

Syllabus: English 09 Writing Fundamentals

Semester	Spring 2016	Instructor's Name	Audrey A. Morris
Course Title & #	ENGL 09	Instructor's Email	audrey.morris@imperial.edu
CRN #	20228	Units	4
Room	3100 - 3112	Office	2700 - 2799
Class Dates	02/14/2017 - 06/08/2017	Office Hours	M - Online, 4:30 - 5:30 pm T, W, R - Office, 4:30 - 5:30pm
Classes Days/Times	T/R 2:00 - 4:05	Office Phone #	(760) 355-5463

Course Description

The course seeks to facilitate your mastery of the short essay at the college level. The course follows in sequence from ENGL 08 and will prepare you for ENGL 110. This course is web-enhanced and requires the use of Canvas© for assignment information and submission. You will find the link to Canvas© under the "Student" drop-down menu on the IVC website.

Student Learning Outcomes

Upon completion of this course, you will be able to:

1. Compose a multiple-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement.
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support.
3. Compose a multi-paragraph that uses correctly formed sentences with virtually no sentence-level or grammar errors.
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations.

Course Objectives

1. Develop and apply discovery techniques for expository writing with multi-paragraph essays (5-paragraph or more), including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

Textbooks & Other Resources

- *Schatzker, Mark. The Dorito Effect (2015).* *Note: You can purchase or rent this in the bookstore.
- *Crowther, Katherine, et al., Successful College Composition (2016).* *Note: This is an Open Educational Resource (OER) that is licensed under a Creative Commons Attribution-Noncommercial-Share Alike 4.0 License. It is free in electronic form. Here is the link: <http://oer.galileo.usg.edu/english-textbooks/8/>. I recommend that you either print it at home, or purchase a printed copy at the bookstore for \$15.00.

Course Requirements and Instructional Methods

Regular attendance and preparation are required as many in-class activities are based on the reading, writing and thinking you do before you arrive in class. The use of a computer is also required, as there will be announcements, resources, and weekly online assignments given online in Canvas®. I will evaluate your reading and preparation by collecting and grading selected assignments and quizzes. Class time may be spent listening to brief lectures, taking notes, reading, writing, thinking, discussing, and collaborating on group tasks. If you are absent for a class meeting, you cannot make up the work completed in class.

You are responsible for submitting assignments before the deadline. Aside from documented emergency or medical situations, I will not grade late assignments. If I accept your paper one day late due to an emergency, you will receive partial credit (-10%). If you are absent on the day of a quiz (one quiz only), you will be allowed to make it up Week 16.

The final exam for this course is a common final. It is an in-class essay that should demonstrate your mastery of the targeted writing skills. It will be graded by a team of English 09 instructors and returned to me. It counts for 30% of your grade.

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 that this 4-unit class requires 8 hours of work/week outside of class.

Course Grading Based on Course Objectives

A final grade will be based on your weighted average in the following categories:

Weekly Online Assignments	10%
Classwork	10%
Quizzes	10%
Major Writing Assignments	40%
Final Exam *Departmental Final	30%

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F.

Attendance

- A student who fails to attend the first meeting of a class, or who 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 (which is four) 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.
- **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.
- **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.
- Note: 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 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.
- In this English 09 course you will have access to Vericite©, a plagiarism detector. Besides detecting plagiarism, it can help you review and edit your work.

Additional Help

- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination of both. Please consult your college map for the Math Lab, Reading & Writing Lab and Learning Services (library) location. 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 learning center, study rooms for small groups, and online access to a wealth of resources.
- Embedded Tutoring:

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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

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/>

Anticipated Class Schedule

Unit I: Before You Write / Purpose, Focus and Organization

Week 1: **Introduction to Writing: Purpose, Audience, Tone**
Read: *Successful College Composition*, Ch. 1.1, 1.2

Week 2: **Introduction to Writing: Choice of Content and Sources**
Read: *Successful College Composition*, Ch. 1.3
Read: *Successful College Composition*, Ch. 5.1 Sentence Components
Read: *The Dorito Effect*, Ch. 1: “‘Things’ and ‘Flavors’”

Week 3: **Organizing for Clarity and Focus: Thesis Statements and Organization**
Read: *Successful College Composition*, Ch. 1.4, 1.5
Read: *Successful College Composition*, Ch. 5.1 Sentence Patterns
Read: *The Dorito Effect*, Ch. 2: “Big Bland”

*Quiz #1: *The Dorito Effect*, Ch. 1 & 2

Week 4: **Telling Your Story to an Academic Audience: Narration and Description**
Read: *Successful College Composition*, Ch. 3.1, 3.2
Read: *Successful College Composition*, Ch. 5.1 Common Sentence Errors
Read: *The Dorito Effect*, Ch. 3: “Big Flavor”

*Quiz #2: Sentences, Ch. 5.1

***Essay 1:** Narrative (500 Words) – Write in Class

Unit II: The Academic Writing Process / Prewriting, Outlining, Drafting, Revising and Editing

Week 5: **The Paragraph: Prewriting / Outlining / Drafting**
Read: *Successful College Composition*, Ch. 1.6, Ch. 2.1, 2.2, 2.3
Read: *Successful College Composition*, Ch. 5.2 Verb Forms
Read: *The Dorito Effect*, Ch. 4: “Big People”

*Quiz #3: *The Dorito Effect*, Ch. 3 & 4

Week 6: **Classification**
Read: *Successful College Composition*, Ch. 3.3
Read: *Successful College Composition*, Ch. 5.2 Verb Tenses
Read: *The Dorito Effect*, Ch. 5: “The Wisdom of Flavor”

Week 7: **Process**
Read: *Successful College Composition*, Ch. 3.4
Read: *Successful College Composition*, Ch. 5.2 Gerunds, Infinitives, Modals
Read: *The Dorito Effect*, Ch. 6: “Bait and Switch”

Week 8: **Revising and Editing**
Read: *Successful College Composition*, Ch. 2.4
Read: *Successful College Composition*, Ch. 5.2 Verb Agreement
Read: *The Dorito Effect*, Ch. 7: “Fried Chicken Saved My Life!”

*Quiz #4: *The Dorito Effect*, Ch. 5, 6, 7

*Quiz #5: Verbs, Ch. 5.2

***Essay 2:** Classification or Process Essay (1000 Words) – Turn in on Canvas and bring hard copy to class.

Unit III: Writing a Research Paper

Week 9: **Purpose and Organization (Comparison and Contrast / Cause and Effect)**

Read: *Successful College Composition*, Ch. 4.1, 4.2, 4.3, Ch. 3.6, 3.7

Read: *Successful College Composition*, Ch. 5.3 Nouns and Articles

Read: *The Dorito Effect*, Ch. 8: “The Tomato of Tomorrow”

Week 10: **Gathering and Evaluating Sources**

Read: *Successful College Composition*, Ch. 4.4, 4.5

Read: *Successful College Composition*, Ch. 5.4 Pronouns

Read: *The Dorito Effect*, Ch. 9: “The Gospel According to Real Flavor”

*Quiz #6: *The Dorito Effect*, Ch. 8, 9

Week 11: **Synthesizing Sources / Reevaluating Your Thesis**

Read: *Successful College Composition*, Ch. 4.6

Read: *Successful College Composition*, Ch. 5.4 Antecedents

*Quiz #7: Nouns and Pronouns, Ch. 5.3, 5.4

Week 12: **Documenting Source Material and Revising Your Draft**

Read: *Successful College Composition*, Ch. 4.8, 4.9

Read: *Successful College Composition*, Ch. 5.5 Punctuation

***Essay 3:** Research Paper (2000 Words) – Turn in on Canvas.

Unit IV: Using Your Ideas to Persuade Others

Week 13: **The Purpose and Structure of Persuasive Writing**

Read: *Successful College Composition*, Ch. 3.8

*Quiz # 8: Punctuation

Week 14: **Writing a Persuasive Essay**

Read: *Successful College Composition*, Ch. 3.8

***Essay #4:** Persuasive Essay (1000 words) – Turn in on Canvas.

Week 15: **Preparing for a Timed Essay**

***Essay #5:** Common Final / Persuasive Essay - Write in class.

Week 16: **Endings**

*Quiz # 9: Comprehensive Quiz, Ch. 5

*Quiz #10: Makeup Quiz (Optional)