

# **English 110: Composition and Reading**

**CRN 20055**

**4 Units**

**Imperial Valley College**

**Spring 2014**

**Class Time: MWF 11:25 p.m. - 12:40 p.m.**

**Class Location: Room 2726**

**Instructor: Mr. Robert Baukholt**

**Office Location: 2792**

**Campus Office M 12:50 p.m. – 2:50 p.m., T 5:15-6:15, WF 12:50 p.m. – 1:20 p.m.**

**Email: Robert.Baukholt@imperial.edu**

**Office Phone: 760-355-6159**

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.

## **English 110 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. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (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)

## Measurable Course Objectives

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.

## Class Atmosphere and Requirements

The majority of our class activities will involve writing and discussion of assigned readings, issues related to essay topics, and other topics relevant to us. We may be discussing controversial issues; please remember to keep an open mind and be respectful of the diverse backgrounds, opinions, and ideas of your peers in your contributions to these discussions.

There will also be some homework assignments and readings distributed in class. If you miss class, you will need to contact a classmate or me to find out what you missed.

## Required Texts

- A college dictionary
- *MLA Handbook for Writers of Research Papers*, 7<sup>th</sup> Edition (ISBN-13: 978-1603290241)
- *Brave New World* by Aldous Huxley (ISBN-13: 978-0060850524)

## 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 is a four unit class (four credit hours), this means that you should expect to do about eight hours of out of class work every week.

In addition to the essays you will be writing for this class, there are a number of other assignments that will factor into your final grade.

**Essays:** The essays will be the main form of assessment for the class. There will be two assignments for each essay. One will be for the first draft, and the other will be for the final draft. I will provide ample

feedback on your first drafts, but will only assign a grade and comments to the final drafts. To receive credit on a final draft, you must submit a hard copy of your paper directly to me in class and upload another copy of the same paper into Blackboard's SafeAssign essay submission system (accessed through our English 110 course site).

**Reading Quizzes:** Quizzes will be given periodically to ensure that students are reading assigned material. These quizzes are easy! If you do your reading, you should receive an A on this part of your grade.

**Whole-Class Workshops:** Each student will be required to have one of his or her essays workshopped by the class. Each student will also be required to facilitate (lead the discussion of) another student's workshop. All students are required to verbally participate in every workshop and to write 1-2 page written responses to 2/3 of the total number of student workshops we hold over the semester. We will discuss workshops in more detail as the semester progresses (don't worry if you don't understand them from reading this!).

**Journal:** Journal entries will be the most common assignment for this class. Journals should consist of one-two page hand-written responses to the assigned question or questions. Your grade on this journal will be based solely on whether or not it appears you are making a good faith effort to answer the questions being asked. You don't need to save your journals.

**Discussions and Participation:** Discussions are very important in this class. You will be expected to contribute to class discussions and homework reviews on a regular basis. If you are unwilling or unable to participate, your grade will suffer significantly.

## Course Grading Policies

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each class session they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. DON'T LET THIS BE YOU!

**Typed Assignments:** All take-home essay assignments and workshop responses should be typed. This includes all drafts and outlines. Handwritten workshop responses or essay drafts will not be accepted!

**Showing Me What you Have Learned:** Because this class focuses on improving your writing skills, you will be learning a variety of writing skill strategies throughout the semester. You should always attempt to incorporate these strategies into your essays. A large portion of your grade depends on your ability to prove that you have learned something about the writing process. THEREFORE, IT IS POSSIBLE TO WRITE A COMPELLING ESSAY WITH FEW GRAMMATICAL ERRORS AND STILL RECEIVE A POOR GRADE!!! Show me what you have learned.

**Workshops:** If you do not bring your workshop copies on your assigned day, or if you do not show up on a day you are scheduled to take part in a workshop (barring a verifiable medical excuse), you will receive a zero in workshops, making it very difficult to earn a passing score for the class. It is extremely important that we keep to our workshop schedule.

**Grammar:** This is a college level class. This means that you should be able to write at a professional level, with few, if any, errors in grammar or sentence structure. Therefore, if any submitted work demonstrates a lack of understanding of the fundamentals of English writing, its grade will suffer substantially.

**Essay Submission Rules:** Essays must be submitted in class *and* online via SafeAssign. We will spend time in class learning about how to submit essays through SafeAssign. An essay that is turned in online but not in person (or vice versa) is not submitted, and will receive a zero or a late penalty (if it is eventually turned in through both forums).

**Office Hours:** I want you to pass my class. If you are having trouble, COME TO MY OFFICE SO THAT WE CAN DISCUSS IT!!!

Essays are due at the beginning of class, and must be submitted by the students who wrote them.

Essay1:	100 points/10%
Essay 2:	100 points/10%
Essay 3:	100 points/10%
Research Essay:	150 points/15%
Workshops:	100 points/10%
Mid-Term:	100 points/10%
Discussions	50 points/5%
Quizzes	100 points/10%
Final:	200 points/ 20%
TOTAL	1000 points/100%

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 talk to me or e-mail 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 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.

If your cell phone goes off, you lose ten points from your final grade. If I catch you texting, you lose ten points from your final grade. In one of my classes a few semesters ago, a woman lost 80 points through the course of the semester. This is almost an entire essay grade! She failed the class because of these points. DON'T LET THIS BE YOU!

**Food and Drink:** Food and drinks are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.

**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.

## **Academic Honesty**

**Plagiarism** is to take and present 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 correctly 'cite a source,' 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question. Anyone caught cheating 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 School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following:

- plagiarism
- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment
- use of a commercial term paper service

If you have any questions about how to quote or document sources, please feel free to ask me. In an average semester (six composition and literature classes) I usually fail between 5-10 students for plagiarizing. DON'T LET THIS BE YOU! If you aren't sure, ASK!

If I am not confident that a submitted work of writing is representative of your true capabilities, I may arrange an alternative, timed writing assignment to replace or supplement the original assignment.

## **Disabled Student Programs and Services (DSPS)**

If you need course adaptations or accommodations because of a disability, or if you have information to share with me, please let me know as soon as possible.

“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. The phone number for DSP&S is (760) 955-6310.

## **Student Counseling and Health Services**

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

## **Student Rights and Responsibilities**

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at

[http://www.imperial.edu/index.php?option=com\\_docman&task=doc\\_download&gid=4516&Itemid=762](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

## **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

# Schedule for English 110

Because English 110 is a skills class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

Please also note that there is a heavy reading component to this class that is not represented in the schedule. The reading assignments and due dates will be given in class and through our blackboard shell. I don't assign these through the schedule because many of them are assigned in response to topics that students generate during the course of the class.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule.

## Week 1

**Wednesday, January 22<sup>nd</sup>** – Go over the syllabus. Introductions.

**Friday, January 24<sup>th</sup>** – Diagnostic Essay. Assign the narrative essay.

## Week 2

**Monday, January 27<sup>th</sup>** – Discuss Narration.

**Wednesday January, 29<sup>th</sup>** – Pre-Writing Strategies.

**Friday, January 31<sup>st</sup>** – Essay organization. Topic sentences. Writing effective essay introductions. Workshop Sign-ups.

## Week 3

**Monday, February 3<sup>rd</sup>** – 1<sup>st</sup> draft of the narrative essay is due. Mock workshops.

**Wednesday, February 5<sup>th</sup>** – Workshops.

**Friday, February 7<sup>th</sup>** – Workshops, continued.

## Week 4

**Monday, February 10<sup>th</sup>** – Thesis statements.

**Wednesday, February 12<sup>th</sup>** – Thesis statements, continued. Thesis statement group activity.

**Friday, February 14<sup>th</sup>** – Holiday! No Classes.

## Week 5

**Monday, February 17<sup>th</sup>** – Holiday! No Classes.

**Wednesday, February 19<sup>th</sup>** – Cause and effect. Cause and effect group work. Assign the cause and effect essay. Final draft of the narrative essay is due.

**Friday, February 21<sup>st</sup>** – Cause and Effect Group Work, continued. Writing effective essay conclusions.

## Week 6

**Monday, February 24<sup>th</sup>** – In-text citations. Finding source material.

**Wednesday, February 26<sup>th</sup>** – Library presentation.

**Friday, February 28<sup>th</sup>** – Library source hunt. Considering the audience. The first draft of the cause and effect essay is due.

## Week 7

**Monday, March 3<sup>rd</sup>** – Audience.

**Wednesday, March 5<sup>th</sup>** – Audience, continued. Workshops.

**Friday, March 7<sup>th</sup>** – Workshops, continued.

### **Week 8**

**Monday, March 10<sup>th</sup>** – Discuss argumentation. Argumentative topic elections. Final draft of the cause and effect essay is due. Assign the argumentative essay.

**Wednesday, March 12<sup>th</sup>** – Strategies for effective timed writing. Responding to an article.

**Friday, March 14<sup>th</sup>** – Midterm

### **Week 9**

**Monday, March 17<sup>th</sup>** – Logic. vs. emotion in argument. Logical fallacies.

**Wednesday, March 19<sup>th</sup>** – Five ways of using source material in an argument.

**Friday, March 21<sup>st</sup>** – Library source hunt. First draft of the argumentative essay is due.

### **Week 10**

**Monday, March 24<sup>th</sup>** – Workshops.

**Wednesday, March 26<sup>th</sup>** – Workshops, continued.

**Friday, March 28<sup>th</sup>** – Works cited lists.

### **Week 11**

**Monday, March 31<sup>st</sup>** – Works cited lists, continued. Watch movie in preparation for the final paper: an argumentative essay supported with research.

**Wednesday, April 2<sup>nd</sup>** – Movie, continued.

**Friday, April 4<sup>th</sup>** – Movie, continued. Discuss movie. Elect topics for our final essay. Assign the final essay. Final draft of the argumentative essay is due.

### **Week 12**

**Monday, April 7<sup>th</sup>** – Refutation.

**Wednesday, April 9<sup>th</sup>** – Refutation, continued. Refutation group work.

**Friday, April 11<sup>th</sup>** – Finish refutation group work.

### **Week 13**

**Monday, April 14<sup>th</sup>** – Logical Fallacies.

**Wednesday, April 16<sup>th</sup>** – Library source hunt.

**Friday, April 18<sup>th</sup>** – Tone and Audience. First draft of the final essay is due.

**Spring Break! – April 21<sup>st</sup> - 26<sup>th</sup> – No Classes!**

### **Week 14**

**Monday, April 28<sup>th</sup>** – Tone and Audience, continued.

**Wednesday, April 30<sup>th</sup>** – Workshops.

**Friday, May 2<sup>nd</sup>** – Workshops, continued

### **Week 15**

**Monday, May 5<sup>th</sup>** – Source Sharing. Verifying Source Credibility.

**Wednesday, May 7<sup>th</sup>** – Peer review and optional student-teacher meetings.

**Friday, May 9<sup>th</sup>** – Final exam review. Final draft of the final essay is due.

### **Week 16**

**Monday, May 12<sup>th</sup>** – Final exam, part 1.

**Wednesday, May 14<sup>th</sup>** – Final exam, part 2.

**Friday, May 16<sup>th</sup>** – I will be available to answer any questions. Have a great summer break!

I understand the policies explained in Mr. Baukholt's English 110 syllabus, and I agree to adhere to those policies.

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(Please both write and sign your name on the line, above)