

**Basic Course Information**

Semester:	Fall 2017	Instructor Name:	Scott Simpson
Course Title & #:	ENGL 10	Email:	scott.simpson@imperial.edu
CRNs:	10248, 10250 & 11214	Emergency Contact:	English Department secretary
Classroom/Class Dates & Times:	CRN 10250 in bldg 3000 M/W from 7:30 – 10:00 AM CRN 10248 in room 201 M/W from 10:20 to 12:50 CRN 11214 in room 315 T/TH from 10:20 to 12:50	Office #:	2794
	August 14 – December 8	Office Hours:	M/W: 12:50 – 1:50 PM T/TH: 9:20 – 10:20 AM
Units	4	Office Phone #:	760 355-6164

**Course Description**

Accelerated class that prepares students for transfer-level English composition and associate-degree classes. Emphasizes and develops skills in critical reading and academic writing. Strongly recommended: participation in the writing placement (Accuplacer) process. (Nontransferable, nondegree applicable)

**Course Prerequisite(s) and/or Corequisite(s)**

none

**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 a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)

## Course Objectives

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

1. Develop and apply the use of discovery techniques in writing and interpreting readings.
2. Demonstrate an understanding of the difference between connotative and denotative meaning in the study and analysis of others' writings.
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.
4. Write essays totaling at least 4000 words of formal writing that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation.
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.
6. Develop text interpretation supported by citations from the readings.
7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments, comma splices, and fused sentences.
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

## Textbooks & Other Resources or Links

- 1) *Sentence Structure for College Students* by Scott Simpson (purchased only electronically)
- 2) Supplemental online instruction and quizzes at [www.quia.com](http://www.quia.com) (these complement the above text)
- 3) *The National Football League and Brain Injuries* by Richard G. Hamermesh and Matthew Preble only available for purchase online at <https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG> The National Football League and Brain Injuries case study will be needed for our third essay.
- 4) Various readings that the instructor will provide electronically; students are required to print them out

## Course Requirements and Instructional Methods

Lecture	Demonstration	Discussion	Group Activity
Individual Assistance	Lab Activity	Computer Assisted Instruction	
Voicethread Presentations			

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. The Western Association of Schools and Colleges (WASC) has adopted a similar requirement. Since this class is a 4-unit class, expect to devote eight hours of study outside the classroom.

## Course Grading Based on Course Objectives

Definition Mode Essay 10%  
Compare/Contrast Essay 10%  
Argument Essay (written in class) 20%  
Mini-Research paper (4 to 6 pages in length) 20%  
Final exam (essay written in class) 10%  
Online & other quizzes 10%  
Homework assignments 10%  
VoiceThread Presentations (two of them) 10%

### **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.
- Visiting the class for a brief time is not the same as being present. A guideline is that missing 30 mins of a class or more may be considered equivalent to an absence.
- 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 out of reach and out of sight 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, only students enrolled in the class may attend, so children may not be in classrooms during instruction.

### **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 importance 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.

Regarding work written by a given student outside the classroom that is substantially different in quality from the work written in the classroom, the instructor reserves the right not to accept such work and/or to assign a grade of zero.

Helpful tutoring is available at IVC and elsewhere, but if the student receives help to the degree that the transformed written work can reasonably be seen as a co-write, the instructor reserves the right not to accept such work and/or to assign a grade of zero.

### **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

Week	Activity, Assignment, and/or Topic
Week 1: August 14 - 18	Syllabus & Introduction Brainology/Mindsets: Dr. Carol Dweck
Week 2: August 21 - 25	Brainology/Mindsets (continued) Discussion Board Post #1

Week 3: August 28 – Sept 1	Time Perspective Inventory (TPI): Dr. Phillip Zimbardo Assignment: Time Perspective Inventory <b>VoiceThread</b> How to Identify <i>Nouns</i> in Your Sentences
Week 4: Sept 5 – 7  (M = holiday)	Time Perspective Inventory/Zimbardo (continued) Elements of an Essay; What Is a Definition Mode Essay? Essay Outline • Discussion Board Post #2 How to Identify Which Nouns in Your Sentences Are Subjects
Week 5: Sept 11 – 14	Essay #1 Due (Mindsets/Time Perspective Inventory)  New Essay Topic: Potential Drawbacks of the American Dream: Contrast the Ideals of the American Dream with Its Realities for Many  Video: Is This the End of the American Dream?  The Compare/Contrast Essay  How to Identify <i>Verbs</i> in Your Sentences
Week 6: Sept 18 – 21	Potential Drawbacks of the American Dream (continued)  Assignment: Is This the End of the American Dream <b>VoiceThread</b> Carl Jung interview: Americans Must Say “No”  Writing Sentences with Coordinating Conjunctions
Week 7: Sept 25 – 28	Essay Outline • Discussion Board Post #3  Essay #2 Due (Contrast the Ideals of the American Dream with Its Realities for Many)  Writing Sentences with Subordinating Conjunctions
Week 8: Oct 2 - 5	New Essay Topic: The NFL & Brain Injuries  The Argument Essay  Purchase the Harvard Business School Case Study (see page two of this document)  Writing Sentences with Conjunctive Adverbs
Week 9: Oct 9 - 12	The NFL & Brain Injuries (continued)  Comma splices & Run-on Sentences

Week 10: Oct 16 - 19	<p>Essay Outline • Discussion Board Post #4</p> <p>Essay #3 Written in Class</p> <p>Comma splices &amp; Run-on Sentence</p>
Week 11: Oct 23 - 26	<p>Peer Review of NFL &amp; Brain Injuries essay</p> <p>Sentence fragments</p> <p>Review: Comma splices, Run-on Sentences &amp; Sentence fragments</p>
Week 12: Oct 30 – Nov 2	<p>The Mini-Research Paper</p> <p>New Topic: Mass Delusions &amp; the Madness of Crowds (Charles MacKay)</p> <p>The McMartins</p> <p>Explore/discuss the case of the McMartins as an example of a mass delusion: Causes?</p> <p>The Cause/Effect Essay</p>
Week 13: Nov 6 – 9	<p>Introduction to the Academic Databases</p> <p>Other mass delusions in history</p>
Week 14: Nov 13 – 16	<p>Small group presentations: Historical Mass Delusions</p> <p>Examples of possible mass delusions <b>happening now?</b></p>
Break: Nov 20 – 24	<ul style="list-style-type: none"> <li>• THANKSGIVING BREAK</li> </ul>
Week 15: Nov 27 – 30	<p>Mini-Research paper outline • Discussion Board Post #5</p> <p>Final exam (essay written in class)</p>
Week 16: Dec 4 – 7	<p>Due: Mini-Research paper</p> <p>Critique: <i>Aguirre the Wrath of God</i></p>

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