

Basic Course Information

Semester	Winter Intersession 2016	Instructor's Name	Scott Simpson
Course Title & #	Basic Composition II ENGL 09	Instructor's Email	scott.simpson@imperial.edu
CRN #	15015	4 units	
Room	2733	Office	Rm 2794
Class Dates	January 5 to Feb 5	Office Hours	By appointment
Class Days	M - FR	Office Phone #	(760) 355-6164
Class Times	10:45 – 1:35	Who students should contact if emergency or other absence	English Department Secretary

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, 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) Required: Writing Matters (2nd Edition) Author: Peter Beidler

Publisher: Coffeetown Press ISBN-10: 1603811745; ISBN-13: 978-1603811743

2) Required: The National Football League and Brain Injuries Author: Richard G. Hamermesh; Matthew Preble Publisher: Harvard Business School Product #: 815071-HCB-ENG

Purchase it here: <https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG>

3) Required: It is required to download and print out sentence combining exercises made available for free by the instructor.

Course Requirements and Instructional Methods

Requirements include reading the textbook and completing the corresponding exercises. Regarding major assignments, students will write a minimum of four essays. An outline is a requirement before the essays are handed in with the exception being the final exam. It is a requirement to hand all work in on time. Late assignments will not be accepted with one exception: Only one written assignment (outline, paragraph, essay) may be handed in one day late for credit, and that one extension can be granted if the instructor is notified via email or telephone one day or earlier in advance. Otherwise there is no credit for late assignments.

Class activities include reviewing homework assignments, writing and correcting sentences, writing paragraphs and essays. The final exam is an essay written in class. Other activities may include quizzes. There also will be classroom lectures and pair and small group activities.

Course Grading Based on Course Objectives

Essay #1 (Definition mode): 10%

Essay #2 (Compare/Contrast mode): 20%

Essay #3 (Persuasion mode-- also known as Argumentative mode): 20%

Essay #4 Final Exam (Essay #6): 20%

Essay #5 (Mini-Research paper): 20%

Class Preparation (including class preparation/homework, typed outlines for essays; tests/quizzes; other in-class work): 10%

Please note: There is no credit for late assignments.

Also, students will need to download worksheets from a website for classroom use and homework. Check your email frequently and make sure IVC has an email address that you utilize.

Imperial Valley College Grading System

90 - 100% = A

80 - 89 % = B

70 - 79 % = C

(70 - 100 % are passing grades)

60 - 69 % = D

Below 60 = F

Grades below 70% are non passing grades

Final grades will be posted on Webstar.

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 out of sight of everyone during class unless otherwise directed by the instructor. Cell phone use for any reason is banned in the classroom unless the instructor explicitly assigns an activity that warrants its use. Cell phones must be turned off and put out of sight because they are very distracting to both the user and other classmates. (It was found that students who use cell phones during class fail their classes and therefore waste everyone's time and resources.) Students in violation of this policy will be warned once, then removed from class for each violation thereafter. Any student who is addicted to cell phone use (emotionally suffers from not being in constant contact with people via the cell phone, feels the need to compulsively check email, Facebook, websites, etc., doesn't care much or at all about serious negative consequences-- bad grades, wasted time (hours, weeks, months, years, decades, entire lifetime), and/or has difficulty with face-to-face relationships, etc. may suffer from addiction and is *highly encouraged to receive psychological counseling*. If you know that you will be unable to control yourself in regard to cell phone use in the classroom, seriously consider dropping the class immediately so someone else can utilize your educational opportunity.
- 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 and Non-Enrollees 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 plagiarizing and/or 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, and (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.
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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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

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 full-time 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

ENGL 09 Activity Schedule: In-Class/Textbook/Assignments

(Note: All essays except papers written in class will be submitted electronically into Blackboard and on paper.)

WEEK #	In-Class/Textbook Topics (Chapter #)
<p>WEEK #1 Jan 5 - 8</p>	<ul style="list-style-type: none"> • Course introduction • Self-Introductions • Sentence structure -- Print out worksheets <p>Discussion questions for the following short (3-page) chapters:</p> <ul style="list-style-type: none"> • Writing Matters Chapter 1 “Writing in the Professional World” • Writing Matters Chapter 2 “Nervous Grumblings about Writing” • Writing Matters Chapter 3 “What Is an Acceptable Essay?” • Writing Matters Chapter 4 “Your Thesis Sentence” • Writing Matters Chapter 5 “Finding Your Writing Process” • Writing Matters Chapter 6 “Building a Strong Essay” • Writing Matters Chapter 7 “Writing to Discover”
<p>WEEK #2 Jan 11 - 15</p>	<ul style="list-style-type: none"> • Definition mode essay • <i>preparation</i> for essay #1 (Zimbardo’s Time Orientation Theory) <p>Discussion questions for the following short (3-page) chapters:</p> <ul style="list-style-type: none"> • Writing Matters Chapter 8 “The Parts of an Essay” • Writing Matters Chapter 9 “Introductions Are Not All the Same” • Writing Matters Chapter 10 “Something of Substance to Say” • Writing Matters Chapter 11 “Speaking of Voice” • Writing Matters Chapter 12 “Organizing Your Essay” • Writing Matters Chapter 25 “Meephobia: an Eye for a Ewe”

<p>WEEK #3 Jan 19 - 22</p>	<p><u>Tuesday, Jan 19 Definition essay #1 is due at 10:45 AM</u></p> <ul style="list-style-type: none"> • Writing Matters Chapter 18 “Standing Above Our Defenses” (peer editing) • Peer editing exercise with Essay #1 <p>• Comparison/Contrast • preparation for essay #2 <i>The Reality of the American Dream for Many People</i></p> <ul style="list-style-type: none"> • Writing Matters Chapter 14 “Comparing and Contrasting” • Writing Matters Chapter 16 “Look at Your Audience” • Writing Matters Chapter 19 “A Healthy Body Paragraph” • Writing Matters Chapter 20 “Doctoring a Sickly Body Paragraph” • Writing Matters Chapter 21 “Good Writing Is Good Thinking” • Writing Matters Chapter 22 “Good Writing Is Good Development”
<p>WEEK #4 Jan 25 - 29</p>	<p><u>Monday, Jan 25 • Comparison/Contrast mode essay #2 is due at 10:45 AM</u></p> <ul style="list-style-type: none"> • Peer editing exercise with Essay #2 <p>• Argumentative mode • preparation for essay #3 (will be written in class) • <i>The National Football League and Brain Injuries</i> by Hamermesh & Preble (Harvard Business School Case study) Read, analyze and discuss</p> <ul style="list-style-type: none"> • Writing Matters Chapter 15 “Dealing with the Opposition” (argument essays) • Writing Matters Chapter 23 “Finding the Right Word” • Editing Matters (47 editing issues found at the end of the book) <p>• Friday-- Library seminar on research using the academic databases for the mini-research paper</p>
<p>WEEK #5 Feb 1 - 5</p>	<p><u>Monday, Feb 1st • Argumentative mode essay #3 will be written in class at 10:45 AM-- bring a green or blue examination booklet</u></p> <p>Monday • Mini-Research paper • preparation</p> <ul style="list-style-type: none"> • Film: <i>Indictment, The McMartin Trial</i> <ul style="list-style-type: none"> • Writing Matters Chapter 24 “Writing Concretely” • Writing Matters Chapter 26 “Moving Out” & “Student Essays for Discussion” <p><u>Final Exam (Essay #4) Wednesday Feb 3 (in-class essay/essay #5)</u></p> <ul style="list-style-type: none"> • Writing Matters Chapter 13 “The Chronological Approach” read and discuss before seeing <i>Aguirre: The Wrath of God</i> and writing a one-paragraph reaction paper in class <p><u>Mini-Research paper (Essay #5) due Friday, Feb 5 (last class meeting)</u></p>

ESSAY ASSIGNMENTS WITH TOPICS

Essay #1 (Definition mode: Define some important aspects of your personality according to Dr. Phillip Zimbardo's Time Orientation theory): 10%

Essay #2 (Compare/Contrast mode: Contrast the reality of the American dream with its reality for many): 20%

Essay #3 (Argumentative mode: The National Football League and Brain Injuries): 20%

Essay #4 Final Exam (in-class writing Wednesday, February 3 • topic to be announced on the exam date): 20%

Essay #4 (Mini-Research paper: Causes of the McMartin Trial mass hysteria phenomena): 20%