

### Basic Course Information

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Robert Baukholt</b>
Course Title & #:	<b>English 009: Basic English Composition II CRN 10244</b>	Email:	<b>Robert.baukholt@imperial.edu</b>
Classroom:	<b>Online</b>	Office #:	<b>2792</b>
Office Hours:	<b>Office Hours: M/W 9:40 a.m. - 10:10 a.m., T/Th 7:20 a.m. - 7:50 a.m.</b>	Office Phone #:	<b>760 355-6159</b>
Units:	4		

### Course Description

This class prepares you for reading, writing, and critical thinking at the university level; it bears little resemblance to the literature and writing classes you may have taken in high school.

A college educated writer must acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. The skills involved in this are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. This semester you will continue developing these skills by discussing ideas, by analyzing rhetorical modes (such as process analysis and compare & contrast), and by writing lots of essays. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade.

### 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. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement.  
(ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, 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

Most of the required texts for this class will be posted through online links provided along with your weekly assignments. I would like you to obtain a copy of a handbook with MLA formatting instructions and a works cited guide. It's up to you to decide which book, although you can email me for some suggestions. This will help you with grammatical issues that come up in your writing. You can order this book online to save some money, (it won't be at the bookstore) and I don't expect you to have it until the fourth week.

## Course Requirements and Instructional Methods

**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.

**Class Organization:** This class is divided into separate units of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each unit will involve various activities and tasks. Each unit's new lesson materials and accompanying assignments will open at 12:01 a.m. Once open, a lesson will never close, but the tasks associated with it will be available to you for a limited time (seven days for most units). Assignments will close at 11:59 p.m. on their respective due dates.

Every day that a new unit opens, after 12:01 a.m. you may go into the content area for the new unit to access the lesson materials, discussions, and assignments.

On the due date of each unit, the accompanying assignments, discussions, and quizzes required for that unit will close and cease to be accessible, so don't get behind. You will still be able to see the lessons throughout the semester for review. Students who get behind in their coursework often end up failing the course as a result.

**Unit Reflections:** Your final task for each unit will be to access the unit reflection assignment and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that unit. This assignment will be graded primarily based upon your use of that unit's concepts and the effort you put into your response.

Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments (especially when they do not receive full credit).

**Essays:** The essays will be the main form of assessment for the class. I will post two assignments for each essay. One will be for the first draft, and the other will be for the final draft. First drafts will be optional for essays 1, but required for essays 2 and 3. I will provide ample feedback on your first drafts, but will only assign a grade and a few comments to the final drafts, so it's a responsible move to submit first drafts for all essays. I will include the due dates with each essay assignment.

**Discussions:** Discussions will center around questions posed by your instructor in the discussion forums of each unit's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supportable and non-supportable answers).

Your discussion responses will be graded on whether or not they are well thought-out, whether or not it is clear from your responses that you did the reading and engaged with the lesson materials, and whether or not your opinion is backed up with supporting evidence.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in an argument, but just remember that you need to be respectful to all students.

I will be reading your posts and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect). If any student is disrespectful to another student, that student will lose points. Remember, this is a college class and your discussions should be academic in nature, so don't get off topic or you will also lose points.

You must post on our class discussion board at least three times for each unit to receive full credit in discussions. Two posts should respond to our unit discussion questions. The third should respond to someone else's post (contributing, hopefully, to a dialogue). Feel free to post more than three times, although it is not required to receive full credit.

**Live Meetings:** Our class will meet a total of two times over the course of the semester. These meetings are for our midterm essay exam and for our final essay exam. These two exams are mandatory! If you cannot attend these meetings, you should look for a class that can better accommodate your schedule.

**Midterm 1** – Friday, October 6<sup>th</sup> - 7:00pm – 9:00 pm – Room TBD

**Final** – Friday, December 8th - 7:00 pm - 9:00 pm – Room TBD

### Course Grading Based on Course Objectives

<b>Quizzes:</b>	<b>10%</b>
<b>Essay 1:</b>	<b>10%</b>
<b>Essay 2:</b>	<b>15%</b>
<b>Essay 3:</b>	<b>20%</b>
<b>Midterm</b>	<b>10%</b>
<b>Final</b>	<b>20%</b>
<b>Weekly Reflections:</b>	<b>10%</b>
<b>Discussions</b>	<b>5%</b>
<b>TOTAL</b>	<b>100%</b>

**A > 90% B > 80% C > 70% D > 60% F < 60%**

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

### 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.
- Late Assignments: Essay assignments turned in late will lose ten percent for every day they are late. No other assignments will be accepted late.

### **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.

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.

- **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

Date or Week	Activity and/or Topic	Pages/ Due Dates/Tests/Assignments
Unit 1 August 14 <sup>th</sup> – 22 <sup>nd</sup>	Course Policies and Navigation Prewriting – Bubbling, Listing, Big Six Questions	<ul style="list-style-type: none"> <li>- Syllabus Quiz</li> <li>- Orientation Quiz</li> <li>- Unit 1 Discussion Posts</li> <li>- Unit 1 Quiz</li> <li>- Unit 1 Reflections</li> </ul>
Unit 2 August 23 <sup>rd</sup> - 30 <sup>th</sup>	Process Analysis Writing Techniques Thesis Statements – A general review Thesis Statements in Argument	<ul style="list-style-type: none"> <li>- Process Analysis Readings- Online</li> <li>- Assign the Process Analysis Essay</li> <li>- Unit 2 Discussion Posts</li> <li>- Unit 2 Quiz</li> <li>- Unit 2 Reflections</li> <li>- <i>Brave New World</i> Quiz: Ch. 1-4</li> </ul>



<b>Date or Week</b>	<b>Activity and/or Topic</b>	<b>Pages/ Due Dates/Tests/Assignments</b>
Unit 3 August 31 <sup>th</sup> – September 6 <sup>th</sup>	Topic Sentences Writing Strong Introductions Writing Strong Conclusions	<ul style="list-style-type: none"> <li>- Unit 3 Discussion Posts</li> <li>- Unit 3 Quiz</li> <li>- Unit 3 Reflections</li> </ul>
Unit 4 September 7 <sup>th</sup> – 14 <sup>th</sup>	Understanding Your Audience Audience and Tone Audience and Content	<ul style="list-style-type: none"> <li>Unit 4 Discussion Posts</li> <li>- Unit 4 Quiz</li> <li>- Unit 4 Reflections</li> <li>- Optional First Draft of the Process Analysis Essay is Due</li> </ul>
Unit 5 September 15 <sup>th</sup> – 22 <sup>nd</sup>	Compare and Contrast	<ul style="list-style-type: none"> <li>- Unit 5 Discussion Posts</li> <li>- Unit 5 Quiz</li> <li>- Unit 5 Reflections</li> <li>- The Final Draft of the Process Analysis Essay is Due</li> <li>- Assign the Compare and Contrast Essay</li> </ul>
Unit 6 September 23 <sup>rd</sup> – 30 <sup>th</sup>	Midterm Review: Review Argument Writing Strategies	<ul style="list-style-type: none"> <li>- Unit 6 Discussion Posts</li> <li>- Unit 6 Quiz</li> <li>- Unit 6 Reflections</li> </ul>
Unit 7 October 1 <sup>st</sup> – 8 <sup>th</sup>	Finding Sources for Arguments Using Databases In-text Citation Review	<ul style="list-style-type: none"> <li>- Live Meeting for Our Midterm</li> <li>- Unit 7 Discussion Posts</li> <li>- Unit 7 Quiz</li> <li>- Unit 7 Reflections</li> </ul>
Unit 8 October 9 <sup>th</sup> – 16 <sup>th</sup>	Five Ways of Using Source Material in a College Essay	<ul style="list-style-type: none"> <li>- Unit 8 Discussion Posts</li> <li>- Unit 8 Quiz</li> <li>- Unit 8 Reflections</li> <li>- First Draft of the Compare and Contrast Essay is Due.</li> </ul>
Unit 9 October 17 <sup>th</sup> – 24 <sup>th</sup>	Introduction to Argument.	<ul style="list-style-type: none"> <li>- Unit 9 Discussion Posts</li> <li>- Unit 9 Quiz</li> <li>- Unit 9 Reflections</li> <li>- Argument Readings – Online</li> <li>- Final Draft of the Compare and Contrast Essay is Due.</li> <li>- Assign the Argument Essay.</li> </ul>
Unit 10 October 25 <sup>th</sup> – November 1 <sup>st</sup>	Gattaca	<ul style="list-style-type: none"> <li>- Unit 10 Discussion Posts</li> <li>- Unit 10 Quiz</li> <li>- Unit 10 Reflections</li> </ul>
Unit 11	Nuclear Energy	<ul style="list-style-type: none"> <li>- Unit 11 Discussion Posts</li> </ul>



<b>Date or Week</b>	<b>Activity and/or Topic</b>	<b>Pages/ Due Dates/Tests/Assignments</b>
November 2 <sup>nd</sup> – 8 <sup>th</sup>		<ul style="list-style-type: none"> <li>- Unit 11 Quiz</li> <li>- Unit 11 Reflections</li> </ul>
Unit 12 November 9 <sup>th</sup> – November 26 <sup>th</sup> (this time is extended because it includes Fall Break Week and Veteran’s Day)	Creating a List of Works Cited Tricks of Argument: Responding to an Article	<ul style="list-style-type: none"> <li>- Unit 12 Discussion Posts</li> <li>- Unit 12 Quiz</li> <li>- Unit 12 Reflection</li> <li>- The First Draft of the Argument Essay is Due.</li> </ul>
Final Period November 27 <sup>th</sup> - December 8 <sup>th</sup>	Final Review Exercises. Final Exam Day – December 8 <sup>th</sup> Final Draft of Essay 3 Due – December 8 <sup>th</sup>	<ul style="list-style-type: none"> <li>- Final Reflections.</li> <li>- Final Quiz.</li> <li>- Final Draft of the Argument Essay is Due</li> <li>- Live Meeting for our Final Exam</li> </ul>

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