

English 110 Syllabus

Semester	Spring 2014	Instructor Name	Judy Cormier
Course Title & #	English 110	Email	judy.cormier@imperial.edu
CRN #	20068	Webpage	Available on the IVC home page under faculty websites
Room	2726	Office	2798
Class Dates	Jan. 21-May 13	Office Hours	MW12:00-12:30 TuTh 1:00-2:30
Class Days	Tu Th	Office Phone #	X6709
Class Times	3:05-5:10	Office contact if student will be out or emergency	Email
Units	4		

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)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 08, 09, 51 and 59. We will do a brief review of these subjects, but if you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 110. However, if you need help with any specific sentence problems, I will be happy to work with you individually.

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)

Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (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

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 and Materials

These materials are required. We will be using them extensively.

- *Mercury Reader*. Pearson Custom Publishing. 2012. Print. ISBN: 1-256-56317-X.
(The above book can only be purchased at the IVC bookstore. There is a copy on reserve in the library.)
- Glenn, Cheryl, and Loretta Gray. *Harbrace Essentials*. 1st ed. Boston: Wadsworth Pub, 2011. Print. ISBN: 978-0-495-90836-4 (This book can be rented from the bookstore.)
- Shakespeare, William. *Macbeth*. Dover Thrift Edition. Dover Publications: New York. 1993. Print. ISBN: 0-486-27802-6
- Dictionary or spell-checker.
- Loose-leaf 8½" x 11" white notebook paper.
- Highlighter and **Black** ink pens. (Blue doesn't photocopy well.) In-class papers are written in ink.
- There will be some copying expenses. You will need to print out various handouts from my website or Blackboard. These will be used for both in-class and out-of-class papers.

Bring these materials to every class meeting.

Course Requirements

Portfolio

I may make changes in this portfolio. Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances.

Grading: Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing, incomplete or unacceptable

Assignments

25%

Scores

- ___ Guide questions for readings
 - ___ Paper #1 (argument)
 - ___ Paper #2 (comparison and contrast / critical analysis)
 - ___ Average (add points and divide by 3)
-

25%

- ___ Paper #3 (definition)
 - ___ Paper #5 (cause and effect / literary analysis) project: Includes paper and package materials.
 - ___ Average (add points and divide by 2)
-

50%

- ___ Paper #4 research paper and prewriting materials

You will need the following items for your research project. Turn in a hard copy to me.

- Annotated working bibliography (20+ entries)
- Formal outline for paper (includes thesis)
- Eight page paper with works cited page (9-10 pages with 9-12 sources)
- Editing day credit (Hard copy of paper must be completed or nearly completed to get credit for editing)
- Submission of paper to SafeAssign (on time)

Grading Rubrics and Homework Policies

Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it may lose points. Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals' week; however, I may make exceptions. Work turned in during finals' week may lose extra points.
- I may make changes in the outline or portfolio as needed.
- Please do *not* e-mail late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

Essay Criteria and Scoring Rubric

Criteria for a high-quality ("A") paper

ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner. Research is evenly inserted throughout the paper and not "top-loaded" all on one end.

DEVELOPMENT:

Paragraphs are fully developed and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

CRITICAL THINKING:

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper avoids clichés like the plague.

RESEARCH:

This paper follows MLA format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. The student shows engagement in the research process by submitting a formal outline and working bibliography. There is no plagiarism in this paper. Student tries to find primary as well as secondary sources.

MECHANICS AND LANGUAGE:

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no GPS errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper is written in formal language and uses appropriate tone. Student demonstrates a command of sentences by using sentence variety and sentence combining skills. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typos and other typing errors.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. It is written at an English 99 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

2.0-2.8 (“D”) Not acceptable : Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Perhaps it was not submitted into Blackboard on time (if required).

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.
- 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.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an “F” in the class.
- Come on time and stay until the class is dismissed. Don’t forget to sign the roll sheet. If you forget, you will be marked absent. Don’t let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

Classroom Etiquette

Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.

- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No soda cups with straws and no coffee cups.
- In an **English** class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume **everyone** in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊
- 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.
- 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
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- PLEASE turn cell phones off! Thank you.

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 or 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: (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) use of a commercial term paper service

Additional Help / Website and Blackboard

Resources:

- The skeleton lecture notes can be found on my website or on Blackboard. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or www.roanestate.edu/owl
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

Blackboard:

All out-of-class essays must be submitted to Blackboard's SafeAssign *before* you hand in the hard copies to me. I will not score an out-of-class paper, unless it is in Blackboard first.

Papers can only be submitted once. Do not submit partial assignments.

You don't need to put the works cited page or outline in Blackboard.

If you can't submit the paper from your own computer, try submitting it from a computer on campus. If you have trouble, contact the Blackboard help desk listed below.

To access Blackboard and submit homework into SafeAssign:

- Go to the **IVC home page**.
- Click on **Students**.
- Click on **Blackboard**.
- Type in the first part of your IVC email address (example: msmith123) and your password.

- Find **our class** and click on that.
- From the menu on the left click on **Assignments (assignments and instructions)**.
- Find the appropriate assignment and click on **view/submit** (Look for the big green check mark ✓.)
- From the Browse box click on **Browse**, find your file, click on it and then click **open**.
- Click **Submit**.

To check your submission, go back to the link and click on **view/submit** again.

Blackboard help desk: 1-855-532-6983.

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 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. 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

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/>

Class Schedule

TuTh

ENGLISH 110 CLASS OUTLINE

I may add, change, or eliminate assignments. Late work may lose points and might not be accepted at all. Pages reference *Harbrace Essentials* 1st ed.

January

21

TOPICS: Introduction to class. Competency vs facility. How we learn (U.R.A.) Long-term & short-term memory. Submitting a paper into SafeAssign (Hard copies of papers are always submitted to me for scoring.) Getting the semester off to a good start.

HW: Copy the following down in a planner or wherever you intend to keep your homework instructions. As you finish each item on the list, check it off.

- Buy textbooks.
- Bring your *Mercury Reader* next class.

(Note: The bookstore does not keep most textbooks for more than a few weeks, so . . .)

- Print out the English 110 handout package and syllabus outline from Blackboard.
- Do the student survey and bring a hard copy to class. (It can be found in the *Syllabus module*.)

The following readings will give you background that you will need for our first assignment next class: (They can be found in the *Miscellaneous Lectures module* on Blackboard.)

- *Establishing Style, Tone and Voice*
- *Rhetorical Devices, Connotation and Figures of Speech*
- *Textual Elements*
- *Ethos, Pathos and Logos*

23

DUE: **Survey**

TOPICS: Reading assignments and guide questions. Hallmarks of informality. Start grammar review. Individual conferences on survey.

HW: ➡ Do assigned readings and guide questions. Number questions 1-14.
Review punctuation, grammar, and writing essentials pages 2-235.
(Check out this O.W.L. for more grammar practice: <http://owl.english.purdue.edu/>.
Click on non-Purdue instructors and students. You can also check out
www.roanestate.edu/owl)

28

DUE: -----

TOPICS: Grammar and punctuation review.

HW: Work on guide questions.

30

DUE: -----

TOPICS: Finish grammar and punctuation review.

HW: Work on guide questions.

February

4

DUE: -----

TOPICS: Essay conclusions. Essay introductions. The writing process.

HW: Work on guide questions.

6

DUE: -----

TOPICS: **Instructions for paper #1.** Writing and evaluating effective thesis statements.

HW:  Guide questions are due next class.
Find and read background information for paper #1.

11

DUE: **Guide questions**

TOPICS: Organization and evaluation of point- structured essays.
Eliminating redundancy. Paragraph quality and development.
Review of essay scoring criteria.

HW: Prep. for paper #1.

13

DUE: -----

TOPICS: Working with outlines. Testing your thesis with informal outlines. Definition vs description.
Ethos, logos and pathos in “Autumn” and “Hyperliving.”

HW: Prep. for paper #1.

18

DUE: -----

TOPICS: Recognizing and avoiding logical fallacies. In-class exercise.

HW: Prep. for paper #1. *In-class paper next class.* Bring proper size paper.
Read MLA research information and plagiarism pages 248-336. (Spend time on these pages.)

No computers or electronic devices. No Notes. No quotations or citations needed.

20

DUE: **Paper #1 draft**

TOPICS: In-class essay. Draft will be turned in at end of class.

HW: Keep reading pages 248-336.

25

DUE: **Paper #1 final draft**

TOPICS: Edit and final draft paper #1.

HW: Keep reading pages 248-336.

27

DUE: **Paper #1 polishing and last looks**

TOPICS: Writing examples and powerful statements. Spelling hints and tricks. Finish paper #1 (if it is not already finished.)

HW:  Bring *Harbrace* textbook and handout package next class.

March

4

DUE: -----

TOPICS: **Instructions for paper #2.** Writing college-level research papers.

HW: Work on paper #2.

6

DUE: -----

TOPICS: Research papers continued.

HW: Work on paper #2.

11

DUE: -----

TOPICS: Research papers continued.

HW: Finish paper #2.  Submit paper into SafeAssign.
 Choose topic for research paper. The list can be found on Blackboard under **assignments**.

13

DUE: **Sign up subjects for research paper. Paper #2**TOPICS: **Background instructions for paper #3.** Writing college-level research papers (continued).
Sign up research topics.**Constructing working bibliographies and works cited pages.****Parenthetical citations****MLA paper sample and grading**HW:  Type up a working bibliography and formal outline for the research paper.*You will need the following items for your research project. All parts are to be typed and a hard copy turned in to me.*

- Annotated working bibliography (20+ entries)
- Formal outline for paper (includes thesis)
- Eight page paper with works cited page (9-10 pages with 9-12 sources)

- Editing day credit
(Hard copy of paper must be completed or nearly completed to get credit for editing. Papers that do not have editing credit lose points.)
 - Submission of paper to SafeAssign (on time)
➡ Bring copy of *Macbeth* to next class.
-

18

DUE: -----

TOPICS: Working with fiction. Introduction to *Macbeth*. The following subjects and skills will be studied and practiced as we progress through the play:

- Comprehension of classical literature.
- Evaluation of plot devices.
- Paraphrasing.
- Predicting.
- Finding and tracing universal themes, metaphors and symbolism.
- Character analysis.
- Vocabulary development.
- Historical context (historicism).
- Text annotation skills.
- Writing a literary analysis paper.

HW: ➡ Number lines in the play.
Work on bibliography, formal outline and research paper.

20

DUE: **Paper #3**

TOPICS: *Macbeth* Act I group discussion (Prediction. Documentation of rising action)

HW: Begin annotating text. Work on bibliography, formal outline and research paper.

25

DUE: -----

TOPICS: *Macbeth* Act II group discussion (Historical context. How social conventions influence literature.)

HW: ➡ Bibliography and outline for research paper are due next class.

27

DUE: **Bibliography (20+ entries) and paper outline. Conferences.**

TOPICS: *Macbeth* Act III group discussion (causal analysis / character analysis).

HW: Work on research paper.

April

1

DUE: -----

TOPICS: *Macbeth* Act IV group discussion (definition).

HW: Work on research paper.

 3

DUE: -----

TOPICS: *Macbeth* Act V group discussion (exposition / description).

HW: Work on research paper.

 8

DUE: -----

TOPICS: Finish *Macbeth*. The true story of *Macbeth*, “The Curse of the Scottish Play” and historical sources. Writing a literary analysis paper. This project is your final exam for the semester.

HW: Work on research paper.

 10

DUE: -----

TOPICS: Reconcile charts. Outline paper #5.

HW: Work on research paper.

➡ Bring a hard copy of your research paper for editing next class. Don't forget works cited page. We will be doing a lot with that!

Reminder: *Editing credit is part of your grade for this paper. If your paper is not finished, you will lose points. You can get the editing credit in class or in my office by appointment prior to the due date for the paper.*

 15
DUE: **Completed research paper draft**

TOPICS: Editing and conferencing of research paper.

HW: -----

 17

DUE: -----

TOPICS: Draft paper #5.

HW: Type up parts of project.

➡ Research paper is due next class. Submit paper into SafeAssign.

 21-26 **Spring Break**


 29
DUE: **Paper #4 (research paper)**

TOPICS: Summaries and literary devices. Work on project parts.

HW: Type up parts of project.

May

6

DUE: -----

TOPICS: Thematic graphic and thematic timeline. Work on project parts.

HW: Type up parts of project.

8

DUE: -----

TOPICS: Edit paper #5. Work on project parts.

HW: Type up final draft of paper and other parts of project. ➡ Submit paper #5 into SafeAssign.

13

DUE: **Paper #5 and study package. Presentations**

This project has several parts to it, so be sure you have completed all required materials.

- Character, metaphor, and theme charts
- Literary devices list
- Thematic timeline
- Thematic graphic
- Summaries
- Formal paper outline for literary analysis essay (with thesis)
- Literary analysis paper (**paper #5**)
- Presentation.

TOPICS: Presentations of papers. Last day

Have a great vacation!

