

### Basic Course Information

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Audrey A. Morris</b>
Course Title & #:	<b>English 09</b>	Email:	<b>audrey.morris@imperial.edu</b>
CRNs #:	<b>10203 / 10232</b>	Webpage (optional):	
Classrooms:	<b>2900 / 2751</b>	Office #:	<b>2700 - 2799</b>
Class Dates:	<b>August 14 – December 08</b>	Office Hours:	<b>T/R, 2 – 3:15pm / W 4:30 – 5:30pm (M ONLINE 4:30– 5pm)</b>
Day/Time:	<b>M/W – T/R</b>	Office Phone #:	<b>760 355-6354</b>
Day/Time:	<b>2p-4:05p/10:20a-12:25p</b>	Emergency Contact:	<b>760 355-6224</b>
Units:	<b>04</b>		

### 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.

### Course Prerequisite(s)

ENGL 008 or ENGL 098 with a grade of “C” or better or appropriate placement.

### 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 or Links

- Schatzker, Mark. *The Dorito Effect* (2015). ISBN 978-1-4767-2423-2 \*Note: You can purchase or rent this in the bookstore.
- Duhigg, Charles. *The Power of Habit* (2016) ISBN 978-0-8129-8160-5 \*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:

Reading Quizzes	10%
Grammar Quizzes	10%
Essays	40%
Classwork	10%
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 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.
- 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 by the instructor.
- 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.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)]

## 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.
- 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.

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 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. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides

insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.

- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### 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

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

**Week 1:**            **Introduction to Writing: Purpose, Audience, Tone, Content and Sources**  
8/14-8/17            Read: *Successful College Composition*, Ch. 1.1, 1.2, 1.3  
                          Read: *The Power of Habit*, Prologue: The Habit Cure

**Week 2:**            **Organizing for Clarity and Focus: Thesis Statements and Organization**  
8/21-8/24            Read: *Successful College Composition*, Ch. 1.4, 1.5  
                          Read: *Successful College Composition*, Ch. 5.1 Sentence Comp and Patterns  
                          Read: *The Power of Habit*, Ch. 1 & 2: The Habit Loop; The Craving Brain

\*Reading Quiz 1: *The Power of Habit*, Prologue and Ch. 1

**Week 3:**            **Telling Your Story to an Academic Audience: Narration and Description**  
8/28-8/31            Read: *Successful College Composition*, Ch. 3.1, 3.2  
                          Read: *Successful College Composition*, Ch. 5.1 Common Sentence Errors  
                          Read: *The Power of Habit*, Ch.3: The Golden Rule of Habit Change

\*Reading Quiz #2: *The Power of Habit*, Ch. 2 and 3

\***Essay 1:** Narrative (600 - 800 Words) – Write in Class

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

Week 4:           **The Paragraph: Prewriting / Outlining / Drafting**  
9/4-9/7           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. 1: “Things” and “Flavors”

\*Reading Quiz #3: *The Dorito Effect*, Ch. 1

\*Grammar Quiz #1: Sentence Structure

Week 5:           **Classification**  
9/11-9/14        Read: *Successful College Composition*, Ch. 3.3  
                      Read: *Successful College Composition*, Ch. 5.2 Verb Tenses  
                      Read: *The Dorito Effect*, Ch. 2: Big Bland

\*Reading Quiz #4: *The Dorito Effect*, Ch. 2

Week 6           **Process**  
9/18-9/21        Read: *Successful College Composition*, Ch. 3.4  
                      Read: *Successful College Composition*, Ch. 5.2 Gerunds, Infinitives, Models  
                      Read: *The Dorito Effect*, Ch. 3: Big Flavor

\*Reading Quiz 5: *The Dorito Effect*, Ch. 3

Week 7:           **Revising and Editing**  
9/25-9/28        Read: *Successful College Composition*, Ch. 2.4  
                      Read: *Successful College Composition*, Ch. 5.2 Verb Agreement  
                      Read: *The Dorito Effect*, Ch. 4: Big People

\*Reading Quiz #6: *The Dorito Effect*, Ch. 4

\*Grammar Quiz #2: Verbs, Ch. 5.2

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

## Unit III: Writing a Research Paper

Week 8:           **Purpose and Organization (Cause and Effect)**  
10/2-10/5        Read: *Successful College Composition*, Ch. 4.1, 4.2, 4.3, Ch. 3.6, 3.7  
                      Read: *Successful College Composition*, Ch. 5.4 Pronouns  
                      Read: *The Dorito Effect*, Ch. 6: Bait and Switch

\*Reading Quiz #7: *The Dorito Effect*, Ch. 6

Week 9:           **Gathering and Evaluating Sources**  
10/9-10/12      Read: *Successful College Composition*, Ch. 4.4, 4.5  
                      Read: *Successful College Composition*, Ch. 5.4 Antecedents  
                      Read: *The Power of Habit*, Ch. 5

\*Reading Quiz #8: *The Power of Habit*, Ch. 5: Starbucks and the Habit of Success

\*Grammar Quiz #3: Pronouns

Week 10: **Synthesizing Sources / Reevaluating Your Thesis**

10/16-10/19 Read: *Successful College Composition*, Ch. 4.6

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

Read: *The Power of Habit*, Ch. 7: How Target Knows What You Want Before...

\*Reading Quiz #9: *The Power of Habit*, Ch. 7

\*Grammar Quiz #4: MLA Format

Week 11: **Documenting Source Material and Revising Your Draft**

10/23-10/26 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 12: **The Purpose and Structure of Persuasive Writing**

10/20-11/2 Read: *Successful College Composition*, Ch. 3.8

Read: *The Power of Habit*, Ch. 9: The Neurology of Free Will

\*Reading Quiz #10: *The Power of Habit*, Ch. 9: The Neurology of Free Will

Week 13: **Planning a Persuasive Essay**

11/6-11/9 Read: *Successful College Composition*, Ch. 3.8

\*Grammar Quiz #5: Punctuation

Week 14: **Drafting a Persuasive Essay**

11/13-11/16

\***Essay #4:** Persuasive Essay (1000 words) – Write in class.

**Thanksgiving Day Holiday – NO SCHOOL**

Week 15: **Preparing for a Timed Essay / Departmental Final**

11/27-11/30

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

Week 16: **Endings**

12/4-12/7

\*Grammar Quiz # 5: Comprehensive; Makeup Grammar Quiz: Optional

**\*\*\*Tentative, subject to change without prior notice\*\*\***