whether you completed the work or not, potentially resulting in a failing grade on your permanent academic record.
- I only drop students on the Opening Day Roster (September 8). It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for [Important Dates and Deadlines](#).
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Other Course Information

Statement of Diversity, Equity, and Inclusivity:

I am committed to advancing inclusivity and diversity across all aspects of my work at Imperial Valley College. My efforts to create an inclusive learning environment thus emphasize cultivating an intellectual dexterity that challenges students to inhabit multiple points of view. If at any point during the semester, you ever feel like you do not belong in the class or have any concerns about equity, inclusion, or diversity, do not hesitate to talk to me directly.

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.

Language Equity:

Many of you speak multiple languages. I'm aware of the strengths of multilingual writers and the challenges faced by writers whose language is not always valued in academia or the workplace. I will not comment on any lexicogrammatical choices that don't prevent the reader from understanding the writing. However, since this class does include some grammar instruction, I will comment on grammar and word choice with the expectation that you'll fix these issues between drafts. For in-depth help with grammar, you can send me an inbox with your concerns.

Student Responsibilities

Dropping and Adding:

It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for [Important Dates and Deadlines](#).

Late Work:

- **Late Discussions, Reflections, and In-Class Assignments:** Any late Discussions, Reflections, and In-Class Assignments that you submit **within one day** of its due date will receive partial credit. Assignments submitted more than one day late may earn no credit.
- **Late Essays:** Late essays will lose one grade “step” **for every 24 hours** the assignment is late. For example, a paper that would have merited an “A-” will receive a “B+” if submitted within 24 hours after the due date, a “B” if submitted within 48 hours after the due date, and so on. A late *Argument Research Report* or *Reflection 4* will receive no credit.
- **Note:** Students who do not attend in-person class for the Peer Review Writing Workshop, Research Labs, or in-class extra-credit assignments may receive no credit.

*If you are sick or have an emergency that causes you to be late on an assignment, please contact me as soon as you are able so that we can discuss how and when you can make up the missing work.

Classroom Civility:

As a courtesy to your peers and to the professor, please refrain from doing outside work and having side conversations. Because of the potentially sensitive topics we will be covering throughout the course, it is important to be respectful of each other’s perspectives and not talk over one another. We can all show generosity by showing up ready to participate, sharing our ideas, treating each other with respect, and by working with each other. In the event that we must pivot toward an altered class format, the same generosity should apply.

Participation:

Active participation is crucial to your success in this online course. To ensure a productive learning environment, please adhere to the following guidelines:

- **Discussion Boards:** Participation in weekly discussion boards is mandatory. You must post an initial response to the prompt and replies to peers must be posted by the due dates specified on the assignment. Your posts should be thoughtful, respectful, and contribute to the conversation. One-word or superficial responses (e.g., “I agree!”) will not count toward your participation grade.
- **Engagement with Course Materials:** Regularly engage with all course materials, including readings, videos, and interactive activities. Your understanding of these materials will directly impact your ability to participate meaningfully in discussions and assignments.
- **Attendance and Communication:** Attendance is taken and measured by physical presence at the beginning and end of class. In addition, your participation is tracked through timely submission of assignments, discussion posts, and interactions. If you need to miss a deadline, notify the instructor in advance to discuss possible accommodations.
- **Regular Effective Contact:** Regular communication with your instructor and peers is expected. This includes checking announcements, responding to emails within 48 hours, and attending any required virtual meetings or office hours.
- **Netiquette:** Maintain a respectful and professional tone in all course communications. Be considerate of others’ opinions, avoid using all caps (which can be interpreted as shouting), and support your statements with evidence when applicable.
- **You will be graded on your participation in this class.** Your class participation score is calculated as the percentage of **completed on-time** assignments in the course. There are 20 graded assignments in this class. For example, if you have completed 20/20 on-time assignments, you will earn a 100% participation score. If you completed 19/20 on-time assignments, you will earn a 95% participation score. If you completed 18/20 on-time



assignments, you will earn a 90% participation score, and so on

Class Cancellations:

There may be times when class is canceled for any reason. In that case, you may or may not be informed ahead of time. If a class is canceled for any reason (i.e., inclement weather, instructor sickness, lockdown, etc.) you are still responsible for checking the Canvas announcements and completing any work assigned. There will be no class held on government, state, and district holidays, scheduled recess, or campus closures.

Health, Well-being, and Safety:

Please take care of yourselves. If you feel sick, please do not come to class, and make arrangements with me to turn in excused late work.

Scheduled Holidays and Recess (Fall 2025):

August 11: Fall classes begin

September 1: Labor Day Holiday, NO CLASS

September 8: Late-start classes begin. (12-week)

November 10: Veterans Day Holiday, NO CLASS

November 24-29: Fall Break, NO CLASSES

December 6: Last day of classes

Tips to Success:

English C1000 is a fast-paced writing course, so it's important to keep a positive attitude, even when the material becomes overwhelming. Ask for help. Take the time to read all the literature and handouts provided to you. It's also important to remember writing is a process that takes time, patience, and practice. You are taking this class because you want to learn structures, strategies, and skills that will help you improve your academic reading and writing over the duration of the course. To become better writers, we must confront our strengths and weaknesses as writers, take feedback, and make promises to ourselves to improve with every draft. Writing comes from within, so it's important that you use your own voice and experiences to help inform your writing.

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.

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	Date	Topic	Readings/Assignments Classwork (CW)/Homework (HW)
Unit 1. Narrative Essay			
Week 1	September 8 – September 14	<ul style="list-style-type: none"> Orientation/Syllabus The Critical Reading Process The Writing Process Arrangement MLA Format & Works Cited Page Grammar and Mechanics Narration <i>Narrative Essay Assigned</i> 	Readings: <ul style="list-style-type: none"> <i>Patterns</i>, Ch. 1: "Reading to Write: Becoming a Critical Reader" <i>Patterns</i>, Ch. 3: "Arrangement" MLA Handbook, Pgs. 1-36 <i>Patterns</i>, Ch. 6: "Narration" MLA Handbook, Pgs. 1-36 Assignments: <ul style="list-style-type: none"> <i>Syllabus Quiz</i>, due Monday, September 8 <i>Discussion 1</i>, due Tuesday, September 9 <i>Narrative Essay Final Draft</i>, due Friday, September 12 <i>Reflection 1</i>, due Sunday, September 14
Unit 2. Compare and Contrast Essay			
Week 2	September 15 – September 21	<ul style="list-style-type: none"> <i>Compare and Contrast Essay Assigned</i> Point-by-Point & Subject-by-Subject Structure The Quote Sandwich 	Readings: <ul style="list-style-type: none"> <i>Patterns</i>, Ch. 11: "Compare and Contrast" "Why Chinese Mothers are Superior" by Amy Chua Assignments: <ul style="list-style-type: none"> <i>Discussion 2</i>, due Friday, September 19
Week 3	September 22 – September 28	<ul style="list-style-type: none"> <i>Compare and Contrast Essay Rough Draft</i> 	Assignments: <ul style="list-style-type: none"> <i>Peer Review Workshop 1 (Rough Draft)</i>, due Friday, September 26 <i>Peer Review Workshop 1 (Feedback)</i>, due Sunday, September 28
Week 4	September 29 – October 5	<ul style="list-style-type: none"> <i>Compare and Contrast Essay Final Draft</i> 	Assignments: <ul style="list-style-type: none"> <i>Compare and Contrast Essay</i>, due Friday, October 3 <i>Reflection 2</i>, due Sunday, October 5
Unit 3. Rhetorical Analysis Essay			
Week 5	October 6 – October 12	<ul style="list-style-type: none"> Audience Rhetorical Appeals Rhetorical Strategies Inductive/Deductive Reasoning Logical Fallacies 	Readings: <ul style="list-style-type: none"> "What is Rhetoric? A 'Choose Your Own Adventure' Primer" by William Duffy "Love is a Fallacy" by William Duffy Assignments: <ul style="list-style-type: none"> <i>Discussion 3</i>, due Wednesday, October 8 <i>Discussion 4</i>, due Friday, October 12

Week 6	October 13 – October 19	<ul style="list-style-type: none"> Rhetorical Evidence The Rhetorical Situation Thesis Statements and Topic Sentences <i>Rhetorical Analysis Essay</i> Assigned 	Readings: <ul style="list-style-type: none"> “Letter from Birmingham Jail” by Dr. MLK, Jr.
Week 7	October 20 – October 26	<ul style="list-style-type: none"> <i>Rhetorical Analysis Essay</i> Rough Draft 	Assignments: <ul style="list-style-type: none"> <i>Peer Review Workshop 2 (Rough Draft)</i>, due Friday, October 24 <i>Peer Review Workshop 2 (Feedback)</i>, due Sunday, October 26
Week 8	October 27 – November 2	<ul style="list-style-type: none"> <i>Rhetorical Analysis Essay</i> Final Draft 	Assignments: <ul style="list-style-type: none"> <i>Rhetorical Analysis Essay</i>, due Friday, October 31 <i>Reflection 3</i>, due Sunday, November 2
Unit 4. Argument Research Report			
Week 9	November 3 – November 9	<ul style="list-style-type: none"> <i>Argument Research Report</i> Assigned Finding and Evaluating Sources Research Integrating Sources and Avoiding Plagiarism Documenting Sources 	Readings: <ul style="list-style-type: none"> <i>Patterns</i>, Ch. 16: “Finding and Evaluating Sources” <i>Patterns</i>, Ch. 17: “Integrating Sources and Avoiding Plagiarism” <i>Patterns</i>, Ch. 18: “Documenting Sources: MLA” <i>MLA Handbook</i>, Pgs. 95-103; 227-287 Assignments: <ul style="list-style-type: none"> Research Lab, due Wednesday, November 5 <i>Discussion 5</i>, due Friday, November 7
Week 10	November 10 – November 16	<ul style="list-style-type: none"> Identifying Main Arguments Annotated Bibliography Outline 	Assignments: <ul style="list-style-type: none"> <i>Annotated Bibliography</i>, due Wednesday, November 12 <i>Outline</i>, due Sunday, November 16
Week 11	November 17 – November 23	<ul style="list-style-type: none"> <i>Rhetorical Analysis Essay</i> Rough Draft 	Assignments: <ul style="list-style-type: none"> <i>Peer Review Workshop 3 (Rough Draft)</i>, due Friday, November 21 <i>Peer Review Workshop 3 (Feedback)</i>, due Sunday, November 23
Week 12	December 1 – December 6	<ul style="list-style-type: none"> <i>Rhetorical Analysis Essay</i> Final Draft 	Assignments: <ul style="list-style-type: none"> <i>Argument Research Report</i>, due Friday, December 5 <i>Reflection 4</i>, due Saturday, December 6

***This course syllabus is a working document, and the instructor reserves the right to adjust assignments accordingly by either adding, removing, or modifying assignments in an effort to best fit the needs of the class. Every effort will be made to notify students of these changes.**