

Basic Course Information

Semester:	Spring 2020	Professor Name:	Scott Simpson
Course Title & #:	ENGL 110	Email:	scott.simpson@imperial.edu
CRN #:	20260 & 20275	Units:	4
Classroom:	20260: room 304B 20275: room 203	Office #:	2794
Class Dates:	February 18 to June 12	Office Hours:	M/W 8:30 - 9:30 AM T/TH 10 - 11 AM online via SKYPE ID: live:engl09online_2
Class Days:	M/W	Office Phone #	(760) 355-6164
Class Times:	20260: 9:40 - 11:45 AM 20275: 12:15 - 2:20 PM	Emergency Contact:	English Department secretary

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)

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:

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

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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. That's approximately 24 pages of double-spaced text with a 12-point font and one inch margins.
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

1) Title of Book: They Must Be Monsters: A Modern-Day Witch Hunt

Authors: Matthew LeRoy, Deric Haddad

ISBN-10: 1732448906 ISBN-13: 978-1732448902

Publication Date: July 31, 2018 **Publisher:** The Manor Publishing House

Purchase new or used anywhere you like. We will start using the book in the third week.

2) Title of Book: Asking the Right Questions-- A Guide to Critical Thinking (12th edition)

! Be sure to purchase the correct edition, the 12th !

Authors: M. Neil Browne and Stuart M. Keeley

The most common ways to get this book are via the link below to purchase an electronic (eBook) version or to rent a printed edition. (If you want to rent the book, the campus book store may have it for rent. Feel free to check if you are interested.)

To get this book now, click on the link below:

<https://www.pearson.com/store/p/asking-the-right-questions-a-guide-to-critical-thinking-rental-edition-/P100001425252?viewAll=true>

3) Also, expect to have to read and sometimes download and print out some work from our online presence in Canvas.

Online Free MLA Resource

Our essays require using the MLA standard for citing sources.

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

Course Requirements and Instructional Methods

This class is focused on writing essays and reading. Information in the readings (and sometimes video lectures and interviews) serve as support for the essays. Largely what separates college writing from other types of writing is incorporating trustworthy information as core support of a thesis.

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 to expect on average eight hours of homework per week for this 4-unit course.

Course Grading Based on Course Objectives

Grade Scale by % A: 90 - 100 B: 80 - 89 C: 70 - 79 D: 60 - 69 F: 0 - 59

Grading rubrics for major assignments like essays are posted on Canvas.

Deadlines and late work: Check upcoming deadlines regularly. All deadlines are posted there. A **short** grace period of one day can be requested if I am contacted in advance of the due date with a reasonable explanation for the request. Expect any late work to be docked points. Don't expect work completed more than two days late to be awarded any points. If not contacted in advance of the due date about work arriving late, don't expect the assignment to be accepted. In general, don't expect late work to be accepted.

• *There are no "do-overs" for any reason on any assignment. Everyone gets one shot to complete each assignment. We prepare in stages for each assignment, so there is absolutely no reason to hand in any work that is far off target.*

• *Also note that the instructor reserves the right to assign a grade of zero to any previous class assignments if the quality of writing is not similar to the quality of writing shown in the final exam.*

Course Grading Based on Course Objectives

Major Writing Assignments • Approximately 80% of your total grade

1. Dweck/Mindset Essay	500 points
2. Dweck/Zimbardo/Myers-Briggs/+ Essay	1000 points
3. American Dream Essay (Jung, et al.)	1000 points
4. Final exam (based on the SDSU Writing Exam-- essay written in class)	800 points
6. Final Essay (Mass Delusions)	1000 points

Note: If all of the above major writing assignments are **not** handed in, there will be **NO** opportunity to pass the course. Period.

These are not optional assignments, regardless of the number of points you will have accumulated or what Canvas shows your grade to be.

Other Assignments • Approximately 20% of your total grade

Readings (textbook chapter tests, etc.)	750 points total	• Approximately 15% of your total grade
Discussion Boards on Canvas	240 points total	• Approximately 5% of your total grade

• **Deadlines and late work:** Be aware of deadlines. A **short** grace period of one day for discussion boards and up to a few days for essays and some other assignments can be requested if I am contacted in advance of the due date with a reasonable explanation for the request. Expect ANY late work to be docked points. Don't expect work completed more than a few days late to be accepted.

• Note that **plagiarism** results in a **zero** for any assignment and could lead to discipline by the college which could not only mean **dismissal** from the class but also **permanent expulsion** from IVC. A zero especially on a major assignment also usually makes it **impossible** to pass the course. Yes, it's easy to cut and paste text from the internet. You should be very aware that due to technology, **detecting plagiarism is even easier for your instructors**. We don't have to even look. The system alerts us. If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. **Of course (!)** there are **NO** do-overs for a plagiarized assignment! Yes, most students would never plagiarize. But that person who might try should know that being caught is a guarantee and major consequences will definitely be suffered.

(Note: If you are retaking this course, **avoid self-plagiarism**; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

- There are no "do-overs" for any reason on any assignment.
- Everyone gets one shot to complete each assignment.

• Also note that the instructor reserves the right to assign a grade of zero to any assignments, even previously graded assignments, if the quality of writing is not similar to the quality of writing shown in the final exam.

Advice on Grades • Success in Class

They say common sense isn't so common anymore, so here it goes! Absolutely do your utmost to **COMPLETE every assignment**. Hand in ALL the essays. Never consider doing otherwise. And do your best to complete ALL of the other assignments as (1) those assignments **prepare** you to succeed in the weightier assignments and (2) all those little points that may not seem so much at first definitely add up to a lot of points by the semester's end!

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 (airplane mode is great!) and out of reach and view during class unless otherwise directed by the instructor. If you are seriously addicted to cellphone use, please seek help and don't distract your classmates from meeting their educational goals. Don't expect to be allowed to remain in the classroom if you violate this policy.
- 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.

• *Note that **plagiarism** results in a **zero** for any assignment and could lead to discipline by the college which could not only mean **dismissal** from the class but also **permanent expulsion** from IVC. A zero especially on a major assignment also makes it virtually **impossible** to pass the course. Yes, it's easy to*

cut and paste text from the internet. You should be very aware that due to technology, detecting plagiarism is **even easier for us**. We don't have to even look. The system alerts us. It highlights the copied text, even if some words have been changed. It shows us the URL on the web or the student paper it was copied from-- instantly! If there is any plagiarism, I give you a 100% guarantee that this technology shall find it, whether it's from text on any page on the internet or another student's paper. **Of course** there are no do-overs for a plagiarized assignment. Most students would never plagiarize. But that one or two who might will very easily be caught with zero effort on my part and will suffer consequences.

(Note: If you are retaking this course, avoid self-plagiarism; that is, you will need to within reason hand in a substantially different essay even though it may be on the same topic as before. Any essay that is substantially the same as the student's own previous work will be graded zero.)

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

Date or Week	Activity, Assignment, and/or Topic
Week 1 February 18 - 22 (Monday = holiday)	<ul style="list-style-type: none"> • Syllabus & Introduction • Critical Thinking • Paraphrasing to Cite Sources & Avoid Plagiarism • Module One starts: Gaining a Deeper Sense of Yourself • Dweek/Brainology/Mindsets
Week 2 February 24 - 29	<ul style="list-style-type: none"> • Dweek/Brainology/Mindsets (continued) • DB1 (Discussion Board 1) due Thursday & Saturday: “Your Mindset” <p>Begin reading textbook <u>Asking the Right Questions</u> (ARQ): Chapters One & Two</p>
Week 3 March 2 - 7	<p style="text-align: center;"><u>1st Short Essay Due Monday • Your Mindsets</u></p> <p style="text-align: center;">ARQ Chapters Three & Four</p> <p style="text-align: center;">Introduction to Zimbardo & Time Perspective “The Secret Powers of Time” Your Time Profile</p> <p style="text-align: center;">Writing Concretely</p> <p style="text-align: center;">DB2 due Thursday & Sunday “Share Your Zimbardo Time Perspective Inventory Results”</p>
Week 4 March 9 - 14	<p style="text-align: center;">ARQ Chapters Five & Six</p> <p style="text-align: center;">MLA Style for Citing Sources</p> <p style="text-align: center;">Sentence Structure • Coordinating Conjunctions & Subordinating Conjunctions</p> <p style="text-align: center;">Reading: Coronavirus</p> <p style="text-align: center;">DB3 due Friday & Sunday: (Share Your Jung Personality Type)</p>
Week 5 March 16 - 21	<p style="text-align: center;">ARQ Chapters Seven & Eight</p> <p style="text-align: center;">Sentence Structure • Conjunctive Adverbs</p> <p style="text-align: center;">Reading: “When Evidence Says No But Doctors Say Yes”</p> <p style="text-align: center;">DB4 due Wednesday & Friday: “Conduct Academic Research & Paraphrase a Five-Sentence Chunk”</p>

<p>Week 6 March 23- 28</p>	<p>ARQ Chapters Nine & Ten</p> <p>SDSU Sample Writing Prompt One</p> <p>Module Five starts: Potential Drawbacks of the American Dream</p>
<p>Week 7 March 30 - Apr 4</p>	<p><u>Essay Due Monday • Gaining a Deeper Understanding of Yourself</u></p> <p>ARQ Chapters Eleven, Twelve & Thirteen (end of book)</p> <p>Module Five continues: Potential Drawbacks of the American Dream</p> <p>Begin reading textbook: <u>They Must Be Monsters</u> (TMBM)</p>
<p>Week 8 April 6 - 11</p>	<p>Module Five continues: Potential Drawbacks of the American Dream</p> <p>Textbook: <u>They Must Be Monsters</u> (TMBM) Reading Test One on Part One (chapters 1 - 4)</p>
<p>SPRING BREAK</p>	<p>April 13 - 18</p>
<p>Week 9 April 20 - 25</p>	<p>Module Five continues: Potential Drawbacks of the American Dream</p> <p>SDSU Sample Writing Prompt Two</p> <ul style="list-style-type: none"> • Textbook TMBM: Reading Test Two on Part Two (chapters 5 - 9) <u>and</u> Reading Test Three on chapters 10 -14 <p>DB5 due Friday & Sunday Find & Share Information on Debt</p>
<p>Week 10 April 27 - May 2</p>	<p>Module Five continues: Potential Drawbacks of the American Dream</p> <p>Textbook TMBM: Reading Test Four on chapters 15 -19</p>
<p>Week 11 May 4 - 9</p>	<p>Module Five end: Potential Drawbacks of the American Dream</p> <p>Module Seven starts: Mass Delusions</p> <p>Reading Test Five on Part Four (chapters 20 - 23)</p>

<p>Week 12 May 11 - 16</p>	<p><u>Essay Due Monday • Potential Drawbacks of the American Dream</u></p> <p>SDSU Sample Writing Prompt Three</p> <p>Module Seven continues: Mass Delusions</p> <p>Textbook TMBM: Reading Test Six on Parts Five & Six (chapters 24 - 35)</p>
<p>Week 13 May 18 - 23</p>	<p>Module Seven continues: Mass Delusions</p> <p>Textbook TMBM: Reading Test Six on Parts Seven, Eight, Epilogue & Author's Postscript (chapter 36 to the end of book)</p>
<p>Week 14 May 26 - 30 (Monday = holiday)</p>	<p>Module Seven continues: Mass Delusions</p> <p>Essay Preparation Test for the Final Exam (like SDSU Writing Exam based on critical thinking concepts)</p>
<p>Week 15 Final Exam June 1 - 6</p>	<p>Module Seven continues: Mass Delusions</p> <p>Final Exam (like SDSU Writing Exam based on critical thinking concepts)</p>
<p>Week 16 Final Essay due June 8 - 12</p>	<p>Module Seven ends: Mass Delusions</p> <p><u>Final essay on mass delusions topic is due Wednesday</u></p>

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