

Basic Course Information

Semester:	Fall 2017	Instructor Name:	Kaylene Elliott
Course Title & #:	ENG 110: Reading and Composition	Email:	Kaylene.elliott@imperial.edu
CRN #:	11211	Office Hours:	TBD
Classroom:	2726	Emergency Contact: English Department Secretary	760-355-6224
Class Dates:	August 14-Dec 8	Units:	4
Class Days:	MWF	Class Times:	12:35-1:50

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

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 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.

10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Patterns for College Writing: A Rhetorical Reader and Guide, 13th edition

By: Laurie Kirszner and Stephen Mandell

ISBN: 978-1-4576-6652-0

MLA Handbook, 8th edition

By: Modern Language Association of America

ISBN: 978-160329-262-7

Frankenstein

By; Mary Shelley

ISBN: 978-0-7434-8758-0

Access to a computer and printer

Index Cards

Course Requirements and Instructional Methods

Essay 1	125
Essay 2	175
Essay 3	250
Mini Essays	200
In Class Writings x3	150
Participation	100

-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font, last name and page number in the top right hand corner from page 2 on. In the top left corner of page 1, please use the following heading style on all drafts:

Name

Professor Elliott

ENG 110

Date draft is due

Essays: The point value for each essay increases as the semester progresses. Total essay points include rough drafts and various other assignments relating to the essay. Each essay will be graded based on several factors, including (but not limited to) addressing the prompt, focus and organization, and grammar and sentence structure. You must take your essay to be reviewed by a tutor.

Mini Essays: Students are required to complete 10 Mini Essays during the semester. Unless otherwise specified, each Mini Essay must be a minimum of 2-3 pages in length, typed, double spaced, essay format.

Late Work: You 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 half credit. Rough and final drafts must be submitted through Canvas. If the assignment is not received via Canvas, then it is considered missing.

Remind: While I do not have an office on campus, there are multiple ways to contact me. This includes email, Canvas inbox, before and after class, and Remind. Remind is an app that allows people to talk via text or push notification without seeing each other's phone numbers. To sign up for remind, use this link for the [Remind class](#). View [Instructions](#) here.

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. This means that this 4 unit class requires 8 hours of work/week outside of class.

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. Do not expect your instructor to drop you. 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

This is not an online course; however, we will be using Canvas with some regularity. Please keep the following factors in mind:

- 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

Schedule Subject to change at instructor's discretion

Week	Monday	Wednesday	Friday
Week 1 August 14, 16, 18	Class Introduction, Review syllabus	Continue introduction, Diagnostic writing, read "The Money" pages 114-116, discuss narrative essays	Discuss mini-essays, review essay structure, discuss I.C.E, Discuss <i>Patterns</i> CH. 1, 6
Week 2 August 21, 23, 25	Mini Essay #1 Due, begin work on Essay #1, prewriting, <i>Patterns</i> CH. 2	Discuss formal outlines, Outlining for Essay #1, <i>Patterns</i> CH. 3	Discuss body drafting, begin drafting for Essay #1, Read <i>Frankenstein</i> Letters 1-4
Week 3 August 28, 30, Sept. 1	Review thesis statements, begin intro drafting for Essay #1, read "College Pressures" pages 448- 454	Review conclusions, begin conclusion drafting for Essay #1	Finish rough draft, Type rough draft, Read <i>Frankenstein</i> chapters 1-3, <i>MLA Handbook</i> pages 3-10
Week 4 September 4, 6, 8	September 4: Labor Day-No Class	Mini Essay #2 Due, Rough Draft Due-	Bring 1 copy, self review, read

		Bring 3 copies , peer review, discuss tutor review, <i>Patterns</i> CH. 4	<i>Frankenstein</i> chapters 4-7, <i>MLA Handbook</i> pages 10-12
Week 5 September 11, 13, 15	Discuss format, using Canvas	Read “A Modest Proposal” pages 699-706, discuss satire	Bring 1 copy , review sentence structure, grammar review, read <i>Frankenstein</i> Vol.2 CH 1-4, <i>Patterns</i> CH. 5,
Week 6 September 18, 20, 22	Make changes to Final Draft, discuss Mini Essay #4	Mini Essay Due #3, In Class Writing	Final Draft Essay 1 Due , discuss Essay 2, read <i>Frankenstein</i> , Vol. 2, CH 5-7, <i>Patterns</i> CH. 15, <i>MLA Handbook</i> pages 13-18
Week 7 September 25, 27, 29	Mini Essay #4 Due , Prewriting for Essay #2, read “Neurology of Addiction” (Provided)	Outlining for Essay #2	Body drafting for Essay #2, read <i>Frankenstein</i> , Vol. 2 CH 8-9, <i>Patterns</i> CH. 16, <i>MLA Handbook</i> pages 19-53
Week 8 October 2, 4, 6	Mini Essay #5 Due , discuss Mini Essay #6	Intro drafting for Essay #2	Conclusion drafting for Essay #2, read <i>Frankenstein</i> Vol. 3 CH1-3, <i>MLA Handbook</i> pages 54-58
Week 9 October 9, 11, 13	Mini Essay #6 Due , type rough draft, “Shooting an Elephant” pages 133-139	In Class Writing	Rough Draft Due- Bring 3 copies , peer review, read <i>Frankenstein</i> Vol. 3 CH 4-6
Week 10 October 16, 18, 20	Mini Essay #7 Due , discuss Essay #3, discuss mini essay #8, self review-bring 1 copy	Grammar Review-Bring 1 copy, review utilizing sources, read <i>Frankenstein</i> Vol. 3 CH 7, <i>MLA Handbook</i> pages 80-89	October 20: No Class
Week 11 October 23, 25, 27	October 23: No Class	Mini Essay #8 due , Make changes to final draft	Final Draft Due , begin prewriting for Essay #3, <i>MLA Handbook</i> pages 102-116
Week 12 October 30, Nov. 1, 3	Outlining for Essay #3	Drafting for Essay #3, discuss utilizing outside sources	Drafting for Essay #3, discuss Annotated Bibliography, <i>MLA Handbook</i> pages 117-124

Week 13 November 6, 8, 10	3 pages of Essay 3 due, continue drafting	Read “Ozymandias” (Provided), discuss Mini Essay #9, <i>MLA</i> <i>Handbook</i> pages 124- 128	November 10: Veteran’s Day-No Class
Week 14 November 13, 15, 17	3 pages of Essay 3 due, discuss common fallacies	Mini Essay #9 Due, Type Rough Draft	Annotated Bibliography Due, Rough Draft Due- Bring 3 copies, peer review
	November 20-24	No Class	Thanksgiving Break
Week 15 November 27, 29, Dec. 1	Discuss Mini-Essay #10, self review-Bring 1 copy	Grammar Review-Bring 1 copy	Make changes to draft, Final Draft Due
Week 16 December 4, 6, 8	Mini Essay #10 Due, In Class Writing		Enjoy Winter Break!!

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