

Basic Course Information

Semester:	Fall 2019	Instructor Name:	Sacha Sykora
Course Title & #:	English 110 Comprehension & Reading	Email:	sacha.sykora@imperial.edu
CRN #:	10273	Webpage (optional):	N/A
Classroom:	3400	Office #:	N/A
Class Dates:	8/19/19-12/14/19	Office Hours:	Online support available
Class Days:	Tuesday & Thursday	Office Phone #:	Sara Hernandez (English Dept. secretary) 760-355-6337
Class Times:	5:30-7:35 p.m.	Emergency Contact:	Toni Gamboa (760) 355-6378 or Canvas message
Units:	4		

Course Description

The standard course in freshman 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. (CSU, UC)

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

Prerequisites , if any:

English 009 or

English 010 or English 099 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

Upon Course completion, the successful student will have acquired new skills, knowledge, and or attitude as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Analyze an argument text for claim, support, and fallacies (ILO1, ILO2)
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 an essay of multiple pages that effectively presents and strongly supports a thesis statement (ILO1, ILO2)
5. Demonstrate command of rules regarding plagiarism and academic ethics (ILO3)

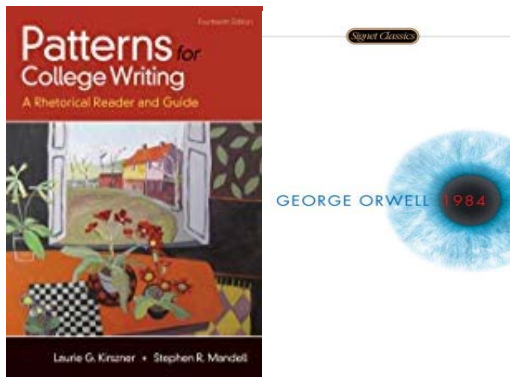
Course Objectives

Upon course completion, the successful students will have acquired new skills, knowledge, and or attitude as demonstrated by being able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other times writing, research writing, reflective writing).
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of **6,000 words (minimum)** of formal writing.
10. Participate in a number of activities and areas of study as deemed by the instructor.

Textbooks & Other Resources or Links

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 14th edition New York: Bedford/St. Martin's, ISBN-13: 978-1319056643; ISBN-10: 1319056644



Orwell, George. **1984**. London: Secker and Warburg, 1949.
-College ruled notebook.

Course Requirements and Instructional Methods

Discussions (In-class/Canvas)

Lecture

Various reading & writing assignments

All essays MUST be written in MLA format

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

Compare & Contrast (1,000 words): 10%

Research (2,000 words): 15%

Literary Analysis (1,000 words): 10%

Argument (2,000 words): 15%

Participation (out of class & in-class assignments, peer reviews, and group work): 15%

Final: 15%

Midterm: 10%

Canvas Discussions (100-200 words): 10%

Late work is not accepted, please plan ahead.

Extra creditThere will be an opportunity for extra credit toward the end of the semester.

-Essays are graded on a percent of 100.

-Grade reflects the overall quality of the work turned in, how complete the work is and whether the instructions from the assignment were properly followed.

-A rubric will be used to grade each essay.

-Missing or unsatisfactory work will be scored “no credit.” This is a 0 (F) and averaged into your grade.

-Essay that do not follow the prompt will receive a 0 (F).

-Late essays will not be accepted, so please plan ahead. You can always turn in your work ahead of time, there is no penalty.

-All essays will be turned in to “Vericite” (plagiarism checker)

-So that your essay is not cited for plagiarism, the “Vericite” report should be 15% or less.

-Recycling essays (Self-plagiarism) is not acceptable.

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, however, be aware that it is **not** the instructor's responsibility to drop the student. I understand that life happens and you may need to miss class, however, it is the student's responsibility to check Canvas and make sure they complete all of the assigned work.
- 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 and put away during class. Please do not text or go online during class. **Students who are consistently seen using their cell phones will lose participation points. Please talk to your friends/family outside of class. Take care of business on your own time. I realize that there are emergencies, but it is extremely rude to be on your cell phone during class.**
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception.
- 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.
*****Breaks*** There are breaks during which students may wish to check their cell phones, use the facilities, and/or buy some snacks.**

Online 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 important 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 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.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Date or Week	Activity, Assignment, and/or Topic	Pages/ In-Class assignments/Tests/Homework
Week 1 8/20	-Syllabus -Introductions/ice-breakers -Class expectations -Pre-writing assessment -IVC online library/Canvas	-Canvas assignment (introduction) -Journal writing (free writing) -Begin reading 1984.

Date or Week	Activity, Assignment, and/or Topic	Pages/ In-Class assignments/Tests/Homework
	-Chapter 1-Introduction	
Week 1 8/22	Chapter 1-Introduction	-Chapter 1-Reading & responding to an essay
Week 2 8/27	MLA Format -The Owl @ Purdue -Grammarly -Easy Bib -Reading strategies/annotating	-NY Times article (annotation/discussion) -Canvas discussion -Read 1984 -Journal writing (free writing)
Week 2 8/29	-Chapter 6 narrative essay -Setting limits	-Journal writing (free writing)
Week 3 9/3	Chapter 3-Arrangement Chapter 4-Drafting & Revising -Peer Review	-Exercise 3 & 4 -Thesis & support -Journal writing -Rough draft narrative
Week 3 9/5	-Chapter 6-Narrative essay -Chapter 14-Argumentation -Understanding thesis and support	-Read Chapter 14 -Read Jefferson's <i>The Declaration of Independence</i> . -Canvas assignment -Upload final draft narrative upload on Canvas
Week 4 9/10	-Chapter 14-Argumentation	-Brainstorming/Review sources/IVC library -Journal writing (free writing) - Read Page #565-578; 579-580
Week 4 9/12	-Chapter 14-Argumentation/recognizing fallacies	-Fallacies worksheet -Journal writing (free writing)
Week 5 9/17	Chapter 5- Editing & Proofreading	Editing an essay -Page # 600 Complete Part I of 1984
Week 5 9/19	-Peer review argument essay -Chapter 5- Editing & Proofreading -Chapter 18-Documenting sources MLA	-Journal writing (free writing) -Debate #593
Week 6 9/24	-Chapter 11-Compare & Contrast -Peer Review	-Canvas assignment -Page #392 -Page # 393-397 -Rough draft argument essay due

Date or Week	Activity, Assignment, and/or Topic	Pages/ In-Class assignments/Tests/Homework
Week 6 9/26	-Chapter 11-Compare & Contrast	-Page # 377 -Final draft argument essay due/upload on Canvas
Week 7 10/1	Chapter 16-Evaluating sources -Chapter 17-Integating Sources and Avoiding Plagiarism	-Page #354-359 -Journal writing (free writing)
Week 7 10/3	-Peer review compare & contrast essay -Chapter 15-Combining the patterns	-Page #664-679 -Journal writing (free writing)
Week 8 10/8	-Chapter 15-Combining the patterns	-Page #681-684 -Complete part II 1984 -Canvas assignment
Week 8 10/10	Chapter 12-Classification & Division	Page #450-459 -Canvas assignment
Week 9 10/15	Chapter 7-Description -Peer Review compare & contrast	-Journal writing -Page #172-175 -Compare & Contrast rough draft due. -Page #664-
Week 9 10/17	Chapter 12-Classification & Division	-Journal writing -Page #460-465 -Compare & Contrast final draft due/upload on Canvas
Week 10 10/22	Intro. Literary analysis	-Canvas assignment
Week 10 10/24	Literary analysis read & discuss Online library Literary analysis research	-Journal writing -Article analysis
Week 11 10/29	Literary Analysis reading and discussion x	-Page #466-473 -Article analysis
Week 11 10/31	Chapter 15-Combining Patterns	-Canvas assignment -Journal
Week 12 11/5	-Chapter 7-Description -Chapter 8-Exemplification	-Complete part III 1984 -Journal writing -Article analysis -Canvas assignment
Week 12 11/7	-Peer review literary analysis -Peer Review	-Rough draft literary analysis due

Date or Week	Activity, Assignment, and/or Topic	Pages/ In-Class assignments/Tests/Homework
Week 13 11/12	Intro. To research essay	-Journal -Article
Week 13 11/14	TEST- <i>1984</i>	-Research topics -Final draft literary analysis due/upload on Canvas
Week 14 11/19	Chapter 18-Documenting sources	-Canvas assignment -Journal writing
Week 14 11/21	-Chapter 17-Integrating sources & avoiding plagiarism	
Week 15	THANKSGIVING HOLIDAY	
Week 16 12/3	-Peer review research essay -Documenting sources	-Rough draft research essay due. -Journal writing (free writing)
Week 16 12/5	Practice for final	-Responding to an article -Evaluating a news article -Final draft research essay due/upload on Canvas
Week 17 12/10	FINAL TEST	-Canvas assignment

*****Tentative, subject to change without prior notice*****