

### Basic Course Information

Semester:	<b>Spring 2020</b>	Instructor Name:	<b>Robert Baukholt</b>
Course Title & #:	<b>English 110: Composition and Reading CRN 21009</b>	Email:	<b>Robert.baukholt@imperial.edu</b>
Classroom:	<b>Online</b>	Office #:	<b>2792</b>
Office Hours:	<b>LIVE OFFICE HOURS (applies if campus opens again this semester) MW 11:00am – 12:00pm TR 2:35am – 3:35pm Otherwise, please contact me through Canvas to arrange office meetings. I can be very flexible with office times to accommodate you.</b>	Office Phone #:	<b>760 355-6159 (currently, email and course messages are much better options and more likely to yield a speedy response.</b>
Units:	<b>4</b>		

### 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)

Welcome to English 110: Composition and Reading. This is “[t]he 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” (IVC Course Catalog). It bears little resemblance to the literature and writing classes you may have taken in high school.

So what will you learn in this class? The primary goal of this course is to acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. These skills are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will occasionally discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade. Failing to incorporate class concepts and ideas into essays will also result in a poor grade.

Please note that this class short-term course, so we will be covering a great deal of work in a very short time period. You will need to keep up with assignments on a daily basis to succeed in this class.

## 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. (ILO 1, 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

1. A college dictionary
2. *MLA: The Easy Way!* by Houghton (ISBN: 978-1935356523) or *MLA Handbook* (8<sup>th</sup> Edition – ISBN-13: 978-1603292627)
3. *Brave New World* by Aldous Huxley (ISBN-13: 978-0060850524)

There will be many other readings in this class in the form of online articles. You will find the links for these articles in our weekly lesson materials.

## 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. Since this a four unit short-term class our workload is expected, by law, to include about eight hours of class work and another sixteen hours of out of class work each week.

**Class Organization:** This class is divided into separate units of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each unit will involve various activities and tasks. Each unit's new lesson materials and accompanying assignments will open at 12:01 a.m.. Once open, a lesson will never close, but the tasks associated with it will be available to you for a limited time (just four days for most units). Assignments will close at 11:59 p.m. on their respective due dates. You will get some extra time for the first unit to complete introductory assignments and to give late adds a chance to get into the class. Our final unit will close a few days before the final examination.

Every day that a new unit opens, after 12:01 a.m. you may go into the content area for the new unit to access the lesson materials, discussions, and assignments.

On the due date of each unit, the accompanying assignments, discussions, and quizzes required for that unit will close and cease to be accessible, so don't get behind. You will still be able to see the lessons throughout the semester for review. Students who get behind in their coursework often end up failing the course as a result.

**Unit Reflections:** Your final task for each unit will be to access the unit reflection assignment and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that unit. This assignment will be graded primarily based upon your use of that unit's concepts and the effort you put into your response.

Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments (especially when they do not receive full credit).

**Essays:** The essays will be the main form of assessment for the class. I will post two assignments for each essay. One will be for the first draft, and the other will be for the final draft. First drafts will be optional for essays 1 and 2, but required for essays 3. I will provide ample feedback on your first drafts, but will only assign a grade and a few comments to the final drafts, so it's a responsible move to submit first drafts for all essays. I will include the due dates with each essay assignment.

**Discussions:** Discussions will center around questions posed by your instructor in the discussion forums of each unit's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supportable and non-supportable answers).

Your discussion responses will be graded on whether or not they are well thought-out, whether or not it is clear from your responses that you did the reading and engaged with the lesson materials, and whether or not your opinion is backed up with supporting evidence.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in an argument, but just remember that you need to be respectful to all students.

I will be reading your posts and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect). If any student is disrespectful to another student, that student will lose points. Remember, this is a college class and your discussions should be academic in nature, so don't get off topic or you will also lose points.

You must post on our class discussion board at least three times for each unit to receive full credit in discussions. Two posts should respond to our unit discussion questions. The third should respond to someone else's post (contributing, hopefully, to a dialogue). Feel free to post more than three times, although it is not required to receive full credit.

Initial posts to the two discussion forums must both be at least 125 words in length, Your required response to another student must be at least 75 words in length.

### **Course Grading Based on Course Objectives**

<b>Quizzes:</b>	<b>10%</b>
<b>Essay 1:</b>	<b>10%</b>
<b>Essay 2:</b>	<b>15%</b>
<b>Essay 3:</b>	<b>20%</b>
<b>Midterm</b>	<b>10%</b>
<b>Final</b>	<b>20%</b>
<b>Weekly Reflections:</b>	<b>10%</b>
<b>Discussions</b>	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

**A > 90% B > 80% C > 70% D > 60% F < 60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

### 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. 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 units 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.
- Late Assignments: Essay assignments turned in late will lose ten percent for every day they are late. No other assignments will be accepted late.

### 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.

Submitting an assignment that you already submitted in another class is another form of cheating. Any such submitted work will receive a 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.

- **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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

## 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 and/or Topic	Pages/ Due Dates/Tests/Assignments
Unit 1 April 20 <sup>th</sup> - 26 <sup>th</sup>	Course Policies and Navigation Prewriting – Bubbling, Listing, Big Six Questions	<ul style="list-style-type: none"> <li>- Syllabus Quiz</li> <li>- Orientation Quiz</li> <li>- Unit 1 Discussion Posts</li> <li>- Unit 1 Quiz</li> <li>- Unit 1-2 Reflections</li> <li>- Read Chapters 1-2 of <i>Brave New World</i></li> </ul>
Unit 2 April 27 <sup>th</sup> – 30 <sup>th</sup>	Narrative Writing Techniques Prewriting a Narrative Essay Thesis Statements – A general review Thesis Statements in Argument	<ul style="list-style-type: none"> <li>- Assign the Narrative Essay</li> <li>- Narrative Readings- Online</li> <li>- Unit 2 Discussion Posts</li> <li>- Unit 2 Quiz</li> <li>- Unit 2 Reflections</li> <li>- Read Chapters 3 and 4 of <i>Brave New World</i></li> </ul>

Date or Week	Activity and/or Topic	Pages/ Due Dates/Tests/Assignments
		<ul style="list-style-type: none"> <li>- <i>Brave New World</i> Quiz: Ch. 1-4</li> </ul>
Unit 3 May 1 <sup>st</sup> – 4 <sup>th</sup>	Topic Sentences Writing Strong Introductions Writing Strong Conclusions	<ul style="list-style-type: none"> <li>- Unit 3 Discussion Posts</li> <li>- Unit 3 Quiz</li> <li>- Unit 3 Reflections</li> <li>- Read Chapters 5-6 of <i>Brave New World</i></li> <li>- Optional first drafts of the narrative essay are due.</li> </ul>
Unit 4 May 5 <sup>th</sup> – 8 <sup>th</sup>	Understanding Your Audience Audience and Tone Audience and Content	<ul style="list-style-type: none"> <li>Unit 4 Discussion Posts</li> <li>- Unit 4 Quiz</li> <li>- Unit 4 Reflections</li> <li>- Read Chapter 7 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 5-7</li> <li>- Final Drafts of the Narrative Essay are Due</li> <li>- Assign the First Argument Essay</li> <li>- Argument Readings – Online</li> </ul>
Unit 5 May 9 <sup>th</sup> – 12 <sup>th</sup>	Midterm Review: Review Argument Writing Strategies	<ul style="list-style-type: none"> <li>- Unit 5 Discussion Posts</li> <li>- Unit 5 Quiz</li> <li>- Unit 5 Reflections</li> <li>- Read Chapters 8-9 of <i>Brave New World</i></li> </ul>
Unit 6 May 13 <sup>th</sup> – 16 <sup>th</sup>	Writing Refutation Paragraphs	<ul style="list-style-type: none"> <li>- Unit 6 Discussion Posts</li> <li>- Unit 6 Quiz</li> <li>- Unit 6 Reflections</li> <li>- Read Chapters 10 and 11 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 8-11</li> <li>- Optional First Drafts of the First Argument Essay is Due</li> </ul>



Date or Week	Activity and/or Topic	Pages/ Due Dates/Tests/Assignments
Unit 7 May 17 <sup>th</sup> – 20 <sup>th</sup>	Finding Sources for Arguments Using Databases In-text Citation Review	<ul style="list-style-type: none"> <li>- Unit 7 Discussion Posts</li> <li>- Unit 7 Quiz</li> <li>- Unit 7 Reflections</li> <li>- Read Chapters 12-13 of <i>Brave New World</i></li> <li>- Take the Midterm Exam on Tuesday, May 19<sup>th</sup>: You must begin the exam between 8am and 11pm.</li> </ul>
Unit 8 May 21 <sup>st</sup> – 24 <sup>th</sup>	Correctly Using Sources – Logic Correctly Using Sources – Credibility Correctly Using Sources – Example	<ul style="list-style-type: none"> <li>- Unit 8 Discussion Posts</li> <li>- Unit 8 Quiz</li> <li>- Unit 8 Reflections</li> <li>- Read Chapters 14-15 of <i>Brave New World</i></li> <li>- <i>Brave New World</i> Quiz: Ch. 12-15</li> <li>- Final Draft of the First Argument Essay is Due</li> <li>- Assign the Second Argument Essay (w/ Heavy Research)</li> </ul>
Unit 9 May 25 <sup>th</sup> – 29 <sup>th</sup> (Extra Day to take Memorial Day off)	Creating A Works Cited List Finding Themes in <i>Brave New World</i> That Mirror Those of Our World Selecting the Final Writing Assignment	<ul style="list-style-type: none"> <li>- Unit 9 Discussion Posts</li> <li>- Unit 9 Quiz</li> <li>- Unit 9 Reflections</li> <li>- Read Chapters 16-17 of <i>Brave New World</i></li> </ul>
Unit 10 May 30 <sup>th</sup> – June 2 <sup>nd</sup>	Writing Ethics: Telling the Truth, Emotion vs. Logic, Manipulation	<ul style="list-style-type: none"> <li>- Argument Readings – Online</li> <li>- Final Draft of the Argument 1 Essay is Due.</li> <li>- Unit 10 Discussion Posts</li> <li>- Unit 10 Quiz</li> <li>- Unit 10 Reflections</li> <li>- Read Chapter 18 of <i>Brave New World</i></li> <li>- Final <i>Brave New World</i> Quiz: Ch. 16-18</li> <li>- Mandatory First Drafts of the Second Argument Essay (w/ Heavy Research) is due</li> </ul>
Unit 11 June 3 <sup>rd</sup> – 6 <sup>th</sup>	Failures of Argument: Fallacies	<ul style="list-style-type: none"> <li>- Unit 11 Discussion Posts</li> <li>- Unit 11 Quiz</li> <li>- Unit 11 Reflections</li> </ul>
Unit 12 June 7 <sup>th</sup> – 10 <sup>th</sup>	Final Drafted Essay Review Final Exam Review	<ul style="list-style-type: none"> <li>- Unit 12 Discussion Posts</li> <li>- Unit 12 Quiz</li> </ul>

Date or Week	Activity and/or Topic	Pages/ Due Dates/Tests/Assignments
		<ul style="list-style-type: none"><li>- Unit 12 Reflection – Online Practice Essay Exam</li></ul>
Final Period – June 11 <sup>th</sup> - 12 <sup>th</sup>	Final Exam Day Final Drafted Essay	<ul style="list-style-type: none"><li>- Final Draft of Argument 2 Essay is Due</li><li>- Take the Final Exam on Friday, June 12<sup>th</sup>: You must begin the exam between 8am and 11pm.</li></ul>

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