

### Basic Course Information

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Esmeralda Lopez</b>
Course Title & #:	<b>English 110 Composition &amp; Reading</b>	Email:	<b>Esmeralda.lopez@imperial.edu</b>
CRN #:	<b>11699</b>	Class Days:	<b>Thursdays</b>
Classroom:	<b>2726</b>	Class Times:	<b>5:30 p.m. - 10 p.m.</b>
Class Dates:	<b>8/29/19 - 12/12/19</b>	Units:	<b>4</b>
Emergency Contact:			<b>Sara Hernandez (760) 355-6224</b>

### 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)

### 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. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
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 (ILO1, ILO2, ILO3, ILO4)

### Course Objectives

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

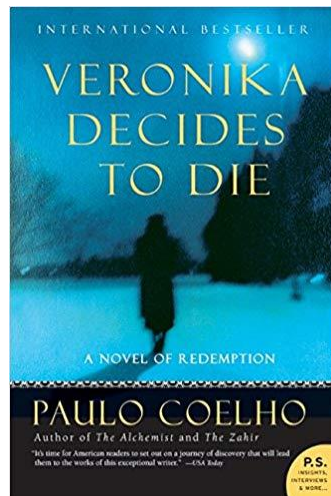
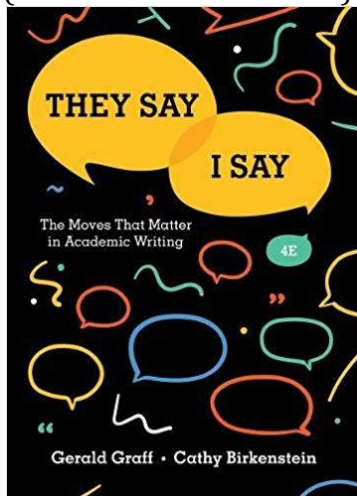
1. Write multiple essays—including one research paper and one final exam—that, together, add up to 6,000 words of formal writing
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose error-free essays that avoid sentence-level and grammar problems
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions
5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes, such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate

6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic)
7. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper
8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines
9. Demonstrate a command of rules regarding plagiarism and academic ethics
10. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
11. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
12. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

## Textbooks & Other Resources or Links

### Required Books:

- *They Say/I Say: The Moves That Matter in Academic Writing*, Fourth Edition by Birkenstein and Graff (ISBN- 978-0393631678)
- *Veronika Decides to Die* by Paulo Coelho (ISBN- 978-5955999831)



**Note:** You are required to bring your books to each class.

### Other Materials:

- College-level dictionary (or access to online dictionary)
- Spiral notebook, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters, stapler
- Access to a computer and Internet (homework assignments require access to Canvas)

## Course Requirements and Instructional Methods

### Class Activities:

This course consists of various in-class reading and writing activities: writing warm-up exercises, journals, lectures, discussions, exams, essay writing, and writing workshops. You will have the opportunity to work with your peers in various group activities. Keep in mind that each class will cover several topics, so attendance is very important. It is also important that you attend class prepared to participate in class discussions. Attendance, preparation, and active participation are your keys to success in this class!

### Attendance/Participation:

During each class you will practice your critical thinking, reading, and writing skills through various assignments such as class discussions and reading responses. You will earn attendance/participation points for completing these activities. Some of the in-class assignments will be based on reading assignments which will be assigned as homework; therefore, it is important that you keep up with the reading assignments so that you are prepared for class activities. Do not forget to bring your textbook to class because some of the activities require it. You can earn up to 50 points for your attendance/participation for the semester. Points are awarded based on a rubric (the rubric is in Canvas course). Attendance and participation points amount to 5% of your final grade.

### Writing Warm-ups:

At the beginning of most classes we will begin with writing warm-up exercises. You will be given a writing prompt, and you will write for about 15 minutes. If you miss class or arrive after the warm-up exercises, you will not be able to make up the assignment. Writing warm-ups are 10 points each, and they are 10% of your final grade.

### Discussion Posts:

Online discussion assignments offer you the opportunity to practice your writing, critical thinking, and collaboration skills outside of class. The discussion posts are on the learning management system Canvas. The discussion posts are based on discussion questions for the novel *Veronika Decides to Die* by Paulo Coelho. The requirement is that you post a response to your instructor's post (this is your Initial Discussion Post). You must also respond to at least two of your colleagues' initial posts (these are your Response Posts). You can earn up to 20 points: 10 points for your initial post and 10 points for your two response posts (except for Discussion Post 1 which is worth a total of 10 points). If you only respond to one colleague's post, you will only qualify for half of the points. Review the discussion post rubric in Canvas to ensure your posts meet or exceed the standards. A short post which simply expresses agreement or disagreement is not enough. The post must show analysis of the writer's ideas and add new ideas to the discussion. The class schedule has the due dates for each discussion post.

### Essays:

You will write five formal essays. Essay 1 is a critical analysis essay. It is worth 50 points (5% of your grade), and it must be 750-1,000 words in length. Essay 2 is a compare/contrast essay, and it is worth 100 points (10% of your grade). It must be 1,000-1,200 words in length and requires some research (at least five sources). Essays 3 is an in-class literature analysis essay. It is worth 100 points (10% of your grade). Essay 4 is an argumentative research paper. It must have at least eight sources and must be 1,200-1,400 words in length. Essay 4 is also worth 100 points (10% of your grade). Essay 4 requires an

annotated bibliography which is worth 20 points (2% of your grade). Essay 5 is an in-class response to an argument essay that is worth 100 points (10% of your grade). **Note:** I will deduct points (10%) for late submissions, and I will not accept work more than one week late. All due dates are in the class schedule, so make sure you plan ahead.

**Writing Workshops:**

For each essay you will have the opportunity to work with your colleagues to edit and revise your drafts. For each writing workshop you can earn up to 10 points. Your grade for your participation in the writing workshops depends on your feedback and on your editing and revision suggestions. You will be filling out rubrics and discussing the essays with your colleagues.

**Final Exam:**

The final exam will assess your critical thinking, reading, and writing skills. In the exam you will analyze an argument and write your own argument. You will also show your knowledge of fallacies of argument and figures of speech. The exam will consist of an essay, short response questions, and multiple choice questions. The final exam is worth 200 points, 20% of your final grade.

**Late Work:**

It is important that you submit all of your work on time. If you have a valid excuse (such as a medical reason), it is your responsibility to inform me as soon as possible to make alternative arrangements.

**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**

Assignment/Quantity	Points	Total Points	Percent of Grade
Attendance/Participation	50 points	50	5%
Writing Warm-ups (10)	10 points each	100	10%
Writing Workshops (3)	15-20 points each	50	5%
Discussion Posts (7)	10-20 points each	130	13%
Essay 1	50 points	50	5%
Essay 2	100 points	100	10%
Essay 3 (in-class essay)	100 points	100	10%
Essay 4 Annotated Bibliography	20 points	20	2%
Essay 4	100 points	100	10%
Essay 5 (in-class essay)	100 points	100	10%
Final Exam	200 points	200	20%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**Grading Scale:**

Letter Grade	Points	Percent
A	895-1000	90-100%

B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

### 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.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- 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, no one who is not enrolled in the class may attend, including children.

### 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 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** 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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for 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](mailto: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](mailto: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

#### Tentative Class Schedule

Week	Topic, Activity, and Assignments	Homework
<b>Week 1</b> 8/29/19	<ul style="list-style-type: none"> <li>• Syllabus and Introduction</li> <li>• Baseline Essay</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 1 (initial post due 9/3, response posts due 9/4)</li> </ul>
<b>Week 2</b> 9/5/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 1</li> <li>• Critical Thinking</li> <li>• Introduction to Critical Analysis Essays</li> <li>• Introduction to Thesis Statements and Support</li> <li>• Chapter 1 of <i>They Say/I Say</i>: “They Say”</li> </ul>	
<b>Week 3</b> 9/12/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 2</li> <li>• Identifying and evaluating Thesis Statements and Support</li> <li>• Chapter 2 of <i>They Say/I Say</i>: “Her Point Is”</li> <li>• Reading Strategies: Active Reading, Previewing, Summarizing, and Paraphrasing</li> <li>• Avoiding Plagiarism</li> <li>• Pre-writing strategies</li> <li>• MLA Formatting</li> <li>• Assign Essay 1</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 2 on <i>Veronika Decides to Die</i> Pgs. 1 – 36 (initial post due 12/2, response posts due 12/4)</li> </ul>
<b>Week 4</b> 9/19/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 3</li> <li>• Chapter 3 of <i>They Say/I Say</i>: “As He Himself Puts It”</li> <li>• Diction and Tone</li> <li>• Denotation and Connotation</li> <li>• Sentence Structure</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Draft of Essay 1 (due in Canvas on 9/25—bring two typed copies to class on 9/26)</li> </ul>



Week	Topic, Activity, and Assignments	Homework
	<ul style="list-style-type: none"> <li>• Writing Style: Figures of Speech</li> </ul>	
<b>Week 5</b> 9/26/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 4</li> <li>• Chapter 4 of <i>They Say/I Say</i>: “Yes/No/Okay, But”</li> <li>• Figures of Speech Review/Practice</li> <li>• Introduction to Compare/Contrast Essays</li> <li>• Literature Analysis Part 1: Plot Elements</li> <li>• Writing Workshop 1 (Essay 1)</li> </ul>	<ul style="list-style-type: none"> <li>• Final Draft of Essay 1 (due in Canvas on 10/2—bring printed copy to class on 10/3)</li> <li>• Discussion Post 3 on <i>Veronika Decides to Die</i> Pgs. 37 – 71 (initial post due 9/30, response posts due 10/2)</li> </ul>
<b>Week 6</b> 10/3/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 5</li> <li>• Chapter 5 of <i>They Say/I Say</i>: “And Yet”</li> <li>• Literature Analysis Part 2: Analyzing Literary Elements</li> <li>• Assign Essay 2</li> </ul>	
<b>Week 7</b> 10/10/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 6</li> <li>• Chapter 6 of <i>They Say/I Say</i>: “Skeptics May Object”</li> <li>• Literature Analysis Part 3: Interpreting Themes</li> <li>• Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Draft of Essay 2 (due in Canvas on 10/16—bring two typed copies to class on 10/17)</li> <li>• Discussion Post 4 on <i>Veronika Decides to Die</i> Pgs. 72 – 103 (initial post due 10/14, response posts due 10/17)</li> </ul>
<b>Week 8</b> 10/17/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 7</li> <li>• Chapter 7 of <i>They Say/I Say</i>: “So What? Who Cares?”</li> <li>• Chapter 8 of <i>They Say/I Say</i>: “As a Result”</li> <li>• Fallacies of Argument Part 1</li> <li>• Introduction to Literature Analysis Essays</li> <li>• Writing Workshop 2 (Essay 2)</li> </ul>	<ul style="list-style-type: none"> <li>• Final Draft of Essay 2 (due in Canvas on 10/23—bring printed copy to class on 10/24)</li> </ul>
<b>Week 9</b> 10/24/19	<ul style="list-style-type: none"> <li>• Essay 3 (in-class essay)</li> <li>• Persuasive Appeals</li> <li>• Fallacies of Argument Part 2</li> <li>• Research: Finding Evidence, Evaluating and Using Sources, and Creating an Annotated Bibliography</li> <li>• Assign Essay 4</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 5 on <i>Veronika Decides to Die</i> Pgs. 104 – 136 (initial post due 10/28, response posts due 10/30)</li> </ul>
<b>Week 10</b> 10/31/19	<ul style="list-style-type: none"> <li>• Chapter 9 of <i>They Say/I Say</i>: “You Mean I Can Just Say it That Way?”</li> <li>• Fallacies of Argument Review</li> <li>• Persuasive Appeals Review</li> <li>• Essay 2 Conferences</li> <li>• Socratic Seminar</li> </ul>	<ul style="list-style-type: none"> <li>• 1<sup>st</sup> Draft of Essay 4 (due in Canvas on 11/6—bring two typed copies to class on 11/7)</li> </ul>

Week	Topic, Activity, and Assignments	Homework
<b>Week 11</b> 11/7/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 8</li> <li>• Chapter 10 of <i>They Say/I Say</i>: “But Don’t Get Me Wrong”</li> <li>• Chapter 11 of <i>They Say/I Say</i>: “He Contends”</li> <li>• Biases and Assumptions</li> <li>• Writing Workshop 3 (Essay 4)</li> <li>• Socratic Seminar</li> <li>• Essay 3 Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Final Draft of Essay 4 (due in Canvas on 11/13—bring printed copy to class on 11/14)</li> <li>• Discussion Post 6 on <i>Veronika Decides to Die</i> Pgs. 137 – 173 (initial post due 11/12, response posts due 11/13)</li> </ul>
<b>Week 12</b> 11/14/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 9</li> <li>• Chapter 12 of <i>They Say/I Say</i>: “I Take Your Point”</li> <li>• Chapter 13 of <i>They Say/I Say</i>: “Don’t Make Them Scroll Up”</li> <li>• Introduction to Critical Writing: Analysis of an Argument</li> <li>• Identifying Assumptions in Arguments</li> </ul>	
<b>Week 13</b> 11/21/19	<ul style="list-style-type: none"> <li>• Essay 5 (in-class essay)</li> <li>• Chapter 14 of <i>They Say/I Say</i>: “What’s Motivating This Writer?”</li> <li>• Essay 4 Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Post 7 on <i>Veronika Decides to Die</i> Pgs. 174 – 210 (initial post due 12/2, response posts due 12/4)</li> </ul>
<b>*No class on 11/28/19</b>	<b>Thanksgiving Break</b>	
<b>Week 14</b> 12/5/19	<ul style="list-style-type: none"> <li>• Writing Warm-up 10</li> <li>• Chapter 15 of <i>They Say/I Say</i>: “On Closer Examination”</li> <li>• Socratic Seminar</li> <li>• Final Review</li> <li>• Essay 5 Conferences</li> </ul>	
<b>Week 15</b> 12/12/19	<ul style="list-style-type: none"> <li>• Final Exam</li> </ul>	

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