

Basic Course Information

Semester:	Spring 2026	Instructor Name:	Sacha Sykora
Course Title & #:	ENGL C1000	Email:	Sacha.sykora@imperial.edu
CRN #:	21229	Zoom ID:	https://imperialedu.zoom.us/j/5956946624
Classroom:	300/302	Office #:	N/A (Please contact via Pronto messaging app)
Class Dates:	2/17-6/12/26	Office Hours:	Zoom: Tuesday 4-6 p.m. Zoom: Wednesday 9:45-11:45 a.m.
Class Days:	Tues/Thurs	Office Phone #:	Pronto
Class Times:	8:00-10:05 a.m.	Emergency Contact:	Lency Lucas; (760) 355-6337
Units:	4	Class Format/Modality:	F2F

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

Title of Book: Writing Guide with Handbook

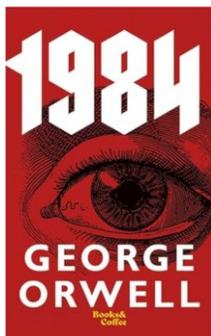
No cost textbook OER: <https://openstax.org/details/books/writing-guide>

Title of Book: 1984

Author: George Orwell

Publisher: Books&Coffe

ISBN-13: 978-6057462220



Other resource(s) needed:

- College ruled notebook (weekly journal)
- Access to Canvas

- For this course, the student will need to have access to a computer with Microsoft Word (student services can assist you with this if needed). Also, be familiar with Microsoft Word tools for setting margins, spacing, alignment, page breaks, and header information. Microsoft Word is available to all IVC students through the Outlook email portal. In addition, you should have access to a good dictionary or dictionary app. *Students can access Microsoft Word by logging into their IVC account.

Resources & Links

Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

EasyBib (citation generator): <http://www.easybib.com/guides/>

Citation Machine (citation generator) <https://www.citationmachine.net/mla>

Grammarly (for spelling and grammar checks)

Remember, these are tools you can use, but you should know the proper way to format a Works Cited page and be ready to edit the works-cited entries yielded by any citation generator.

Course Requirements and Instructional Methods

- To pass this class, it is important to complete all assignments. Do not expect to pass the class if you do not complete ALL your essays.
- Students missing two weeks of attendance OR two class assignments may be dropped at the instructor's discretion. If you encounter any issues, please communicate with me via Canvas messaging, email, or Pronto.
- Each assignment must be completed by its due date.
- You are responsible for keeping track of your class grade average and the drop deadline.

Writing Assignments: Include the following components discussion questions, writing workshops from the textbook, an annotated bibliography, and peer review discussions.

Journals: Each journal entry should be approximately half a page in length (typed if uploaded onto Canvas), or one page handwritten. Journals are a freewriting technique designed to help you brainstorm ideas and help you analyze and reflect on your writing.

Quizzes: Quizzes are given to encourage reading assigned material (1984); there will be multiple quizzes throughout the semester. Quizzes are easy! You also have two tries on the quizzes and you can keep

your highest score. If you do your reading, you should receive an A on this part of your grade. These will be comprehension quizzes based on your fiction books: *1984*

Formal Writing Assignments: For this class, there will be a total of three graded essays and a final essay. Rough draft essays are submitted (printed for peer reviews) in class or uploaded onto Canvas; final essays are submitted through Canvas. Electronically submitted essays must be saved as a PDF prior to submitting through Canvas. All essays must be in MLA format. Required essays include descriptive/narrative, film/literature review, and research project essay. Writing is a process; hence you will be writing several drafts of your essays. Part of the grade for your formal writing assignments will include the rough drafts, peer reviews, and reflections of your essays. There is tutoring assistance if needed.

Reflective Essays: You will complete three reflective essays that reflect on your formal writing assignments. Each reflective essay will be approximately 300–500 words and completed in class.

*Students can access Microsoft Word by logging into their IVC account.

Final: The final will be in essay format, and it is based on your reading, *1984*. The final will assess your comprehension and critical thinking skills.

Late Work: You are required to submit the assignments by the due date. Late work is accepted up to a week after the due date with a penalty (10% for each day after the due date). I understand that life happens, however it is important that you manage your time wisely and communicate with me if you are struggling in this course. A handy tip is to set a calendar item or alarm on your phone to remind yourself of the due dates. The assignments will be locked one week after the due date.

Extra credit: There will be an opportunity to earn up to 150 points with the extra credit assignments. The assignments must be turned in by May 20-no exceptions. You can earn 50 extra points if you decide to write the extra (10) journals; up to 100 points for the extra essay. You can select one of the three assigned topics (topics will be posted on Canvas). Extra credit is intended to help improve your grade if you struggled with a writing assignment, but it is not meant to substitute for a missing essay.

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. English C1000 a 4-unit college-level English class. Expect to spend approximately 8-12 hours a week (depending on your skill level it could be longer than 12 hrs.) working on this class to be successful in a 4-unit course.

Course Grading Based on Course Objectives

Assignments: (tentative)

Essays (rough/final draft) (3): 30%

Essay Reflections: 10%
Writing assignments/participation: 15%
Quizzes: 15%
Journal
15%
Final:
15%

Narrative Essay: 1,500 words

Film or literature analysis: 1,000 words

Research Essay: 1,500 words

Reflective Essays (3): 300-500 words

See the grading scale below for letter grades:

A 100-90
B 89-80
C 79-70
D 69-60
F 59 or Below

***Extra credit (optional): 100 points (essay); 50 points**

(journal)

Deadline: 5/21/26

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.



You may use AI tools as a form of support—for brainstorming, revising, or clarifying ideas—as long as you do so **ethically and transparently**. **Students should never use AI to author their work in college writing**, as submitting AI-generated content as your own violates the academic integrity policy. AI submitted work will get flagged and will be graded as a zero.

Assignments flagged as AI-generated will receive a zero. If your writing shows signs of AI use, you may be asked to meet with me for a discussion and/or submit an in-person writing sample.

Be very careful with using AI to edit your essays/assignments. You may use AI to look at your essay for mistakes or suggestions, but **do not copy and paste AI-generated writing**. You should never submit an essay that has been revised or rewritten by AI, as it will be flagged in Canvas.

If you use AI to support your work in any way, you MUST cite it appropriately. This includes acknowledging AI-generated content in your assignment and listing it on your Works Cited page using MLA format. Failure to do so may result in a violation of academic integrity.

If you're ever unsure about how to use AI tools appropriately, please reach out to me for clarification. It's always better to ask questions than to risk a violation of academic integrity.

You will be expected to create video reflection assignments discussing your essays and/or assignments. The purpose of the reflection assignments is to ensure that you are learning the material.

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

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.

Classroom Etiquette

Electronic Devices: Cell phones and electronic devices must be turned off or turned to silent mode and put away during class, unless otherwise directed by the instructor. Please be respectful to your instructor and your peers.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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.
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.

Netiquette: What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word.

Basically, netiquette is a set of rules for behaving properly online.

- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

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

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.

Cheating

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.

Consequences

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.

Financial Aid

Your Grades Matter! 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

Tentative schedule

Last day to drop with a “W”: 5/17/26

Date/Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Class introductions (icebreaker)/Syllabus (Q&A) Pre-test (assessment) Intro. To Canvas	Purchase book: 1984

<p>2/17/26 & 2/19</p>	<p>MLA basics Intro. To Writing Process & genre Practice freewriting Journal: (1) Why are you taking this class? What do you expect to learn in this class?***</p>	
<p>Week 2 2/24 & 2/26</p>	<p>AI and writing Chapter 3-(Descriptive) Narrative Essay (elements of storytelling) 3.3-Glance at a Genre-The Literacy Narrative. Journal: (2) Describe a place where you felt the happiest. (3) What are you grateful for?</p>	<p>Chapter 3: Discussion Q's Due: 3/5</p>
<p>Week 3 3/3 & 3/5</p>	<p>Library Tour 3.5 Writing Process: Tracing the Beginnings of Literacy Chapter 4: Memoir of a Personal Narrative: George Orwell biography Journal: (4) What is one belief, value, or tradition that has shaped who you are today? Journal: (5) What's one thing about your background or identity that you wish people understood better?</p>	<p>Narrative essay: (1,500 words) (Rough draft) Peer review/ Writing conference #1/Journal check Due Date: 3/12/26 Final Draft: 3/17/26 Chapter 4.4: Discussion Q's Due: 3/12</p>
<p>Week 4 3/10 & 3/12</p>	<p>Chapter 5: Telling a rich and compelling story Peer Review/Writing conference Journal: (6) What type of art (music, literature, film, painting) from another culture do you admire, and why? Journal: (7) How do you know when you've genuinely learned something?</p>	<p>Narrative Essay Reflection: (300-500 words) Due: 3/19 Quiz I: 1984 Due: 3/19</p>

<p>Week 5 3/17 & 3/19</p>	<p>Narrative Essay Reflection</p> <p>Chapter 7: Evaluation or Review: Would you recommend it?</p> <p>Journal (8): If you could time travel where would you go?</p> <p>Journal (9): What's something you've learned from someone very different from you</p>	<p>Chapter 7.4 Discussion Q's Due: 3/26</p>
<p>Week 6 3/24 & 3/26</p>	<p>Chapter 7: Evaluation or Review: Would you recommend it?</p> <p>In class movie: The Truman Show</p> <p>Journal (10): What is something you would like to change about the world?</p> <p>Journal (11): Write a letter to someone that you always wanted to thank, but never had a chance to do so.</p> <p>Journal (12): Compare two theme parks or two restaurants of your choice.</p>	<p>Film or literature analysis essay: (1,000 words) (Rough draft) Peer review/ Writing conference #2/Journal check Due Date: 3/31/26 Final Draft: 4/2/26</p> <p>Film/literature analysis Reflection: (300-500 words) Due: 4/2</p>
<p>Week 7 3/31 & 4/2</p>	<p>Peer review/writing conference</p> <p>Film/literature analysis reflection</p> <p>Journal (13): What are some impacts of climate change?</p> <p>Journal (14): What potential impacts could a data center have in Imperial?</p>	
<p>Week 8 4/7 & 4/9</p>	<p>SPRING BREAK NO CLASSES</p>	<p>Quiz II: 1984 Due: 4/19</p>
<p>Week 9 4/14 & 4/16</p>	<p>Chapter 6: Proposal: Writing about problems and solutions</p>	

	<p>Journal (15): Should college education be free?</p> <p>Journal (16): Do machines (AI) present a threat to humans?</p>	
<p>Week 10</p> <p>4/21 & 4/23</p>	<p>Chapter 6: Proposal: Writing about problems and solutions</p> <p>Journal (17): How real are you on social media?</p> <p>Journal (18): What is your greatest fear and how did you overcome it?</p>	<p>Chapter 6: Discussion Q's</p> <p>Due: 4/28</p>
<p>Week 11</p> <p>4/28 & 4/30</p>	<p>Chapter 14: Annotated Bibliography</p> <p>Chapter 10: Position Argument: Practicing the Art of Rhetoric</p> <p>Journal (19): If you could have a superpower what would it be?</p> <p>Journal (20): If you had \$500,000 to spend in 24 hours or less, how would you spend it?</p> <p>Journal (21): What place is on your bucket list, and why?</p>	<p>Annotated Bibliography</p> <p>Due: 5/7</p>
<p>Week 12</p> <p>5/5 & 5/7</p>	<p>Chapter 10: Position Argument: Practicing the Art of Rhetoric</p> <p>Journal: (22) What advice would you give future generations who read this journal?</p> <p>Journal: (23) Write about a mistake that turned out to be a blessing.</p>	<p>Outline of research essay</p> <p>Due: 5/12</p>
<p>Week 13</p> <p>5/12 & 5/14</p>	<p>Chapter 11: Reasoning Strategies: Improving Critical Thinking</p> <p>11.4 Annotated Sample Reading: from Book VII of the Republic by Plato</p>	



	<p>Journal: (24) How concerned are you about the future of this country?</p> <p>Journal: (25) Do you trust your government? Why or why not?</p> <p>Journal: (26) Describe your ideal weekend.</p>	
<p>Week 14</p> <p>5/19 & 5/21</p>	<p>Chapter 13: Research Process: Accessing and Recording Information</p> <p>Journal: (27) If you could master any skill, what would it be and why?</p> <p>Journal: (28) What's one question you wish more teachers asked students?</p>	<p>Research (essay): 1,500 words Peer review/ Writing conference/Journal check (Rough Draft) Due: 5/26 (Final Draft) Due: 6/2</p> <p>Quiz III: 1984 Due: 5/31</p>
<p>Week 15</p> <p>5/26 & 5/28</p>	<p>Peer review writing conference</p> <p>Journal: (29) How do you know when you've genuinely learned something?</p> <p>Journal: (30) What's something you're curious about right now?</p>	
<p>Week 16</p> <p>6/2 & 6/4</p>	<p>Research essay reflection</p> <p>Review for final test</p>	
<p>Week 17</p> <p>6/9</p>	<p>FINALS WEEK</p> <p>Final Essay 1984</p>	