

**Basic Course Information**

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Prof. David R. Zielinski</b>
Course Title & #:	<b>English 110</b>	Email:	<b>david.zielinski@imperial.edu</b>
CRN #:	<b>11535; 10267</b>	Webpage (optional):	<b>Canvas</b>
Classroom:	<b>Room 3111; Room 3211</b>	Office #:	<b>Room 2789</b>
Class Dates:	<b>19 August to 14 December</b>	Office Hours:	<b>M 12-1pm (online); TuTh 9-10am; W 4:45-5:45pm</b>
Class Days:	<b>Tues/Thurs</b>	Office Phone #:	<b>(760) 355-6470</b>
Class Times:	<b>10:15-12:20pm; 1:00-3:05pm</b>	Emergency Contact:	<b>English Dept. Secretary (760) 355-6224</b>
Units:	<b>4.0</b>		

**Course Description**

English 110 is the standard course in freshman English composition. In this class, students will be given the opportunity to improve their ability to understand serious and complex prose and to improve their ability to write expository and, later, argumentative prose that is thoughtful and clear. Students will practice using rhetorical modes to solve writing problems, and a research paper is also required. For further course information, refer to the latest IVC college catalog or the current schedule of classes. English 110 transfers to both the UC and CSU systems.

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

ENGL 009 or  
ENGL 010 with a grade of "C" or better or appropriate placement.

**Student Learning Outcomes**

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

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

## Course Objectives

This course is designed to serve ten basic learning objectives. In the process of meeting these objectives, students will write a series of major essays, one formal research paper, and an in-class essay for the final exam. In developing writing projects for this course, students will:

- read, analyze, and interpret a variety of written texts;
- identify logical fallacies and essay coherence, especially in relation to tone, purpose, and audience;
- demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing;
- demonstrate a command of rhetorical modes, to include comparison/contrast, cause/effect, definition, and argumentation;
- practice using connotative and figurative language, while writing for an academic audience;
- adapt writing strategies to the requirements of the writing situation, displaying knowledge of the rhetorical situation;
- examine and analyze their own writing and that of other students with a view towards improving rhetorical effectiveness;
- develop a thoughtful research paper creating accurate citations and utilizing strong library skills;
- create a variety of written work, to include at least three essays and one research paper, producing 8,000-10,000 words;
- participate in activities deemed appropriate by the instructor, to include online instruction and web-based writing exercises.

## Textbooks & Other Resources or Links

Our main text for this class is [Writing in College: From Competence to Excellence](#) by Amy Guptill (Open SUNY Textbooks 2016). This is a free textbook, available for download as a PDF file or in eBook format. Also, a copy will be placed on our Canvas web site, along with other useful free resources.

A wealth of free textbooks and support materials are available for students and teachers, commonly referred to as Open Educational Resources (OER). Our class will take full advantage of these free and low-cost resources in order to provide you quality material while saving you a great deal of money in the process.

## Course Requirements and Instructional Methods

As writers, in this course we will gain many specific skills. Mastering these skills is essential for moving on to higher levels of English and for success in your other college classes (e.g., psychology, history, geography, biology). We need to understand the writing process: planning, drafting, revising, editing. We need to be able to organize and develop our ideas, providing support and effective details. We need to appreciate the importance of the essay structure. Before the end of the semester, we must appreciate the dynamics of the rhetorical situation. We need to understand rhetorical modes such as classification, comparison and contrast, cause and effect, and process.

Our writing also needs to reflect critical thinking, as we become more skillful in supporting our main ideas with examples and details while we think through problems logically and reasonably. Research skills need to be sharpened. And we need to gain skill and confidence with sentence structure, basic grammar, punctuation, spelling, and mechanics.

The fundamental purpose of English 110: improving your writing. Our textbooks will help us focus our efforts and ensure that we fulfill this purpose. In addition, these textbooks provide resources for success in English 110 and beyond. But we also need to use the Internet. Be prepared to work online this semester. In English 110, you will be required to access our Canvas web site. You will engage in research toward the end of the course, and certainly you will do much of your research using the web.

*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

Response Papers	25%
Essays	35%
Research Project	25%
Final Exam	15%

Standard grading percentages used: A = 100 to 90%; B = 89 to 80%; C = 79 to 70%; D = 69 to 60%; and, F = 59 to 0%

### 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, 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. 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. 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**

<b>Unit One</b>	<b>Introduction: History of the English Language; Writing about Writing; Writing in College; Writing to Learn vs. Writing to Communicate; Essay #1</b>
<b>Unit Two</b>	<b>Language: How does the language we use reveal who we are?; Fundamentals of Rhetoric; What is Grammar?; What is an Argument? Research Fundamentals</b>
<b>Unit Three</b>	<b>Education: Do our schools serve the goals of a true education?; Essay #2</b>
<b>Unit Four</b>	<b>Popular Culture: How does popular culture reflect our society's values? Essay #3</b>
<b>Final Exam</b>	<b>Argumentative In-Class Essay</b>

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