

### Basic Course Information

|                  |                                    |  |  |
|------------------|------------------------------------|--|--|
| Semester         | <b>Spring 2015</b>                 | Instructor Name                                    | <b>Harriet E. Williams, M.A.</b>   |
| Course Title & # | <b>Engl. 009</b>                   | Email  | <a href="mailto:Harriet.williams@imperial.edu">Harriet.williams@imperial.edu</a> |
| CRN #            | <b>20249</b>                       | Webpage (optional)                                 |  |
| Room             | <b>201</b>                         | Office   |  |
| Class Dates      | <b>17 February to 12 June 2015</b> | Office Hours                                       | <b>By appointment (email in advance)</b>   |
| Class Days       | <b>Monday, Wednesday,</b>          | Office Phone #                                     | <b>Sara Hernandez&amp;760)355-6224</b>   |
| Class Times      | <b>3:05-5:10</b>                   | Office contact if student will be out or emergency | <b>Email:harriet.williams@imperial.edu</b>                                       |
| Units            | <b>4</b>                           |  |  |

### Course Description

Preparation for ENGL 009. 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, 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 Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
- 2 Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
- 3 Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
- 4 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 & Other Resources or Links

1. Everyday Editing, Jeff Anderson
2. Wild Steps to Heaven, Victor Villasenor

#### Course Requirements and Instructional Methods

**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. WASC has adopted a similar requirement.

Essays will be 70% of grade; Reading a book will be

When you write an essay you may use an outline, mind map or spider web or free write before you write your rough draft. Your rough draft is to be TYPED. Use this essay to determine how much time you take to write your rough draft.

The day it is due we will get into groups and you will let your group or partner read your rough draft. This will take 30 min. They will tell you about errors they find; or suggestions to the content. You will revise it. You will have another 30 min. to make revisions. You will then read it to the whole class and get suggestions. This will take an hour. Then you will revise it again at home; then I will read it and you may have to revise it one more time. It then goes into your binder with all your versions for your portfolio.



↕ **Essay #1 My Favorite Pet**



This is a narrative. This is a profile. This is a decription.

What were your circumstances of meeting or acquiring this pet. What does it look like. What are it's special habits, unusual things that it does. Things you do with your pet and things you like to do like dress it up. go for walks, teach it to skateboard, etc.

Give plenty of details.

1st Draft due Wed. 14.



•  
↕ **Essay #2 A Most Memorable Pair of Shoes**



This is a narrative essay

Remember back when you fell in love with a pair of shoes. Or someone special gave you a pair of shoes. Or you had to work to buy these special shoes. If you have a photo or drawing or the actual shoes, bring them with you for the reading of your 2nd draft to the class.

Use essay organization: Intro: your point and how will you achieve it; The Body: all of your points you are using to make your point; Conclusion: Your point and how you made your point.

Time: Use your first essay to give you a time frame for rough draft.



•  
•  
↕ **Essay #1 My Favorite Pet**



This is a narrative. This is a profile. This is a description.

What were your circumstances of meeting or acquiring this pet. What does it look like. What are it's special habits, unusual things that it does. Things you do with your pet and things you like to do like dress it up. go for walks, teach it to skateboard, etc.

Give plenty of details.

1st Draft due Wed. 14.



• **Essay #2 A Most Memorable Pair of Shoes**



This is a narrative essay

Remember back when you fell in love with a pair of shoes. Or someone special gave you a pair of shoes. Or you had to work to buy these special shoes. If you have a photo or drawing or the actual shoes, bring them with you for the reading of your 2nd draft to the class.

Use essay organization: Intro: your point and how will you achieve it; The Body: all of your points you are using to make your point; Conclusion: Your point and how you made your point..



• **Essay #3 Memorable Holiday**



This is a narrative essay.

I want you to look back and pick out a holiday that meant a lot to you; one that you will never forget. Using "ESSAY ORGANIZATION"

The INTRO, THAT TELLS US WHAT POINT (this is your thesis) you want us to get from this essay and what details will you use to help us get this point.

The BODY will be details and each paragraph will have a thesis that keeps the paragraph about one topic--when you change topics you change paragraphs.

The CONCLUSION will tell us how you made your point and what details you used to make your point. A short summary.



• **Essay #4 My Mother**



This is a profile essay. This is a descriptive essay. This essay requires an interview.

Paint a word picture of your mom. Talk to your mom (interview her) and find out about her early life. Get stories that she remembers about her family, herself, life at that time. What are her future plans when all of her children finally leave home (at least mostly).

DON'T write that she is always there for you: but show us with words what she has done for you.



• **↕ Essay #5 My Dad (s)**



This is a profile essay. This essay requires an interview. This is a descriptive essay.

Paint a picture of your father: his early life and his family (this is your paternal side); what were his goals were he was your age; his school life; how he met your mother. What are his goals now? This requires an interview. And your interview notes will be part of your portfolio.

You may have 2 fathers: biological and step or adopted father. Even if you haven't spoken to him for a long time; tell him your English professor made you do it.

You will be graded on whether you interviewed your father and the number of descriptive information you put in it.



• **↕ Essay #6 My Best Friend Forever--BFF**



This is a narrative. This is a profile.

When did you meet? How did you become friends? What events have you shared that have bonded you together forever?

Remember details; details.



• **↕ Essay #7 Brothers and Sisters**



This is a narrative essay. You may also "interview" your siblings if you need to check some information. Write in Essay Organization about your siblings, step-brothers and sisters, cousins who were raised with you, any other iterations of brother and sisters. Give us lots of details.



↓ Essay #8 "Me, Myself and I"



This is a narrative. This is a profile.

Write about your life: What do you know about your early days? What are the legends that your family has about you? What do you like to do? What are you studying? Future plans? Career plans? Details--no platitudes. Use Essay organization.

### Course Grading Based on Course Objectives

#### Required Information—discretionary language

This section is where faculty would list their grading practices and grading scale, including point values and totals. Consider adding: final grade calculation, rubrics, late assignments, and other grading practices.

#### GRADING SCALE

90–100 percent—A 80–89 percent—B 70–79 percent—C 60–69 percent—D 0–59 percent—F

Evaluation:

75% of your grade will be writing assignments.

10% will be participation and attendance.

15% will be reading the nonfiction novel and activities that go with it—quizzes, writings such as reflections, etc.

### Attendance

#### Required language

- 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. After the first class meeting, it is the student's responsibility to drop or officially withdraw from the class. If not the student will earn an 'F'. See General Catalog for details.

Regular attendance in all classes is expected of all students. If you have a job, work with your Manager and let him/her know how important this class is. 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. You will receive an "F" if you stop coming and don't withdraw. Do not stop coming because you think you are failing. Talk to me, email me so that you do not mess up your transcript even though this is not a

transfer class.

- 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 must be turned off or disabled in some way so that you can not watch your cell phone for in-coming text messages; and/or put away during class unless otherwise directed by the instructor. Laptops and tablets may be used for legitimate classroom activities. Class time belongs to the instructor and is inviolate, sacrosanct.
- 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.
- We are all adults: We will, therefore, treat everyone with respect and not disrupt their right to learn by disrupting the class in any way.
- 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, which 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 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 a portion of an assignment for you; (e) use of a commercial term paper service

### Additional Help – Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- 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)

**Required Language:** 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

**Required Language:** 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

**Required Language:** 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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

**Required Language:** 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

**Required Information –Discretionary Language and Formatting:** The instructor will provide a tentative, provisional overview of the reading, assignments, tests, or other activity for the duration of the course. The faculty may find a table format useful for this purpose.

| Date or Week | Activity, Assignment, and/or Topic  | Pages/ Due Dates/Tests                  |
|--------------|---|---|
| Week 1       | Syllabus & Introduction<br><u>Wild Steps to Heaven</u> , Preface and Chapter 1<br>1st Essay   | Due first class of 2 <sup>nd</sup> week |
| Week 2-      | <u>Wild Steps of Heaven</u> , Chapter 2<br><u>Everyday Editing</u> Read Chapters 1 and 2<br>2 <sup>nd</sup> Essay   | Due 3 <sup>rd</sup> week of class       |
| Week 3       | Peer review of Essay 2<br><u>Everyday Editing</u> , Chapter 3<br><u>Wild Steps of Heaven</u> Quiz   |   |
| Week 4       | 3 <sup>rd</sup> Essay   | Due 5 <sup>th</sup> week                |
| Week 5       | 3rd, Peer Review and EE skills.<br><u>Wild Steps of Heaven</u> Chapter 3, make a family tree for Villasenor's<br>Read <u>Everyday Editing</u> , Chapter 4 |   |
| Week 6       |   |   |
| Week 7       |   |   |

Imperial Valley College Course Syllabus – Course Title and number

---

|         |  |  |
|---------|--|--|
| Week 8  |  |  |
| Week 9  |  |  |
| Week 10 |  |  |
| Week 11 |  |  |
| Week 12 |  |  |
| Week 13 |  |  |
| Week 14 | Common Final—All English 009 students will write to a common essay prompt and will be graded by the entire staff of English 009 faculty. This evaluation along with the students other work will be evaluated for their participation in English 110 |  |
| Week 15 |  |  |
| Week 16 |  |  |