

### Basic Course Information

Semester:	Spring 2017	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 110	Email:	nbeope@gmail.com
CRN #:	20259	Webpage (optional):	N/A
Classroom:	203	Office #:	N/A
Class Dates:	FEB 13 – JUN 9	Office Hours:	Check Canvas Announcement
Class Days:	Monday / Wednesday	Office Phone #:	760-592-5359
Class Times:	10:20 AM – 12:25 PM	Emergency Contact:	English Department
Units:	4		

### Course Description

English 110 is the standard freshman course in English at IVC. 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 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 & Other Resources or Links

Required:

“The Brief Wondrous Life of Oscar Wao”, Junot Diaz

“Writing Arguments, A Rhetoric with Readings”, Ramage, Bean, Johnson. Concise 7th Edition. Pearson, 2016

### Course Requirements and Instructional Methods

1. There will be a number of in-class writing assignments that are required and integral to the class. It is your responsibility to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade. These exercises cannot be made up due to absences.
2. All assignments (homework and essays) are due on the assigned date **at the beginning of class**. All essays must be typed and uploaded to *SafeAssign* **the night before** they are due.
3. Barring emergencies, late papers **will not be accepted**. Emailed papers will also not be accepted. If you have unusual circumstances discuss them with me.
4. All assignments must be **completed satisfactorily**. An assignment that does not follow instructions or is incomplete will receive **zero** credit.

**Assignment #1:** Process-analysis. (Letter grade)

**Assignment #2:** A research paper focusing on ethical claims. (Letter grade)

**Assignment #3:** A research paper focusing on claims of definition. (Letter grade)

**Assignment #4:** An analytical research paper/response addressing issues in “The Brief Wondrous Life of Oscar Wao”. (Letter grade)

**Annotated Bibliography:** One of the above assignments will ask you to write an annotated bibliography instead of a works cited page. Following MLA guidelines, list six sources and describe specifically what part of each source is relevant to your research paper and why. (Letter grade)

**Presentation:** Towards the due date of essays, students will give a 4-6 minute presentation on his or her research topic. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with, to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given a couple weeks beforehand. The audience will be your peers in this class. (Letter grade)

**Extra Credit:** Throughout the semester there will be many ways to receive extra credit points. These points will **only influence** homework and quiz scores.

### Course Grading Based on Course Objectives

10%: Participation (includes in-class writings)

10%: Homework, Quizzes (unannounced)

15%: First assignment

15%: Second assignment

15%: Third assignment

15%: Forth assignment

10%: Presentation

10%: Bibliography

Grading system:

90 + = A    80 - 89 = B    70 - 79 = C

60 - 69 = D    59 - = F

### Attendance

- A student who fails to attend the first meeting of a 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 (4)** 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.
- Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

## Classroom & Email Etiquette

- Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones **will lose** participation points. If you find it necessary to use a laptop, you must sit near one of the front rows.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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 who are found to be chatting amongst each other during lecture will also lose participation points. If the problem is consistent they will also be asked to leave the classroom.
- Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Email: Please email me at the address found above. Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. Under no circumstances should students email assignments, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Canvas for handouts, or ask your peers for lecture notes.

## 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.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **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

Week 1 Feb 13 / 15

**Intro to course & course materials**

**Analysis**

(Readings\*: Syllabus

Homework\*\*: Analysis ex.)

\* Readings will be quizzed and discussed the following Thursday unless otherwise specified.

\*\* All homework is due the following class meeting unless otherwise specified.

Week 2 Feb 20 / 22

**Monday – Holiday**

**Assignment #1 handout, examples and discussion**

**Establishing expertise and authority**

(Readings: “The Brief Wondrous Life of Oscar Wao” Epilogue + pgs. 1 – 49

Homework: Education itinerary)

Week 3 Feb 27 / Mar 1

**Writing with imagination**

**Understanding figurative language**

(Readings: “The Brief Wondrous Life of Oscar Wao” Chap. 2

Homework: Description ex.)

Week 4 Mar 6 / 8

**Essay organization**

**Paragraphing**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 77 – 113

Homework: Paragraph ex.)

Week 5 Mar 13 / 15

**Modes of revision**

**Due: Bring two copies of Assignment #1 for Peer Review**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 114 – 136

Handout: Moves of revision)

Week 6 Mar 20 / 22

**Rhetorical appeals**

**What makes an argument?**

**Assignment #1 due**  
**Student presentations group 1**  
**Assignment #2 handout, examples and discussion**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 137 – 165  
“Writing Arguments” chap. 1, 2  
Canvas: “Yes, your opinion can be wrong” then read article, printed in the Huston Press  
Handout: Rhetorical appeals, annotated bibliography)

Week 7 **Mar 27 / 29**

**Thesis statements**  
**Fallacies**  
**Counterarguments**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 166 – 184  
“Writing Arguments” chap. 3, 4, Appendix 1  
Handout: Counterarguments, thesis statements, fallacies  
Homework: Fallacy ex.)

Week 8 **April 3 / 5**

**Evaluating sources**  
**MLA guidelines**  
**Summary, paraphrasing and direct quotation**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 184 – 201  
“Writing Arguments” chap. 6, 7, appendix 2  
Handout: Evaluating sources  
Homework: Topic proposal)

Week 9 **April 10 / 12**

**Midterm**  
**Due: Bring two copies of Assignment #2 for Peer Review**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 202 – 210  
“Writing Arguments” chap, 8, 9)

Week Zero **April 17 / 19**

**Spring Break – No Classes**

(Readings: “The Brief Wondrous Life of Oscar Wao” Pgs. 211 – 233  
“Writing Arguments” chap. 10  
Handout: Types of claims)

Week 10 **April 24 / 26**

**Types of claims**

**Toulmin's Warrant**

**Assignment #2 due**

**Student presentations group 2**

**Assignment #3 handout, examples and discussion**

(Readings: "The Brief Wondrous Life of Oscar Wao" Pgs. 234 – 261  
"Writing Arguments" chap. 11, 12)

Week 11 **May 1 / 3**

**Types of claims cont.**

**Summary, paraphrasing and direct quotation cont.**

(Readings: "The Brief Wondrous Life of Oscar Wao" Pgs. 263 – 300  
"Writing Arguments" chap. 13, 14)

Week 12 **May 8 / 10**

**Types of claims cont.**

**Due: Bring two copies of Assignment #3 for Peer Review**

(Readings: "The Brief Wondrous Life of Oscar Wao" Pgs. 301 – 313)

Week 13 **May 15 / 17**

**Assignment #3 due**

**Student presentations group 3**

**Assignment #4 handout, examples and discussion**

**Writing about literature**

(Readings: Finish "The Brief Wondrous Life of Oscar Wao")  
Handout: Writing about literature)

Week 14 **May 22 / 24**

**Semester Review**

Week 15 **May 29 / 31**

**Film TBA**

**Student presentations group 4**

Week 16 **June 5 / 7**

**Finals week**

**Assignment #4 due**



**Extra credit assignment due**

**Note:** Instructor reserves the right to change any scheduled instruction or assignment depending on needs or speed of class.

