

**English 110: Composition and Reading**  
**CRN 10402, Room 2733, MW 3:05 to 5:10 p.m.**  
**Imperial Valley College, Fall 2013**

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HOURS: MW 2-3 p.m. & TuTh 3-4 p.m.

**Course Description**

English 110 is the standard course in freshman English composition. In this class, students will be given the opportunity to improve their ability to understand serious and complex prose and to improve their ability to write expository and, later, argumentative prose that is thoughtful and clear. Students will practice using rhetorical modes to solve writing problems, and a research paper is also required. PREREQUISITE: English 009 or English 010 with a grade of "C" or higher, or appropriate placement. For further course information, refer to the latest IVC college catalog or the current schedule of classes. English 110 transfers to both the UC and CSU systems.

**It's All About the Skills**

*Required texts:*

Our main text for this class is **Rhetoric and Composition** (WikiBooks.org).. This text is provided at no cost to students and is available on our Blackboard web site (in the "Resources" section). At well over 300 pages in length, this textbook offers a wealth of information for student writers in English 101. We will cover most major sections of this textbook, from "The Writing Process" to "Researching" to "Argument" to "Grammar and Mechanics"--in order to fulfill the main objective of this course: **improving your writing**.

We will also be reading from George Orwell's classic novel, **1984**. You may purchase a copy, or you can download a free copy provided on our course website. This ideas in this novel will serve as inspiration for the final research project.

You must also purchase a good paperback college dictionary--a useful tool for building writing and reading skills. A paperback version of the **American Heritage** dictionary is a good choice, as is **Random House** or **Merriam-Webster**. Look for a dictionary that has been updated within the past few years and that contains around 70,000 entries, biographical information, word histories, and grammar assistance.

The fourth required textbook is **The MLA Handbook for Writers of Research Papers** (7th ed.). This is the definitive guide for students writing papers in college. It provides exhaustive advice on every aspect of the research process and is an indispensable guide for using MLA documentation. Students should cultivate a personal reference library to ensure success in college. A good dictionary and an MLA guide definitely should be included in that collection of reference works.

*Inspiration:*

As writers, in this course we will gain many specific skills. Mastering these skills is essential for moving on to higher levels of English and for success in your other college classes (e.g., psychology, history, geography, biology). We need to understand the writing process: planning, drafting, revising, editing. We need to be able to organize and develop our ideas, providing support and effective details. We need to appreciate the importance of the beginning, the middle, and the end. Before the end of the semester, we must appreciate the dynamics of the rhetorical situation. We need to understand rhetorical modes such as classification, comparison and contrast, cause and effect, and process. Our writing also needs to reflect critical thinking, as we become more skillful in supporting

our main ideas with examples and details while we think through problems logically and reasonably. Research skills need to be sharpened. And we need to gain skill and confidence with sentence structure, basic grammar, punctuation, spelling, and mechanics. The simple purpose of English 110: **improving your writing**. Our textbooks will help us focus our efforts and ensure that we fulfill this purpose. In addition, these textbooks provide resources for success in English 110 and beyond. But we also need to use the Internet. Be prepared to work online this semester. In English 110, you will be required to access our Blackboard web site. You will engage in research toward the end of the course, and certainly you will do much of your research using the web.

### **Class Policies**

Students are expected to attend each class meeting and to participate online, when assigned. Students with more than three hours of unexcused absences may be dropped. Excused absences will be allowed only for the representation of the college at officially approved conferences and contests, for which a signed letter from the Vice-President of Academic Services is required. Make every effort to use restrooms and telephones before class begins. There is no drinking or eating allowed in the classroom. Please do not make appointments that conflict with class time. Make an effort to consider your education a priority. Cases with extenuating circumstances need to be cleared with the instructor. If you do miss a class, you are responsible for any and all assignments due upon your return, to include any handouts. **Late papers will not be accepted.** If you decide you no longer wish to be a member of the class, it is your responsibility to drop the class. **The last day to drop the class with a “W” is 9 November 2013.** The main idea here is this: Communication is one important key to success in English 110.

### **Class Procedures**

We will be producing a variety of written products in class this semester, from simple quiz responses to a more ambitious argumentative research project. Regular quizzes are simple tools that assess reading comprehension, vocabulary, and understanding of the concepts under study. Short response papers will be composed in class, but also expect a few to be assigned for homework or as online projects. (**All out-of-class writing assignments need to be produced and printed with a word processor.**) The research paper will require MLA documentation. Students should cultivate good study habits and prepare themselves for discussion prior to writing activities. The final exam will be a persuasive essay, written in class, wherein students demonstrate a mastery of the material and concepts studied throughout the course.

If you do not have the Internet at home, make sure you learn how to access the web from campus. Students should keep track of their assignments, due-dates, and grades. Students are expected to do their own work, always. Plagiarism will not be tolerated; students guilty of this “academic felony” will be referred to the Dean of Student Affairs for disciplinary action and will receive an “F” for the assignment.

### **Grading**

Quizzes	10%
Short Response Papers	15%
Essays	35%
Research Project	25%
Final Exam	15%

Students must earn a final grade of at least 70% in order to pass this class. Standard grading percentages are used: A = 100 to 90%, B = 89 to 80%, C = 79 to 70%, D = 69 to 60%, and F = 59 to 0%.

### **Student Learning Outcomes**

Upon completion of this course, the student will be able to:

- Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials.
- Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.
- Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement.
- Demonstrate command of rules regarding plagiarism and academic ethics.

### **Objectives for the Course**

This course is designed to serve ten basic learning objectives. In the process of meeting these objectives, students will write a series of major essays, one formal research paper, and an in-class essay for the final exam. In developing writing projects for this course, students will:

1. read, analyze, and interpret a variety of written texts, including one single-author text;
2. identify logical fallacies and essay coherence, especially in relation to tone, purpose, and audience;
3. demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing;
4. demonstrate a command of rhetorical modes, to include comparison/contrast, cause/effect, definition, and argumentation;
5. practice using connotative and figurative language, while writing for an academic audience;
6. adapt writing strategies to the requirements of the writing situation, displaying knowledge of the rhetorical situation;
7. examine and analyze their own writing and that of other students with a view towards improving rhetorical effectiveness;
8. develop a thoughtful research paper creating accurate citations and utilizing strong library skills;
9. create a variety of written work, to include at least four essays and one research paper, producing 8,000-10,000 words;
10. participate in activities deemed appropriate by the instructor, to include online instruction and web-based writing exercises.

**Calendar (Overview of the Sixteen-Week Semester)**

Unit One	Introduction; History of the English Language; The Writing Process; Reflective Writing; How to Evaluate Writing in College; Essay #1
Unit Two	Exposition; Rhetorical Modes: Comparison and Contrast; Focused Work with Grammar; Plato's Allegory of the Cave; Essay #2
Unit Three	Evaluation; Rhetorical Modes: Cause and Effect; Revision: Theory and Practice; What Is Academic Writing?; Essay #3
Unit Four	Rhetorical Modes: Argumentation; Preliminary Research Exercises; The Mock Research Paper; Plagiarism and Academic Ethics; Essay #4
Unit Five	Research Writing; Focused Application of MLA Documentation; Research Project #1; Final Exam (Argumentative In-Class Essay)

**Final Words**

If a student's in-class writing is demonstrably different from that student's out-of-class writing, the instructor reserves the right to grade that student on the in-class writing assignments exclusively. Word processors are available in the Business Lab, Room 2610; and, in the 1700 Building Vocational Education lab. Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Student Programs and Services (DSP&S) office as soon as possible. DSP&S is located in the Health Sciences Building, Room 2117: (760) 355-6312.