

### Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Kaylene Elliott</b>
Course Title & #:	<b>ENG 110: Composition and Reading</b>	Email:	<b>Kaylene.elliott@imperial.edu</b>
CRN #:	<b>20254</b>	Office #:	<b>809</b>
Classroom:	<b>313B</b>	Student Hours:	<b>Mondays 1-2pm, Fridays 11-12pm</b>
Class Dates:	<b>February 18-June 12, 2020</b>	Emergency Contact:	<b>English Department Secretary, 760-355-6224</b>
Class Days:	<b>Mondays, Wednesdays, and Fridays</b>	Remind	<a href="https://www.remind.com/join/4agf3f">https://www.remind.com/join/4agf3f</a> <b>or text @4agf3f to 81010</b>
Class Times:	9:35-10:50 am		
Units:	4		

### Course Description

English 110 is the standard freshman course in English at IVC. 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 course completion, the successful student will have acquired new skills, knowledge, and or attitudes 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 timed 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 at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

### **Textbooks & Other Resources or Links**

#### **House of the Scorpion**

By: Nancy Farmer

ISBN: 978-0-689-85223-7

#### **Smarter Than You Think: How Technology Is Changing Our Minds for the Better**

By: Clive Thompson

ISBN: 978-0-14-312582-2

#### **Successful College Composition**

Kathryn Crowther, et al. Galileo

Open Learning Materials

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1007&context=english-textbooks>

#### **Access to a computer and printer**

#### **Dedicated college-ruled notebook for this class**

Recommended:

#### **MLA Handbook, 8th edition**

By: Modern Language Association of America

ISBN: 978-160329-262-7

## Course Requirements and Instructional Methods

### Instructional Methods

Discussion  
Group Activity  
Lab Activity  
Individual Assistance  
Individual Reading  
Individual Writing

Each week, students will be responsible for completing the required reading, which includes book chapters, articles, textbook chapters, and module pages on Canvas prior to class time. Additionally, students are required to stay on top of assignments in class and on Canvas. Students are expected to participate in all discussions and activities as well as be respectful during lecture. Students that choose not to do so will be asked to remove themselves from the course.

### All essays must have proper formatting.

-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each

paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:

Name  
Professor Elliott  
ENG 10  
Date draft is due

Essay points: Total essay points include rough drafts (rough draft upload to Canvas, prewrites, outline, handwritten body drafts, 3 introduction drafts, 2 conclusion drafts) and final drafts (final draft upload to Canvas, 3 peer reviews, self-review, grammar review, and tutor review), and potential various other assignments relating to the essay. Students **must** take your essay to be reviewed by a tutor. Students who do not turn in the rough draft may regain **up to** 50% of the rough draft points by attending the instructor's office hours for at least 15 minutes to discuss their essay plans prior to the due date of the final draft.

Mini Essays: Students are required to submit ten (10) mini essays throughout the semester. These mini essays will be in response to specified reading/prompts and at least 3 pages in length and submitted via Canvas.

Reading Journal: During the semester, you will read two literature books, *Smarter Than You Think* and *The House of the Scorpion*. For each week in which reading is assigned in these books, students will handwrite a one-page response to the reading. The response must include an engaging quote, one question for classmates, and relevant thoughts on the pages read. Students that do not participate in the class discussion on the pages assigned will not be allowed to submit their Reading Journal for that week.

**Late Policy:** Students have seven (7) days after the due date to turn in late work with the exception of Essay #3 which cannot be turned in late. All late work will be given partial credit. Rough and final drafts must be submitted through Canvas.

**Get Out of Jail Free cards**-At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card can be used to replace one assignment, 1 Mini Essays, or provide a three (3) day extension on the deadline for one (1) essay (either Essay 1 or Essay 2). Please note that the Get Out of Jail Free card cannot be used for in class writings, participation/in class activities, or Essay #3. The teacher must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. Students are expected to keep track of their GOOJF card; if the card is lost, students will not receive another. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

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

		Grading Scale
Essay 1	100	
Essay 2	150	90-100%: A
Essay 3	200	80-89%: B
In Class Writing (2)	200	70-79%: C
Mini Essays	200	60-69%: D
Reading Journal	150	Below 59 %: F

### 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.

**\*Students should not rely on the instructor to drop them. Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.**

### 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, only students enrolled in the class may attend; children are not allowed.

### 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. The first student to point out this sentence to the instructor will receive one point of extra credit. 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](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. If a student points out this sentence to the instructor, she will bring store-bought cookies for the entire class (once per semester). 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

**Instructor reserves the right to change the schedule with or without notice.**

Week	Monday	Wednesday	Friday	Homework
<b>Week 1</b> February 17, 19, 21	<b>President’s Day, No class</b>	Class Introduction, review syllabus, discuss mini-essays, Diagnostic writing	prereading activity, read “Is Google Making Us Stupid?”, discuss “Is Google Making Us Stupid?”	Collect required class materials, finish “Is Google Making Us Stupid?”, Identify at least 3 useful quotes in the article, read “Have Smartphones Destroyed A Generation?”, complete Mini Essay #1, read SCC 1.1 and 1.2
<b>Week 2</b> February 24, 26, 28	Discuss types of support, evaluate for evidence, tone, purpose, and audience	Discuss Narrative Essay, review essay structure, discuss prewriting, begin prewriting, discuss thesis statements	<b>Mini Essay #1 Due on Canvas, No class</b>	begin work on Essay #1, complete prewriting, work on Mini Essay #2, read SCC 2.1, 2.2, and 1.4, read <i>Smarter</i> pages 1-82

<p><b>Week 3</b> March 2, 4, 6</p>	<p>Discuss formal outline, begin outline, discuss <i>Smarter</i></p>	<p>Review essay structure, writing paragraphs, continue outlining</p>	<p><b>Mini Essay #2 Due</b>, discuss utilizing quotes, how to paraphrase, 3D your source, begin drafting for Essay #1</p>	<p>Complete outline and body drafting, read SCC 1.6 and 2.3, read <i>Smarter</i> pages 83-146</p>
<p><b>Week 4</b> March 9, 11, 13</p>	<p>Discuss <i>Smarter</i>, introduction strategies, begin intro drafting for Essay #1, write 3 different introductions for Essay #1</p>	<p>Review conclusions, begin conclusion drafting for Essay #1, write 2 different conclusion drafts for Essay #1</p>	<p>Discuss titles, work on titles, finish drafting</p>	<p>Complete introduction and conclusion drafting, create interesting title, type rough draft, print copies for next week, read SCC 2.4, Read “A Modest Proposal”, read <i>Smarter</i> pages 147- 208</p>
<p><b>Week 5</b> March 16, 18, 20</p>	<p><b>Rough Draft Due- Bring 3 copies</b>, discuss <i>Smarter</i>, discuss revision and editing, begin peer review</p>	<p>Discuss Self Review, <b>Bring 1 copy</b>, discuss tutor review</p>	<p>Discuss satire, begin one-on-one instructor review</p>	<p>Complete peer and self-reviews, complete tutor review, complete Mini Essay #3, read <i>Smarter</i> pages 209-244</p>
<p><b>Week 6</b> March 23, 25, 27</p>	<p><b>Bring 1 copy</b>, discuss <i>Smarter</i>, review sentence structure, grammar review, continue one-on-one instructor review</p>	<p>Final one-on-one instructor review, finalize reviews</p>	<p><b>Mini Essay Due #3, Final Draft Essay 1 Due</b>, bring all reviews to submit for credit, discuss Reflection Mini Essay, discuss compare/contrast</p>	<p>read “Let’s Get Lost”, make final changes, read <i>Smarter</i> pages 245-290</p>
<p><b>Week 7</b> March 30, April 1, 3</p>	<p>discuss <i>Smarter</i>, discuss Essay 2, Prewriting for Essay #2</p>	<p>Prewriting and outlining for Essay #2</p>	<p>Discuss “Let’s Get Lost”, begin body drafting</p>	<p>Complete Reflection Mini Essay #4, Mini Essay #5, complete prewriting and outlining for Essay #2, read <i>Scorpion</i> pages 2-83</p>

<b>Week 8</b> April 6, 8, 10	<b>Mini Essay #4 Due</b> , discuss <i>Scorpion</i> , Continue body drafting for Essay #2	Intro drafting for Essay #2, create 3 different introduction drafts, prep for in class writing,	<b>Mini Essay #5 Due</b> , continue drafting, discuss Mini Essay #6, discuss “What Will Our Lives Be Like as Cyborgs?”	Complete body drafting and introduction drafting for Essay #2, Complete Mini Essay #6, prepare for In Class Writing, read <i>Scorpion</i> pages 83-154
<b>Week 9</b> April 13, 15, 17	<b>Spring Break</b>	<b>No Class</b>	<b>Enjoy your week off!</b>	No homework
<b>Week 10</b> April 20, 22, 24	Discuss <i>Scorpion</i> , Conclusion drafting for Essay #2, create 2 different conclusion drafts,	<b>Mini Essay #6 Due</b> , discuss Works Cited page	<b>In Class Writing</b>	Complete type rough draft, print copies for next week, read SCC 4.8, read <i>Scorpion</i> pages 155-229
<b>Week 11</b> April 27, 29, May 1	<b>Rough Draft Due- Bring 3 copies</b> , discuss <i>Scorpion</i> , peer review	Self-review- <b>bring 1 copy</b> , begin one-on-one instructor review	Discuss Mini Essay #8, “Ozymandias” (Provided)	Finish peer, self and tutor review Make changes to final draft, read <i>Scorpion</i> pages 230-305
<b>Week 12</b> May 4, 6, 8	Discuss <i>Scorpion</i> , Grammar Review- Bring 1 copy, continue one-on-one instructor review	Final one-on-one instructor review, finalize reviews, begin discussing Essay #3, Argument	<b>Final Draft Due</b> , begin prewriting for Essay #3, Reflection Mini Essay	Complete prewriting for Essay 3, complete Reflection Mini Essay #7, read SCC 4.4-4.6, read <i>Scorpion</i> pages 306-380
<b>Week 13</b> May 11, 13, 15	Discuss <i>Scorpion</i> , Outlining for Essay #3	Drafting for Essay #3, review Works Cited page	<b>Mini Essay #7 Due</b> , discuss utilizing outside sources, Index Cards	Complete outlining, type up 3 pages of drafting, complete Mini Essay #8, find and document 3 outside sources using Index Cards, read “Ozymandias”
<b>Week 14</b> May 18, 20, 22	<b>Mini Essay #8 Due</b> , continue drafting for Essay #3, discuss Mini Essay #9	<b>3 pages of Essay 3 due</b> discuss common fallacies	<b>Index Cards Due</b> , Discuss Annotated	Review fallacies, create an additional 3 pages of drafting, continue research,

			Bibliography, continue drafting,	complete Index cards, complete Mini Essay #9
<b>Week 15</b> May 25, 27, 29	<b>Memorial Day-No Class</b>	<b>3 pages of Essay 3 due</b> , continue Annotated Bibliography, continue drafting,	<b>Mini Essay #9 Due</b> , continue drafting	Create Annotated Bibliography, complete rough draft of essay 3
<b>Week 16</b> June 1, 3, 5	<b>Annotated Bibliography Due, Rough Draft Due, Bring 3 copies</b> , peer review, One-on Ones with Instructor	Discuss Mini-Essay #10, self-review- <b>Bring 1 copy</b> , continue One-on-Ones with Instructor	Grammar Review-Bring 1 copy, final one-on-ones with instructor, prepare for in class writing	Complete peer review, self-review, and tutor review, prepare to submit Final Draft
<b>Week 17</b> June 8, 10, 12	Final one-on-ones with instructor, finalize reviews	<b>Final Draft Due, Begin In Class Writing</b>	<b>Mini Essay #10 Due, Finalize In Class Writing</b>	Enjoy your Summer!

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