

Basic Course Information

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| Semester | Fall 2015 | Instructor Name | D. Rowley |
| Course Title & # | Composition and Reading 110 | Email | deirdre.rowley@imperial.edu |
| CRN # | 10276 | Webpage (optional) | |
| Room | 404 | Office | Science Building: 2792 |
| Class Dates | Aug. 17, 2015 – Dec. 11, 2015 | Office Hours | M/T/W 12:30-1:30pm; Thurs 10:30-11:30am |
| Class Days | Tuesday / Thursday | Office Phone # | 760-355-6484 |
| Class Times | 8:00 – 10:05am | Office contact if student will be out or emergency | Blackboard Messaging |
| Units | 4 credits | | |

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)

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. analyze an argumentative text for claim, support, and fallacies (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)

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. 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

- *Ideas & Details* by M.Garrett Bauman, 8th ed., Cengage Learning, ISBN: 978-0-8400-2884-6, paperback or ebook, required (Used or rented copy is fine.)
- *Toolwire Writing Games* by Toolwire, Inc. (Access code available in the IVC bookstore. Ask at the counter.)
- *You Just Don't Understand* by Deborah Tannen, published by William Morrow ISBN: 978-0-06-095962-3, paperback or ebook, required (Used or rented copy is fine.)
- *Using Sources Effectively* by Robert A. Harris, Pycrczak Publishing, 3rd edition, 2011, ISBN: 1-884585-93-0, paperback, required (Used or rented copy is fine.)
- Any hardcopy English only dictionary. No electronic dictionaries or translators.

- A supply of lined paper.
- A portable source, such as a USB, for saving your essays when working in the Writing Lab.

Course Requirements and Instructional Methods

- This class uses the Writing Workshop Method, which provides time and help to improve your writing.
 - Peer conferences plus individual conferences with the teacher.
 - Essays going through several drafts.
 - Essays submitted through Blackboard.
 - Essays must be submitted electronically to be eligible for grading.
 - Electronically submitted essays do best in word doc form.
- All essays use MLA format. This will be gone over in class.
- Classroom: oral discussions, journals, quizzes, essay structure and practice.
- Journals: Each journal assignment is related to an assigned reading. Minimum length is two paragraphs, with each paragraph having a minimum of seven sentences.
- Class is taken to the Writing Lab to work on their essays the last class prior to the essay due date.

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.

- English 110 is a 4 credit class.
- 4 hours spent in class.
- 8 hours spent out-of-class reading, studying, and doing assignments.
- Total time per week spent on a 4 credit course = 12 hours

The following essay topics are not available. (So many essays on these topics have been submitted that there is a real danger of Mrs. R. falling asleep while attempting to read even one more.)

- My Wedding (or anyone else's wedding)
- My Divorce (or anyone else's divorce)
- The Birth of My Child (or anyone else's child)
- My Vacation or Family Reunion
- Capital Punishment
- Abortion
- The Second Amendment / NRA (or any related topic)
- Homosexuality / Gay Pride / How I Came Out (or any related topic)
- Religion
- Medical Issues (Diabetes, Cancer, or similar topics)

Course Grading Based on Course Objectives

- Grading Scale
 - A = 90-100%
 - B = 80-89%
 - C = 70-79%
 - D = 60-69%
 - F = 0-59%
- Grades are weighted as follows:
 - Essays – 15%
 - Quick Writes – 20%
 - Quizzes – 10% (Covers in class quizzes, online quizzes, and Toolwire Game Scores.)
 - Homework (covers out-of-class assignments plans, drafts, research, and journals) – 5%
 - Mid-Term – 20%
 - Final – 30%
- Assignments are due when collected, usually at the beginning of class.
- Emailed assignments are not accepted unless specifically requested.
- With the exception of essays, late work is not accepted. If you arrive late to class and the assignment has already been collected, your work is considered late and will not be accepted.
- Students who arrive after an activity has begun will not be individually accommodated.
- Essays submitted after the due date lose 5 points for each day past the due date.

- Essays must be submitted electronically to be eligible for grading.
- Essays are graded online. Comments on essays are available online to students once the essays are graded.
- There is no extra credit.
- Be aware: Homework may only be worth 5%, but a string of zeros as 5% of a grade can mathematically spell disaster.
- Essays:
 - Essay #1: possible 50 points
 - Essay #2: possible 75 points
 - Essay #3: possible 100 points
 - Research Paper: possible 150 points
- Quizzes:
 - Quizzes will cover *You Just Don't Understand*, information from *Ideas & Details* and *Sources*, and general writing skills covered in class such as MLA format.
 - Not all quizzes are announced.
 - Missed quizzes cannot be made up. (No exceptions)
 - Late arrivals are not eligible to take quizzes already in progress.
 - The lowest quiz grade is dropped.
- Quick Writes:
 - Three in class Quick Writes are given during the semester.
 - Quick Write #1 (9/15/15) = possible 50 points
 - Quick Write #2 (TBA) = possible 75 points
 - Quick Write #3 (TBA) = possible 100 points
 - Students may use a hard copy dictionary and *You Don't Understand* as needed during a Quick Write.
 - Quick Writes are practice for the mid-term and the final.
 - One missed Quick Write may be made up within five school days of the day it was originally given. A second or third missed Quick Write may not be made up.
 - It is the student's responsibility to make arrangements to make up a missed Quick Write.
 - Missed Quick Writes are made up in the English Department in the Science Building.
- Toolwire Writing Games
 - One game is assigned each week. Once open the games are available until Dec. 3, 2015 at 2pm.
 - Each game is worth a possible 100 points.
 - The games may be played repeatedly until the desired score is achieved.
 - The student prints out the pdf score sheet and submits it in class.
 - Only one score sheet may be turned in for each game.
 - The score for each game goes into the grade book under quizzes.
- Mid-Term and Final Exam are each worth 100 points.
- Grades are available in Blackboard 24/7

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.
- Missing class means missing out on vital information and instruction as well as possible quizzes and Quick Writes. No one chooses to be ill, and illness is a valid reason for missing class. Non-emergency medical appointments, counselor appointments, vacations, and trips should be scheduled outside of class time.
- 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 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. **Exceptions**: ebooks.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions 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 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 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) using a commercial term paper service
- (f) utilizing material from any source outside your own head without providing correct and accurate citations

Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- 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, 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 helping 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/>

Anticipated Class Schedule / Calendar

These assignments and due dates are tentative and may change during the semester.
College classes require assignments be read prior to the class in which the information will be utilized.

| Module or Week | Activity, Assignment, and/or Topic | Toolwire Writing Games | Ideas & Details | You Don't Understand | Sources |
|-----------------------|--|-------------------------------|----------------------------|-----------------------------|------------------|
| Week 1 | Syllabus, Introduction, & Quiz (Using a copy of the syllabus.) | #1 Writing Basics | Ch. 1 | | |
| Week 2 | Discussion <i>You Don't Understand</i> ; Journal | #5 Thesis Topics | Ch. 2 | Preface | Ch. 1 |
| Week 3 | Essay #1 (800 words minimum) Discussion, Summarizing, Paraphrasing | #6 What's the Point? | Ch. 3 | Ch. 1 (p.23-36) | Ch. 2 |
| Week 4 | Essay #1; Lab Day YDU Discussion/ Journal | #7 Make a Plan | Ch. 4 | Ch. 1 (p. 36-48) | Ch. 3 |
| Week 5 | Essay #1 due by 11:59pm, 9/15/15; Quick Write (9/15/15) | #2 Grammar | Ch. 5 | Ch. 2 | Ch. 4 |
| Week 6 | Essay #2 (1000 words minimum) | #3 Sentence Types | Ch. 6 & 7 | Ch. 3 | Ch. 5 |
| Week 7 | Essay #2; Lab Day | #8 Sentences & Paragraphs | CH. 7 & 8 | Ch. 4 | Ch. 6 |
| Week 8 | Essay #2 due by 11:59pm, Monday, 10/5/15 Mid-Term in Lab | #4 Sentence Structure | Ch. 9 | Ch. 5 | Ch. 7 |
| Week 9 | Essay #3 (1,200 words minimum) | #9 Paragraph Structure | Ch. 10 & 14 | Ch. 6 (p149-168) | Ch. 8 |
| Week 10 | Essay #3; Lab Day | #10 Paragraph Structure | Ch. 12 & 14 | Ch. 6 (p167-187) | Review Ch. 5 & 6 |
| Week 11 | Review Summarizing & Paraphrasing; Library Tour Essay #3 due by 11:59pm, Monday, 10/26/15 | #15 Research Processes | Ch. 15 | Ch. 7 | Ch. 9 |
| Week 12 | Research Paper (Body – 5 full pages minimum) See Research Paper Calendar | #11 Intros & Conclusions | Ch. 11 & 15 | Ch. 8 | Ch. 9 |
| Week 13 | Follow Research Calendar; Lab Day | #12 Revising & Editing | Ch. 12 & 15 | Ch. 9 (p245-260) | |
| Week 14 | Utilizing the power of story; Lab Day Research Paper due by 11:59pm, Sunday, 11/22/15 | #13 Revising Rough Draft | Ch. 15 | Ch. 9 (p260-279) | |
| | November 22-28, no classes: Thanksgiving Break | | | | |
| Week 15 | Review for Final Exam | | | Ch. 10 | |
| Week 16 | Final Exam in Writing Lab | | | Final Quiz | |

Tentative, subject to change without prior notice