



Basic Course Information

Semester:	Spring 2026	Instructor Name:	Prof. Robert Baukholt
Course Title & #:	English C1000 – Academic Reading and Writing	Email:	Robert.baukholt@imperial.edu
CRN #:	21214		
Classroom:	Online	Office #:	2792 (but all office hours are online-only this semester, through email, course messages, and/or Zoom by arrangement)
Class Dates:	February 17th – June 12th	Office Hours:	ONLINE ONLY: MW 7:00 pm to 9:00 pm
Class Days:	You will have access every day, but new materials will usually open every Monday. Refer to our schedule.	Office Phone #:	(760) 355-6159, but email and course messages will usually get you a faster response
Class Times:	Most new materials open at 12:01 a.m. on Mondays. Materials will usually close just before midnight (11:59 p.m.) on Sundays. Essays follow a different schedule and are usually due on Wednesdays.		
Units:	4	Class Format/Modality:	Online

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.

Welcome to English C1000: Academic Reading and Writing. 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.



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

1. A college dictionary
2. *MLA 9th Simplified: Easy Way Guide to MLA Handbook* (Updated for the MLA 9th Edition Handbook), by Appearance Publishers - ISBN-13: 9781471711718
3. Project Hail Mary, by Andy Weir - ISBN-13: 978-0593135204
4. There will be many other readings in this class in the form of online articles. You will find the links for these articles in our weekly lesson materials.

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 four-unit class, our workload is



expected, by law, to include a little over four hours of class work and another eight hours of out of class work each week.

Class Organization: This class is divided into separate units of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each unit will involve various activities and tasks. Most unit's new lesson materials and accompanying assignments will open at 12:01 a.m. on Monday. Once open, a lesson will never close, but the tasks associated with it will be available to you for a limited time (about one full week for most units). Assignments will close at 11:59 p.m. on their respective due dates. Every day that a new unit opens, after 12:01 a.m. you may go into the content area for the new unit to access the lesson materials, discussions, and assignments. At the end of the due date of each unit, the accompanying assignments, discussions, and quizzes required for that unit will close and cease to be accessible, so don't get behind. You will still be able to access the lessons for each completed unit throughout the semester for review. Students who get behind in their coursework often end up failing the course as a result. Please pay close attention to our overview of the course organization in our orientation video to master the process of completing each unit and to ensure yourself an easier time of understanding your responsibilities.

Unit Reflections: One of your final tasks for each unit will be to access the unit reflection assignment and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that unit. This assignment will be graded primarily based upon your use of that unit's concepts and the effort you put into your responses. Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. The use of A.I. to generate or in any way edit reflection responses will result in a score of zero for the assignment. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments (especially when they do not receive full credit).

Essays: The essays will be the main form of assessment for the class. There will be two possible submissions for each drafted essay assignment. One will be for the first draft, and the other will be for the final draft. First drafts will be optional for essays 1 and 4, but they will be required for essay 6 (these three are our drafted essays – the rest are timed essays). I will provide ample feedback on your first drafts, but I 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 drafted essays. The use of A.I. to generate or in any way edit essay content will result in a score of zero for the assignment. I will include the due dates with each essay assignment.

Discussions: Discussions will center on questions posed by your instructor in the discussion forums of each unit's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supported and unsupported answers). Your discussion responses will be graded on whether they are well thought-out, whether it is clear from your responses that you did the reading and engaged with the lesson materials, and whether your opinion is backed up with supporting evidence. "Discussion" also implies interacting with your fellow students, so it is important that you read all the other students' posts and respond to at least one of them in every discussion forum with meaningful comments. Don't just respond by saying something like, "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in an argument but do remember that you need to be respectful to all students. I will be reading your posts, and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect). If any student is disrespectful to another student, that student will lose points. Remember, this is a college class, and your discussions in these forums should be academic in nature, so don't get off topic or you will also lose points. The use of A.I. to generate or in any way edit discussion posts will result in a score of zero for the assignment.

You must post at least one response to the prompt and at least one response to another student's post in every discussion forum to receive full credit.



The initial post to the discussion forum prompt must be at least 125 words in length. Your required response to another student must be at least 75 words in length.

Course Grading Based on Course Objectives

Grade Breakdown:

Essay 1: 5%

Essay 2: 10%

Essay 3: 10%

Essay 4: 7.5%

Essay 5: 15%

Essay 6: 10%

Essay 7: 20%

Quizzes: 10%

Weekly Reflections: 7.5%

Discussions 5%

TOTAL 100%

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 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 days 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!**

Short Essays: Final drafts of essays will lose two percentage points for every quarter of a page they are short. Mandatory first drafts (there is only one of these this semester) will lose one point for every quarter page they are short.

Essay Format: Essays should be double-spaced, with one-inch margins. Their 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.

Academic Honesty (Artificial Intelligence -AI)

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.



What is Academic Dishonesty?: 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.

A.I. and Academic Dishonesty: 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.

Many of the tools that offer to “fix” or to proofread your writing use A.I.. In an English course, you are expected to develop your own writing skills, including those involving grammar, syntax, and vocabulary. Using tools such as GRAMMARLY or any of the myriad of other text-editing tools or word processing program extensions to alter the language of your writing (even if the basic idea of a written work was originally yours) will be considered cheating, and any assignment that is found to have been produced or edited in any way using such a tool will receive a zero. In addition to the school’s A.I. detection tools, I use two other tools that are trained to detect humanized alterations to A.I.-generated content. These programs detect willful cheaters, but they also detect people who, perhaps, did not realize they were breaking the rules by running their essay through an editing process that may have been acceptable in high school. I’m letting you know about this here so you can avoid making this mistake.

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.

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;



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- 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.

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

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.

What does it mean to "attend" an online class?:

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:



- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

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

Drafted essays will involve an extended period of time to complete. The timed essays (Essays 2, 3, 5, and 7) will need to be completed on the class days to which they are assigned (you will not have more than one day to complete each of these assignments, which are essentially the “exams” for our class.

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

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 February 17 - 22	<ul style="list-style-type: none"> • Course Policies and Navigation • Prewriting – Bubbling, Listing, Big Six Questions 	<ul style="list-style-type: none"> • Syllabus Quiz • Orientation Quiz • Unit 1 Discussion Posts • Unit 1 Quiz • Unit 1 Reflections • Diagnostic Writing Assignment
Week 2 February 23 – March 1	<ul style="list-style-type: none"> • Narrative Writing Techniques • Prewriting a Narrative Essay • Essay 1 	<ul style="list-style-type: none"> • Narrative Readings • Unit 2 Discussion Posts • Unit 2 Quiz • Unit 2 Reflections • Read chapters 1-3 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Assign Essay 1
Week 3 March 2 - 8	<ul style="list-style-type: none"> • Thesis Statements – A general review 	<ul style="list-style-type: none"> • Unit 3 Discussion Posts • Unit 3 Quiz

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
	<ul style="list-style-type: none"> • Thesis Statements in Argument 	<ul style="list-style-type: none"> • Unit 3 Reflections • Read chapters 4-5 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Optional First Drafts of Essay 1 Are Due on 3/4
Week 4 March 9 - 15	<ul style="list-style-type: none"> • Topic Sentences • Essay 2 Reminder 	<ul style="list-style-type: none"> • Unit 4 Discussion Posts • Unit 4 Quiz • Unit 4 Reflections • Read chapters 6-8 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Final Drafts of Essay 1 Are Due on 3/11
Week 5 March 16 – 22	<ul style="list-style-type: none"> • Cause and Effect • Essay 2 – Timed Essay Assignment 	<ul style="list-style-type: none"> • Unit 5 Discussion Posts • Unit 5 Quiz • Unit 5 Reflections • Cause and Effect Readings • Read chapters 9-11 of <i>Project Hail Mary</i> • <i>Project Hail Mary</i> Quiz • Complete Essay 2 (the first timed essay assignment) on 3/18
Week 6 March 23 - 29	<ul style="list-style-type: none"> • Writing Strong Introductions • Writing Strong Conclusions • Essay 3 Reminder 	<ul style="list-style-type: none"> • Unit 6 Discussion Posts • Unit 6 Quiz • Unit 6 Reflections • Read chapters 12-14 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz
Week 7 March 30 – April 12 (the extra week covers Spring Break)	<ul style="list-style-type: none"> • Review: Mastering Argument Writing Strategies • Essay 3 – Timed Essay Assignment • Essay 4 	<ul style="list-style-type: none"> • Unit 7 Discussion Posts • Unit 7 Quiz • Unit 7 Reflections • Read chapters 15-17 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Complete Essay 3 (the second timed essay assignment) on 4/1 • Assign Essay 4
Week 8 April 13 - 19	<ul style="list-style-type: none"> • Finding Sources for Arguments • Using Databases • In-text Citation Review 	<ul style="list-style-type: none"> • Unit 8 Discussion Posts • Unit 8 Quiz • Unit 8 Reflections • Argument Readings • Read chapters 18-20 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz
Week 9 April 20 - 26	<ul style="list-style-type: none"> • Understanding Your Audience • Audience and Tone • Audience and Content 	<ul style="list-style-type: none"> • Unit 9 Discussion Posts • Unit 9 Quiz • Unit 9 Reflections • Read chapters 21-23 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Optional First Drafts of Essay 4 Are Due on 4/22

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 10 April 27 – May 3	<ul style="list-style-type: none"> • Writing Refutation Paragraphs • Essay 5 Reminder 	<ul style="list-style-type: none"> • Unit 10 Discussion Posts • Unit 10 Quiz • Unit 10 Reflections • Read chapters 24-26 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Final Drafts of Essay 4 Are Due on 4/29
Week 11 May 4 – May 10	<ul style="list-style-type: none"> • Correctly Using Sources – Logos • Correctly Using Sources – Ethos • Correctly Using Sources – Pathos • Essay 5 – Timed Essay Assignment • Essay 6 	<ul style="list-style-type: none"> • Unit 11 Discussion Posts • Unit 11 Quiz • Unit 11 Reflections • Read chapters 27-30 of <i>Project Hail Mary</i> • Take <i>Project Hail Mary</i> Quiz • Assign Essay 6 • Complete Essay 5 (the third timed essay assignment) on 5/6
Week 12 May 11 – May 17	<ul style="list-style-type: none"> • Creating A Works Cited List 	<ul style="list-style-type: none"> • Unit 12 Discussion Posts • Unit 12 Quiz • Unit 12 Reflections
Week 13 May 18 - 24	<ul style="list-style-type: none"> • <i>The Shawshank Redemption</i> and Prison Reform. • Logic vs. Emotion in Argument 	<ul style="list-style-type: none"> • Unit 13 Discussion Posts • Unit 13 Quiz • Unit 13 Reflections • Mandatory First Drafts of Essay 6 Are Due on 5/20
Week 14 May 26 – 31 (25 th is a holiday)	<ul style="list-style-type: none"> • Failures of Argument: Fallacies • Media Censorship 	<ul style="list-style-type: none"> • Unit 14 Discussion Posts • Unit 14 Quiz • Unit 14 Reflections
Week 15 June 1 - 7	<ul style="list-style-type: none"> • Final Review • Essay 7 Reminder 	<ul style="list-style-type: none"> • Unit 15 Discussion Posts • Unit 15 Quiz • Unit 15 Reflection • Final Drafts of Essay 6 Are Due on 6/3
Final Assignment June 10	<ul style="list-style-type: none"> • Essay 7 – Timed Essay Assignment (basically our final exam) 	<ul style="list-style-type: none"> • Complete Essay 7 (the fourth and final timed essay assignment) on 6/10 • It was nice working with you. • Enjoy your summer break!

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