

English 09 Syllabus

Semester	Summer 2014	Instructor Name	Judy Cormier
Course Title & #	English 09	Email	judy.cormier@imperial.edu
CRNs #	30004 30006	Webpage	Available on the IVC home page under faculty websites
Room	2900	Office	2798
Class Dates	June 16-July 23	Office Hours	None in summer. By appointment only.
Class Days	M-Th	Office Phone #	None in summer. Use Email.
Class Times	10:45-1:35 2:00-4:50	Office contact if student will be out or emergency	Email
Units	4		

Course Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, non-degree applicable)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 08, 51 and 59. We will do a review of these subjects, but if you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 09. The primary purpose of this class is to form different kinds of essays, increase critical thinking skills and prepare students for college-level writing (English 110). However, if you need help with any specific sentence problems, I will be happy to work with you individually.

Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
- Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
- Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
- 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 and Materials

- Brandon, Lee and Kelly Brandon. *Paragraphs and Essays with Integrated Readings* 12th ed. Boston, MA: Wadsworth / Cengage, 2013. Print. ISBN: 13:978-1-133-30999-4
- *There will be some copying expenses. You will need to print out various handouts from my website or Blackboard. These will be used for both in-class and out-of-class papers.*
- Print out syllabus outline and handout package from Blackboard .
- Dictionary or spell-checker.
- Highlighter marker, **black** pens (no Sharpie-type markers), pencils, white-out.
- Standard (large) size Blue Book or Green Book (needed for department exam).
- Loose-leaf 11 x 8 ½" white notebook paper (preferably without plastic striping).
(Get proper size notebook paper.)

These materials are required. We will be using them extensively.

Course Requirements

English 09 Portfolio

I may make changes in this portfolio. Assignments are scored 1.0 to 6.0 and averaged.

Assignment Group 1 (33% of final grade)

- _____ **Essay #1** (cause and effect “college adjustments”)
- _____ **Essay #2** (argument)
- _____ **Essay #3** (compare and contrast “RC and MC”)
- _____ **Essay #4** (research paper and outline. This is worth double points.)
- _____
- _____ (Add up points and divide by 5.)

Assignment Group 2 (33% of final grade)

- _____ **Sentence combining**
- _____ **Critical thinking guide questions (nonfiction)**
- _____ **“Cask of Amontillado” guide questions (fiction)**
- _____ **Paragraph portfolio**
- _____ **Grammar test** (class final exam)
- _____ (Add up points and divide by 5.)

Reminder:

DO NOT submit individual paragraphs into SafeAssign. The entire paragraph portfolio is to be kept together and submitted one time as a single assignment. The printed hard copy is turned in to me for scoring.

- Paragraph #1 (strategy for success)
- Paragraphs #2 and #3 (argument- On the moon)
- Paragraph #4 (definition)
- Paragraph #5 (process analysis “mousetrap”)
- Paragraph #6 (cause and effect “Barbie”)
- Paragraph #7 (advertising evaluation)
- Paragraph #8 (description “old house”)

Assignment Group 3 (33% of final grade)

- _____ **Essay #5** (English department final exam). This is required.

Grading Rubrics and Homework Policies

- Papers are awarded points based on a six point scale. Points reflect the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed.
- Papers that do not demonstrate competency in the basic writing skills of grammar, spelling and punctuation will not receive passing scores. (See essay rubric for specific grading criteria.) The points are averaged. (See portfolio page for more information and specific assignments.)

Scale: 6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing or incomplete

Criteria for a High- Quality (A) Paper

ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

DEVELOPMENT:

Body paragraphs are fully developed with at least seven sentences and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

CRITICAL THINKING:

This paper shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if applicable. Good quality and helpful examples are used. Conclusions avoid summary. The conclusion may include:

- A judgment about the overall value of the topic
- A general comprehensive statement or closing thought-provoking question
- Evaluation of the subject itself

- Suggestions/ recommendations to the reader
- An “educated guess” as to the future of the topic
- Other methods of showing critical thinking about the subject.

RESEARCH:

This paper follows MLA format precisely. The works cited page is done correctly and includes at least four or five entries. Internal citations match the works cited page. The student demonstrates an emerging ability to evaluate sources by using only good quality sources in the paper. There is no plagiarism in this paper.

MECHANICS:

This paper demonstrates excellent grammar, spelling and punctuation skills. There are few or no GPS errors in this paper. The paper has a variety of sentence types and patterns. The paper shows a good command of the English language and no ESL errors will be found.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

2.0-2.8 (“D”) Not acceptable: Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Perhaps it was not submitted into SafeAssign on time (if required).

Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it may lose points. Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals’ week; however, I may make exceptions. Work turned in during finals’ week may lose extra points.
- I may make changes in the outline or portfolio as needed.
- Please do *not* e-mail late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

Attendance

More than one absence in a summer class is excessive.

- 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.
- 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.
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- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

Classroom Etiquette

- Try to be on time to class. Stragglers in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No soda cups with straws and no coffee cups.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume *everyone* in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊
- 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.
- 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
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- PLEASE turn cell phones off! Thank you.

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: Website and Blackboard

Resources:

- The skeleton lecture notes can be found on my website or on Blackboard. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or www.roanestate.edu/owl
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

Blackboard:

All out-of-class essays must be submitted to Blackboard's SafeAssign *before* you hand in the hard copies to me. I will not score an out-of-class paper, unless it is in Blackboard first.

Papers can only be submitted once. Do not submit partial assignments.

You don't need to put the works cited page or outline in Blackboard.

If you can't submit the paper from your own computer, try submitting it from a computer on campus. If you have trouble, contact the Blackboard help desk listed below.

To access Blackboard and submit homework into SafeAssign:

- Go to the **IVC home page**.
- Click on **Students**.
- Click on **Blackboard**.
- Type in the first part of your IVC email address (example: msmith123) and your password.

- Find **our class** and click on that.
- From the menu on the left click on **Assignments (assignments and instructions)**.
- Find the appropriate assignment and click on **view/submit** (Look for the big green check mark √.)
- From the Browse box click on **Browse**, find your file, click on it and then click **open**.
- Click **Submit**.

To check your submission, go back to the link and click on **view/submit** again.

Blackboard help desk: 1-855-532-6983.

Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100. Contact them at 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/>

Class Schedule

ENGLISH 09 CLASS OUTLINE

Summer 2014

I may add, change or eliminate assignments in order to better serve the needs of the class.
Page numbers reference *Paragraphs and Essays with Integrated Readings* 12th ed.

June**M 16****DUE: Survey****TOPICS:**

- **Do Survey.**
- Introduction to class.
- Tour of the syllabus.
- Competency vs facility.
- How we learn (U.R.A.). Long-term & short-term memory.
- Success equation.
- How to do the paragraph portfolio.

HW: ➡ Buy text and materials. Print out package materials from Blackboard.

- Type up paragraph #1 (strategy for success) **and save it in your portfolio file.**
 ➡ Turn a hard copy of this paragraph in to me next class.

NOTES:

- ❖ Keep all of your paragraphs in one document file. Do a back-up on a flash drive.
 - ❖ DO NOT submit individual paragraphs into Safe Assign! Paragraphs 1-8 will be submitted all together as a portfolio at the end of the semester.
 - ❖ A printed hard copy of your portfolio will also be turned in to me for scoring. Keep going back to your paragraphs and fixing them up throughout the semester.
-

Tu 17**DUE: Paragraph #1 (strategy for success) for conferencing.****TOPICS:**

- ❖ Begin troublesome words list.
 - Working with Language
 - **Instructions for nonfiction critical thinking guide questions.**
 - Hallmarks of informal language and other common errors to avoid in college writing.

HW: Read *Working with Language* under **Miscellaneous** on Blackboard
 Work on guide questions.

W 18

DUE: -----

TOPICS:

- Finish hallmarks of informality.
- Grammar and punctuation.

HW:

- Work on grammar and punctuation review in your book pages 27-53. It also has a workbook on pages 421-565. Do as much grammar and punctuation review and practice as you can while you still have the time.
- Work on guide questions.

Th 19

DUE: -----

TOPICS: Grammar and punctuation continued

HW:

- Work on grammar.
- Work on guide questions.

➡ We will have a grammar test at the end of the semester. It will be based on material from the book and from the lecture.

M 23

DUE: -----

TOPICS: Grammar and punctuation sentence errors and practice. "Sunset Shores" handout.

HW: Work on grammar.

➡ *Guide questions are due next class.*

Tu 24DUE: **Guide questions**

TOPICS:

- Writing examples and powerful statements.
- Sentence combining and sentence variety.

HW:

- Work on grammar.
- Work on sentence combining handout.

W 25

DUE: -----

TOPICS:

- Aesop's Fables
- Forming and evaluating thesis statements.

HW:

- Work on sentence combining handout.
- Work on grammar pages 462-468 (sentence combining)

Th 26

DUE: -----

TOPICS:

- **Preliminary evaluation of "Winning."**
- Focusing and developing paragraphs.
- Evaluating quality.
- Eliminating redundancy.
- The writing process.
- Outlining strategies. Using informal outlines to test a thesis.
- **Paragraphs #2 and #3 drafting (argumentative- "On the Moon").**

HW:

- Work on sentence combining.
- Work on grammar.
- Read cause and effect writing pages 236-244.

M 30

DUE: -----

TOPICS:

- Essay introductions (PowerPoint and samples).
- Essay conclusions.
- Introduction to basic MLA protocol and formatting. Working with Word.

HW:

- Read pages 3-25 on the writing process.
- Work on grammar.
- Read pages 393-418 on writing MLA research papers.

➡ *Sentence combining is due next class.*

July

Tu 1

DUE: **Sentence combining**

TOPICS:

- ❖ How to write argument and persuasion essays using critical thinking.
 - Writing and evaluating point-centered essays.
 - **Instructions for essay #1 (college adjustments. Cause and effect).**
 - **Re-evaluating “Winning.”**
 - Review scoring criteria.
 - Introduction to writing research papers.

HW:

- Read pages 65-72 on writing essays and pages 357-366 on argument writing.
- Work on essay #1 (college adjustments)

W 2

DUE: -----

TOPICS: Introduction to writing research papers continued.

HW: Work on essay #1.

Th 3

DUE: **Research survey**

TOPICS:

- Introduction to writing research papers review and survey.
- **Instructions for essay #4 (research paper and outline).**
This is a double-point assignment.
- ❖ **Editing day credit is part of your grade for this paper.** Make sure it is done and you are here on time with it on that day so that you don't lose points!
- **In-class background prep. for essay #2 (argument).** Group work.
- ❖ ***There is a sample outline on page 412 and another one in your handout package.***

HW:

- Work on essay #1.
- Work on essay #4 (research paper and outline). **Get started on this right away.**

✓ **This class is a “No Procrastination Zone.”**

➡ *We will be having an in-class essay next class. Bring writing materials.
(No computers.)*

M 7DUE: **Draft of essay #2**

TOPICS: Drafting, conferencing and editing of essay #2.

HW: Work on essay #4 (research paper and outline).

➡ *Essay #1 is due next class. Submit into SafeAssign and bring hard copy to class.*

Tu 8DUE: **Essay #1. Essay #2.**

TOPICS: Polishing and final drafting of essay #2 (last looks).

HW:

- Work on essay #4 (research paper and outline).
 - Read pages 222-238 on contrast writing.
-

W 9

DUE: -----

TOPICS:

- ❖ Working with fiction.
 - The elements of fiction.
 - “The Cask of Amontillado” background lecture and prep. work.
 - Reading and translation.

HW:

- Work on “Cask” guide questions (fiction).
 - Work on essay #4 (research paper and outline).
-

Th 10

DUE: -----

TOPICS:

- ❖ **In-class prep. for essay #3. (compare and contrast)** Group work.
 - Read and discuss “RC” and “MC.”
 - Do T charts and Venn diagram for comparison and contrast.
 - How to write compare and contrast papers.

HW:

- Work on “Cask” guide questions (fiction).
 - Work on essay #4 (research paper and outline).
-

M 14DUE: **Draft of essay #3**

TOPICS: Drafting, conferencing and editing of essay #3.

HW:

- Read pages 324-333 on definition writing and 206-212 on process writing.
- Work on essay #4 (research paper and outline).
- Work on “Cask” guide questions (fiction).

Tu 15DUE: **Essay #3**

TOPICS: Polishing and final drafting of essay #3 (last looks).

HW: Editing of research paper next class.

Reminder: *Editing day credit is part of your grade for this paper.*

➡ Don't forget the works cited page!

➡ “Cask” guide questions are due next class.

W 16DUE: **“Cask” guide questions. Completed draft of research paper for editing**

TOPICS:

- Class conferencing and editing of research paper.
- How to write definition papers. Definition vs description.
- *Logos* and *Pathos* in “Hyperliving” and “Autumn”
- **Paragraph #4 drafting (definition).**

HW:

- Type up paragraph.
- Work on essay #4 (research paper and outline).

Th 17

DUE: -----

TOPICS:

- Writing process analysis papers.
- **Paragraph #5 drafting (process analysis-** group work “building a better mousetrap”).
- **Paragraph #6 drafting (cause and effect-** “Barbie”).
- Evaluating advertising.
- **Paragraph #7 drafting (evaluation of advertisement).**

HW:

- Type up paragraphs.
- Work on essay #4 (research paper and outline).
- *Don't forget your large Blue Book and dictionary for department final next class!*

M 21**DUE: Essay #5 (department final).****TOPICS:**

- Tips for grammar test.
- Review of troublesome words.
- Spelling hints, tricks and traps.
- **Essay #5 (department final).**

HW:

- Review grammar.
- Finish paragraphs and edit well.

➡ *Research paper and outline are due next class*

Tu 22**DUE: Essay #4 (research paper and outline).****TOPICS:**

- Writing description papers. Using sensory language and modifiers for description and clarity.
- **Paragraph #8 drafting (description-group work “old house”).**
- Working with idioms.

HW: Finish reviewing grammar and punctuation.

➡ *Paragraph portfolio (1-8) is due next class.*

Submit into SafeAssign and turn in hard copy to me.

W 23**DUE: Grammar test. Paragraph portfolio (paragraphs 1-8).****TOPICS:** Last day of class

- Homonyms and homophones (group work)
- Final exam grammar test.



Have a great vacation!