

Basic Course Information

Semester	Spring 2019	Instructor Name	Amy Loper
Course Title & #	English 010	Email	Amy.loper@imperial.edu
CRN #	20248	Webpage (optional)	
Room	1308	Office	N/A
Class Dates	Feb 11-Jun 7, 2019	Office Hours	
Class Days	M W 0730-0900 am 0910-1000 am	Office Phone #	
Units	4	Office contact if student will be out or emergency	English Dept. Secretary 760-355-6224 760-355-6337

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. (Nontransferable, nondegree applicable)

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. Develop an essay that contains a thesis statement, provides adequate support, and employs an clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that minimizes sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. 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)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

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

1. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self- editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
5. Compose multi-paragraph essays with clear organizational structure and adequate support
6. Develop essays that minimize grammatical or usage errors in verbs, word choice, word order, punctuation, and ESL interference
7. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
8. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
9. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper

10. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
11. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
12. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
13. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Textbooks & Other Resources or Links

Required Texts and Materials

Patterns for College Writing: A Rhetorical Reader and Guide

Laurie G. Kirszner

ISBN: 9780312676841

You will need access to a computer and the internet; we will use a number of online sources including essays, videos, and supplemental instructional material.

Recommended Texts and Materials

A writer's handbook like *The Pocket Wadsworth Handbook* (should include MLA 8 updates)

A good dictionary

This course utilized Canvas; access to a computer and the internet is necessary

Course Requirements and Instructional Methods

Assignments

Homework: Most of the homework will come from the textbook. You are required to do *all* of the reading and the assigned exercises.

Quizzes: Quizzes will be given periodically to assure that you are doing the readings (minimum of three per semester).

Discussions: Four or more discussions will be assigned using the forum feature on Canvas. For these discussions, you will be asked to write a short essay response to a question, and provide follow up commentary to your peers.

Workshops: Everyone is expected to be in attendance and participate in workshops. We will discuss these in class.

Writing Assignment: For this class, there will be a total of 4 graded essays and a final in-class essay. These essays will be worth at least half of your grade. These essays include a descriptive narrative, compare and contrast, and argument, and a mini-research project. Only complete essays (**including rough drafts**) will be accepted for a grade.

Course Grading Based on Course Objectives

100-90% - A

89-80% - B

79-70% - C

69-60% - D

59-0% - F

Narrative, Comparative, Argumentative Essay	10 points each
Mini Research	15 points
Discussion Posts/Responses (4)	6 points
Introductory Discussion Post	1 point
Quizzes (3)	5 points
Final	15 points
Total	100 points

***Note: Essays and other assignments will be accepted up to one week late (seven days from the due date). Work will not be accepted beyond that time. Late work will automatically lose one point.**

***If you do not have a rough draft on the day of the Workshops (peer review), you will lose one point.**

***A completed essay consists of rough draft, peer review worksheet, and final draft!**

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. **Consider**: specifics for your class/program
- 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.

Anyone caught cheating or 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

Additional Help – Discretionary Section and Language

- Canvas support center:
- <https://www.imperial.edu/courses-and-programs/distance-education/helpdesk/>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). 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.

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 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. 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 / Calendar

Week	Monday	Wednesday
Week 1	Introductions, syllabus review Introductory Discussion Board Post	Ch. 1 Critical Reading, Ch. 2 Invention Pages 13-49
Week 2	Holiday	Ch. 3 Arrangement Pages 51-64 MLA Format Instruction/Review
Week 3	Ch. 6 Narration 97-111 Read "38 Who Saw Murder Didn't Call the Police" 128-132	Film (The Witness?) or "What Would You Do?" clips, Continued Discussion on "38..." Discussion Post #1 Assigned
Week 4	Chs. 4 and 5 Drafting/Revising and Editing and Proofreading	Grammar Review – Combining Sentences, fragments, fused sentences, and comma splices *Quiz 1*
Week 5	Ch. 7 Description Page 151-168 Read "No Wonder they Call Me a Bitch" page	Peer Review Workshop *Rough Draft Due*
Week 6	*Narrative Essay Due* Ch. 11 Comparison Read "Songs of the Summer of 1963...and 2013" 403-407	"Songs of the Summer..." discussion, Music Video(s), grammar review: parallelism
Week 7	Ch. 8 Exemplification, Read "No, I Do Not Want to Pet Your Dog" 224-229 Discussion Post #2 Assigned	Peer Review Workshop *Rough Draft Due*
Week 8	*Comparative Essay Due* Begin Discussion on MLA documentation and using the internet for research	...Continued *Quiz 2*
Week 9	Ch 14 Argument, discuss possible topics	Read "Casebook: Is Football too Dangerous?" 603-625
Week 10	Ch 13 Definition, Read "Tortillas" 506-509, Discussion Post #3 Assigned	Critical Thinking, In-class Activity (critical thinking) *Quiz 3*
Week 11	Spring Break	Spring Break
Week 12	Databases and Incorporating Sources	Peer Review Workshop *Rough Draft Due*
Week 13	*Argumentative Essay Due*	Ch 15 Combining the Patterns, discussion research topics
Week 14	Read "Inked Well" 692-697 Discussion Post #4 Assigned	Peer Review Workshop *Rough Draft Due*
Week 15	Holiday	*Research Essay Due* Review for Final
Week 16	Final	Final

*Schedule is subject to change