

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

Angel F. Sandoval
Email: angel.sandoval@imperial.edu
Tutoring Hours & Days: set up appointment via e-mail
*Spencer Library is the meeting place.

CRN: 10371
Room: 1308
Time & Days:
5:30 – 9:45 PM
Wednesday

!!!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 110 (ENGL 101). 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 essay 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):

1. *A Short Guide to College Writing* (5th ed., 2012)
by Sylvan Barnet, Pat Bellanca, & Marcia Stubbs
Longman, ISBN10: 0205238610
2. *Sentence Diagramming: A Step-by-Step Approach to Learning Grammar Through Diagramming* (2007)
by Marye Hefty, Sallie Ortiz, & Sara Nelson
Longman, ISBN10: 0205551262
3. *The Untethered Soul: The Journey Beyond Yourself* (2007)
by Michael A. Singer
New Harbinger Publications, ISBN10: 1572245379

Recommended Text(s):

-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.

Memidex online dictionary: <http://www.memidex.com/>

Grade Breakdown (tentative):

Essays 60%
Homework 20% = for a total of 100% of grade.
In-class Participation/Quizzes 10%
Common 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.)

Assignment	Prompt	Rough Draft	Due Date	Possible Pts.	Length (Pgs.)
1 (Process Analysis)	8/21	8/28	9/4	10	--
2 (Book Report)	9/4	9/11	9/18	10	2 – 3
3 (Book Review)	9/18	9/25 10/2	10/9	10	2 ½ – 3
4 (Cause & Effect)	10/9	10/16 10/23	10/30	10	3 – 4
5 (Mini-Research)	10/30	11/6 11/20	11/27	20	5 – 7

****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.

******NOTE:** Because a student is not able to participate if absent (and keeping in mind that class participation makes up 5% of a student’s overall grade), any student who is absent more than two (2) class meetings will get a ZERO (0%) for the class participation category.

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 (this includes peer editing).
- + 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, text annotation, 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 Student Catalog* 34).

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 Student Catalog* 24). 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 meeting will be dropped. Students may be dropped at instructor’s discretion if they miss more than a week of class hours or are absent and do not contact instructor about their class absence.

If possible, the student should contact the instructor ahead of time to inform him of a 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. Moreover, students must make sure to hand-in a hard copy of the assignment to the instructor.

Disruptive Students

Please keep side conversation to a minimum. To preserve a productive learning environment, students who consistently disrupt or interfere with class instruction may be sent out of the room and told to meet with Sergio Lopez, Dean of Student Affairs, before returning to class to continue with course work. Mr. Lopez will follow disciplinary procedures as outlined in the *IVC General Catalog*.

Cell Phone and Laptop Policy

Put cell phones away and set them on silent mode. If there is a call you must make or receive, please step outside of class to do so. Laptops may be used for the purposes of taking notes and for searching information on the web that is relevant to class discussion. If I determine your laptop use is distracting you or others, I will ask you to put it away.

Food & Drink Policy

In compliance with the rules set by the institution, students will not eat or drink in the classroom. The exception to this rule is that students may bring in and drink water.

Holidays/No School Days that Affect Instruction of this Class: None

Deadline to Drop Full-Term Classes – 11/9

Last Day of Semester – 12/7

Vocabulary Assignment (due every week starting 8/28)

You will create an individualized vocabulary list. You will get the vocabulary terms from *The Untethered Soul* or articles/essays that are assigned to you. You may also get your terms from any novel or creative writing text you are currently reading on your own or in another class.

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

Example: “Shakespeare’s age-honored words, spoken by Polonius to his son Laertes in Act I of Hamlet, sound so clear and unambiguous” (Singer 1).

Step 1b: Include correct citation in accordance with MLA formatting rules.

The quotation marks go outside the words being quoted—the final period of the text being quoted, however, will appear **AFTER** the parenthetical citation. Within the parenthetical citation you include author’s last name, followed by a space, then the corresponding page number of the text where you found the quotation.

Step 2: Underline the term you will define. (See example above.)

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

Example: 1. unambiguous – (adj.) having or exhibiting a single clearly defined meaning

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

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

Instructor: Angel Sandoval, MFA (Creative Writing)

Email: angel.sandoval@imperial.edu

Required Text: *Sentence Diagramming* (SD) & *The Untethered Soul* (TUS)

Week	Reading	Writing
One (8/21)	SD – Ch.1 (Parts of Speech) & TUS – 1-22	Assignment 1 – Process Analysis Vocabulary 1
Two (8/28)	SD – first half of Ch.2 (Simple Sentence) up to SS 2-7 & TUS – 23-38	Rough Draft
Three (9/4)	SD – second half of Ch.2 & TUS – 41-67	Assignment 1 Due Assig. 2 – Book Report
Four (9/11)	TUS – 71-107	Rough Draft
Five (9/18)	SD – Ch.3 (Compound Sent.) & TUS – 111-37	Assignment 2 Due Assig. 3 – Book Review
Six (9/25)	TUS – 141-81	Rough Draft – Class Review
Seven (10/2)	SD – Ch.4 (Complex Sent.)	Rough Draft – Peer Editing
Eight (10/9)	SD – Ch.5 (Pronouns)	Assignment 3 Due Assig. 4 – Cause & Effect
Nine (10/16)	SD – Ch.6 (Verbals)	Rough Draft – Class Review
Ten (10/23)	TBA	Rough Draft – Peer Editing
Eleven (10/30)	SD – Ch.7 (Verbs)	Assignment 4 Due Assig. 5 – Mini-Research
Twelve (11/6)	TBA	In-class Timed Writing Rough Draft - Class Review
Thirteen (11/13)	TBA	In-class Timed Writing
Fourteen (11/20)	TBA	Common Final Rough Draft – Peer Editing Research Review
Fifteen (11/27)	TBA	Assig. 5 (Mini-Research) Due Grammar & Formatting Review
Sixteen (12/4)	--	Instructor Evaluation Grammar & Formatting Quizzes