

English 009, Basic English Composition II
Imperial Valley College (IVC), Spring 2013

Angel F. Sandoval

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Tutoring Hours & Days: Tues. & Thurs. mornings,
set up appointment via e-mail.

*Spencer Library is the meeting place.

CRN: 20459 / 20473

Room: 402 / 2728

Time & Days:
3:05 – 5:10 PM /
5:30 – 7:35 PM
Tues. & Thurs.

!!!Course Syllabus and (tentative) Calendar will be posted on BlackBoard!!!

Course Description:

This course follows in sequence from ENGL 008 (ENGL 098) and is in preparation for ENGL 101 (ENGL 1A). The course seeks to facilitate the student's mastery of the short essay at the college level.

Student Learning Outcomes (SLO):

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. (Institutional Learning Outcomes (ILO) 1, 2, 3, 4)
2. Compose a multi-paragraph with a clear organizational structure and adequate support. (ILO 1, 2, 3, 4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO 1, 2, 4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO 1, 2, 3, 4, 5)

Minimum Standards for Grade of "C":

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.

Required Text(s):

Brandon, Lee and Kelly Brandon. *Paragraphs and Essays: With Integrated Readings* (12th ed., 2013). Wadsworth.

Recommended:

-Paper copy of a college-level dictionary

Other Resources:

The Perdue Online Writing Lab (OWL): <http://owl.english.purdue.edu>

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

Merriam-Webster online dictionary: <http://www.merriam-webster.com>

Cambridge Dictionaries online: <http://dictionary.cambridge.org/>

Oxford Dictionaries online: <http://oxforddictionaries.com/>

Grade Breakdown (tentative):

Essays 60%

Homework 20%

= for a total of 100% of grade.

In-class Participation/Quizzes 10%

Final 10%

*NOTE: This course can be taken for a letter grade or Pass/No Pass credit.

Essay Assignments: (Dates and other data are tentative and subject to change.)

Essay	Prompt	Rough Draft	Due Date	Possible Pts.	Length (Pgs.)
1 (Narration)	1/22	1/24	1/31	10	1 ½ - 2
2 (Comparison)	2/12	2/14	2/21	10	2 - 3
3 (Cause/Effect)	3/5	3/7	3/14	10	2 ½ - 3
4 (Argumentation)	3/26	3/28	4/11	10	3 - 4
5 (Mini- Research)	4/16	4/23	5/2	20	3 ½ - 4

**NOTE: All Essay Assignment drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant.

***NOTE: In order to receive full credit on an Essay Assignment, a “Rough Draft” must be turned in on the assigned date. Additionally, the “Rough Draft” must be stapled to the back of the Final Draft prior to submitting the assignment on the due date. Failure to compose the “Rough Draft” or failure to attach the “Rough Draft” to the Final Draft will result in a 10% (or more) grade deduction for that Essay Assignment.

Evaluation of Essay Assignments:

Essay Assignments will be scored based on whether they

- + contain a controlling idea (or thesis) that responds to the prompt.
- + support the main idea using fully developed reasons and examples.
- + present a clear organization that avoids repeating ideas, and this includes use of transitions that give continuity and coherence to the prose.
- + demonstrate clear command of grammar and punctuation skills.
- + follow MLA format, paragraph and page length, and other prompt requirements.

In-Class Work:

Students will be required to

- + ask/answer questions.
- + take notes.
- + do small-group class work.
- + give individual and group presentations.
- + take practice timed-writing exams.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

Out-of-Class Work:

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
- + doing research for the "Mini-Research" Essay Assignment (Paper 5).
- + doing individualized assignments, issued by instructor as needed.
- + composing rough drafts of every Essay Assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, active reading, and grammar skills.

Cheating and Plagiarism:

"Dishonesty in the classroom is considered a very serious offense. Any form of cheating, turning in work which is not one's own (plagiarism), is grounds for disciplinary action. The consequences of these actions are severe and may include the possibility of expulsion" (IVC Catalog 2012-13).

DSPS & Mandatory Academic Accommodation:

"Disabled Student Programs and Services is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, health problems and to students that are deaf and hard of hearing" (www.imperial.edu).

"Students are eligible for accommodations related to their disability under Section 504 of the Rehabilitation Act and the American with Disabilities Act. Any student interested in receiving services must contact the DSPS well before classes start to establish eligibility to insure timely provisions of services. Information can be found on our website: <http://www.imperial.edu/students/dsps>. Participation in the program is voluntary" (IVC Catalog 2012-13). In accordance with IVC policy, students registered with DSPS should communicate with the instructor immediately about classroom and instructional accommodations needed in order to ensure an equal education opportunity and environment.

Late Work Policy:

Late work is unacceptable. Assignments that are late will either not be accepted or will be penalized a full letter grade (10%) *or more*.

Attendance:

Attendance for this class is MANDATORY; that is, students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously.

If possible, the student should contact the instructor ahead of time to inform him of the planned absence. Moreover, the student is responsible for contacting the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day.

ATTENTION: If a student is absent on the day an Essay Assignment or a major assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment before the scheduled class meeting when that assignment is due. If the instructor does not receive the completed assignment in advance or in a timely manner then Late Work Policy (see above) rules will apply.

Disruptive Students

To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, *Campus Disciplinary officer*, before returning to continue with course work. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

Holidays/No School Days that Affect Instruction of this Class:

4/1 – 4/6 – Spring Recess

Deadline to Drop Full-Term Classes – 4/13

Last Day of Semester – 5/10

Vocabulary Assignment (due every Thursday)

You will create an individualized vocabulary list. You will get the vocabulary words from the chapters or readings that are assigned to you in this English course or any other English or Humanities course you are taking this semester.

Step 1: Write the **entire/whole/complete** sentence containing the term whose definition you do not know.

Example: “Because they are intellectually daring, critical thinkers tend to have a skeptical frame of mind, or as some might say, attitude, which we like to characterize as a desire to think beyond the obvious” (Dorman 7, *Four in One*).

***Note: make sure to cite the source.**

Step 2: Underline the term you will be defining. (See Step 1 above for example.)

Step 3: Provide the part of speech and definition for the underlined term.

Example: 1. frame of mind – (n.) mental attitude or outlook: MOOD

You will turn in a list of ten (10) vocabulary words each Thursday. You may not reuse vocabulary words for any of the following weeks. You may not work with someone else on this assignment—these vocab lists are to be “individualized” lists, which means everyone in class will necessarily have different vocabulary words and definitions.

Tentative Course Calendar
(Schedule is subject to change.)
English 009, Spring '13 (IVC)

Instructor: Angel Sandoval, M.F.A. (Creative Writing)

Email: angel.sandoval@imperial.edu

Required Text: Brandon, Lee and Kelly Brandon. *Paragraphs and Essays: With Integrated Readings* (12th ed., 2013)

Week	Reading	Writing
1/15 & 17	<i>Para. & Essays</i> (Brandon) – Ch. 17	Paper One – Narration Assessment
1/22 & 24	Ch. 1, 2, 3, 4, 5, 7 (selections)	Rough draft
1/29 & 31	Ch. 5, 7 (selections)	Paper One due Paper Two – Comparison
2/5 & 7	Ch. 6, 8, 9 (selections)	In-class paragraphs/writings
2/12 & 14	Ch. 12 & 13 (selections)	Rough draft
2/19 & 21	Ch. 13 & 14 (selections)	Paper Two due Paper Three – Cause/Effect
2/26 & 28	Ch. 11 & 3 (selections)	In-class writing exercises
3/5 & 7	Ch. 4 & 5 (selections)	Rough draft
3/12 & 14	Ch. 1 & 2 (selections)	Paper Three due Timed-writing Paper Four – Argumentation
3/19 & 21	Ch. 15 (selections)	In-class writing exercises Grammar quizzes
3/26 & 28	Ch. 3 & 4 (selections)	Rough draft
4/9 & 4/11	Ch. 5 & 16 (selections)	Paper Four due Paper Five – Mini-Research
4/16 & 18	Ch. 16 (selections)	In-class writing exercises Grammar quizzes
4/23 & 25	Research review	Rough draft due Timed-writing
4/30 & 5/2	Research review	Paper Five due Instructor Evaluation forms
5/7 & 9		“Common Final”

