

Basic Course Information

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| Semester: Spring 2020 | Instructor Name: Dr. Cynthia J. Spence |
| Course Title: English 110 Units:4 | Email: cynthia.spence@imperial.edu |
| CRN #: 21327 | |
| Classroom: 205 | Office #2799 |
| Class Dates: February 18- June 12 | Office Hours – Tuesday/Thursday 9:30 a.m.-10:00 a.m./12:30 p.m. - 1:00 p.m. Monday/Wednesday online 9:00 a.m. – 10:00 a.m. |
| Class Days: Tuesday-Thursday | Office Phone #760-355-5702 |
| Class Times: 10:15-12:20 pm | Emergency Contact: Email is best, printed assignments can be left at the Communications office in the 2700 building to be placed in my mailbox |
| Embedded Tutor: Frida Flores | |

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. 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

This is a Zero Textbook Cost course – reading materials are provided free on Canvas

Course Requirements and Instructional Methods

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 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A

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| Group Projects | 4 X 15 | 60 |
| Works Cited Project | | 20 |
| Logical Fallacies Project | | 40 |
| Song Analysis | | 40 |
| Journals | 3 X 20 | 60 |
| Annotations | 4 X 20 | 80 |
| Quizzes | 4 X 25 | 100 |
| Book Questions | 10 X 20 | 200 |
| Argument Topic | | 30 |
| Argument Draft | | 20 |
| Argument Paper | | 100 |
| Research Topic | | 30 |
| Research Draft | | 20 |
| Research Paper | | 100 |
| Analysis Oscar Wilde | | 100 |
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| Total | | 1000 |

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
- 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: Please be respectful regarding cellphone use. Your participation in class matters to me and the videos we play in class are informative. Seeing you on your cellphone gives the appearance of non-participation and is a distraction to me and your peers. Research shows that even having our cell phones on the table in front of us diminishes our ability to learn well; further, taking notes via computer diminishes one’s ability to process information. Checking texts, emails, and messages is also unprofessional and disrespectful to our class community.

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.
- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction**.
- 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, essay, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a points deduction on the essay.

Anyone who **allows another student to copy** homework, journal, or quiz assignments will also receive a O on the assignment – **enabling another student to cheat is also cheating**.

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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can’t be submitted in this class for a grade. **There is an entire plagiarism module available to you in our course Canvas shell** if you need more information but you can always feel free to discuss any questions before you submit your assignment.

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.

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| <p>Study Skills Center Library 1500 Building</p> | <p>Monday-Thursday 9:00 A.M – 7:00 P.M. Friday 9:00 A.M. – 5:00 P.M. 760- 355-6390 studyskillscenter@imperial.edu</p> |
| <p>Writing Center 2600 Building</p> | <p>Monday - Thursday 8:30 A.M. - 7:45 P.M. Friday 8:30 A.M. - 3:00 P.M. 760-355-6391</p> |

CANVAS Support

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.

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

*****The Assignment Calendar is Subject to Change, Changes Will Be Announced in Class*****

| Date | Activity, Assignment, and/or Topic | Canvas Assignments |
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| Tuesday February 18 | Syllabus & Introduction – Recognizing Bias | ***** |
| Thursday February 20 | Logical Fallacies | ***** |
| Tuesday February 25 | Critical Thinking, Plato’s Cave, Logos, Pathos, Ethos - Satire, Irony, Parody | ***** |
| Thursday February 27 | No Class – Instructor Obligation | ***** |
| Tuesday March 3 | Plagiarism, MLA, Works Cited | ***** |
| Thursday March 5 | Annotation handout, Quotations handout, Words to Avoid handout, Introductions, Titles, and Conclusions handout, Capitalization handout | Works Cited Project Due 11:59 p.m. Canvas 20 points |
| Tuesday March 10 | Introduce Analysis and Oscar Wilde’s “The Importance of Being Earnest.” Literary Terms handout. | Logical Fallacies Project due 11:59 p.m. Canvas 40 points |
| Thursday March 12 | Analysis/Oscar Wilde | Journal One Due “The Importance of Being Earnest” Act I due 11:59 p.m. Canvas 20 points |

Imperial Valley College Course Syllabus English 110 Instructor Spence

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| Tuesday March 17 | Analysis/Oscar Wilde | Journal Two Due “The Importance of Being Earnest” Act II due 11:59 p.m. Canvas 20 points Journal Three Due “The Importance of Being Earnest” Act III due 11:59 p.m. Canvas 20 points |
| Thursday March 19 | Analysis/Oscar Wilde - Group One - Poster Project 15 points | ***** |
| Tuesday March 24 | Argument Introduction | ***** |
| Thursday March 26 | Argument | Wilde Analysis Paper due Submit to Canvas by 11:59 p.m. 100 points |
| Tuesday March 31 | Argument - Grammar, Parallelism, Commas | Chapter Two Discussion Questions “Historians and the Origins of the Vietnam War” 5 Questions due 11:59 Canvas 20 points |
| Thursday April 2 | Introduce 1960s and Vietnam - Group Two 1960s 15 points Hand out “The Forgotten Power of the Vietnam Peace” - “My Generation Was Supposed To Level America’s Playing Field”, “Malcolm X and the Revival of Black Nationalism” and “Cesar’s Choice” Argument Topic and Outline Due with two annotated articles Hard Copy 30 points | ***** |
| Tuesday April 7 | Argument Draft hardcopy due 20 points – Group Three Essay Revision 15 points | “The Forgotten Power of the Vietnam Peace” open book quiz due 11:59 p.m. Canvas 20 points |
| Thursday April 9 | Vietnam/1960s Draft cards, Kent State “The Forgotten Power of the Vietnam Peace” Annotation due 20 points | Argument Essay due Submit to Canvas by 11:59 p.m. 100 points |
| Tuesday April 14 and Thursday April 16 | Spring Break - Enjoy | ***** |
| Tuesday April 21 | Vietnam/1960s Women’s movement | Chapter Six Discussion Questions “Patriots for Peace” 5 Questions due 11:59 Canvas 20 points Chapter Seven Discussion Questions “Vietnam and the Conscientious Objector Experience” 5 Questions due 11:59 Canvas 20 points |
| Thursday April 23 | Vietnam/1960s Civil Rights | Chapter Four Discussion Questions “The Women's Army Corps Goes to Vietnam” 3 Questions due 11:59 Canvas 20 points |
| Tuesday April 28 | Vietnam/1960s Native Americans and Hippies | Chapter Five Discussion Questions “The Black Panthers and Vietnam War” 5 Questions due 11:59 Canvas 20 points |
| Thursday April 30 | Vietnam/1960s - Environment | “Malcolm X and the Revival of Black Nationalism” open book quiz due 11:59 p.m. Canvas 20 points |
| Tuesday May 5 | Vietnam/1960s “Malcolm X and the Revival of Black Nationalism” Annotation due 20 points | Chapter Eight Discussion Questions “The American POW Experience” 5 Questions due 11:59 Canvas 20 points |

Imperial Valley College Course Syllabus English 110 Instructor Spence

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| Thursday May 7 | Vietnam/1960s Music | <p>“My Generation Was Supposed To Level America’s Playing Field” open book quiz due 11:59 p.m. Canvas 20 points</p> <p>Chapter Twelve Discussion Questions “The Soundtrack of Vietnam” 5 Questions due 11:59 Canvas 20 points</p> |
| Tuesday May 12 | Income Inequality “My Generation Was Supposed To Level America’s Playing Field” Annotation due 20 points | <p>Chapter Ten Discussion Questions “The Vietnam War and Literature” 5 Questions due 11:59 Canvas 20 points</p> <p>Chapter Eleven Discussion Questions “Vietnam and Film” 5 Questions due 11:59 Canvas 20 points</p> |
| Thursday May 14 | Vietnam/1960s Literature, Film, Photography | 1960’s two page song analysis due 11:59 p.m. Canvas 40 points |
| Tuesday May 19 | Vietnam/1960s Farm Workers | “Cesar’s Choice” open book quiz due 11:59 p.m. Canvas 20 points |
| Thursday May 21 | Vietnam/1960s End - Vietnam Memorial “Cesar’s Choice” Annotation due 20 | Chapter Nine Discussion Questions “Post Traumatic Stress Disorder and Healing from the War” 5 Questions due 11:59 Canvas 20 points |
| Tuesday May 26 | Research Lecture | ***** |
| Thursday May 28 | Research Lecture – Research Topic with two annotated EBSCOhost articles 30 points | ***** |
| Tuesday June 2 | Research Draft hard copy 20 points – Group Four Essay Revision 15 points | ***** |
| Thursday June 4 | In-class writing | ***** |
| Tuesday June 9 | In-class writing | Research Essay Due Submit to Canvas by 11:59 p.m. 100 points |
| The End | The End | The End |