

ENGL 110 – Composition and Reading

Basic Course Information

Semester	Summer 2016	Instructor	James Patterson, PhD
CRN	30100	Email	james.patterson@imperial.edu
Days/Times	Mon-Thurs 10:45-13:35	Webpage	http://faculty.imperial.edu/james.patterson
Room #	2728	Office	Office 406
Summer Office Hours by appointment only.			

Course Description

This is the standard course in first-year English composition. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper.

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. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials.
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement.
4. Demonstrate command of rules regarding plagiarism and academic ethics.

Course Objectives

To ensure satisfactory completion of the course, students will:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.

6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, and reflective writing).
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 6,000 words of formal writing.

Textbooks & Other Resources or Links

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 13th edition. New York: Bedford/St. Martin's, 2015.

ISBN: 978-1-319-01312-7.

Sharing textbooks will not be allowed in this class; each student is responsible to have her or his book. Copies of chapters from the book are a violation of copyright law and will be confiscated if discovered.

Additional resources will be made available in Blackboard and/or on the instructor's faculty web page.

- The student will need access to her/his IVC email account, WebSTAR, and Blackboard. The student is expected to check her/his IVC email account daily. Specific instructions and assignments will be available only through the Blackboard system.
- In addition, the student is expected to have access to an English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.
- In-class writing assignments must be completed in black or blue ink on standard 8½ x 11 notebook paper with clean edges.

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. *This estimate may need to adjust upward for summer courses.*

Course Grading Based on Course Objectives

Essay Development: (3 x 10 = 30 points)

The student will provide evidence of pre-writing strategies and outlining skills for each of the assigned research papers.

Short Writing Assignments: (15 points)

The student will be assigned to complete short writing assignments which will emphasize specific elements of MLA format and documentation guidelines. These formal writing assignments will add to the word count required of each student (Learning Objective 9).

1. 300-words with correct MLA heading, header, margins, font, and spacing (5 pts).
2. Revised/enlarged 300 words including a short quote and a long quote with correct parenthetical citations and Works Cited page (sources provided by instructor) (6 pts).
3. Preliminary/Annotated bibliography for Argumentative Essay using correct MLA documentation of six sources: two books, two scholarly journals, and two periodical websites (all sources must have author(s) identified) (6 pts).

Grammar & Punctuation Exercises: (30 points)

The student will complete in-class exercises to reinforce and strengthen her/his understanding of basic grammar and punctuation rules.

1. Five correct simple sentences (5 pts).
2. Five correct compound sentences (5 pts).
3. Five correct dependent clauses (5 pts).
4. Five correct complex sentences (5 pts).
5. A short paragraph containing at least one of each of the following: a simple sentence, a compound sentence, and a complex sentence (1 pt for each complete sentence).
6. Apostrophe worksheets (various pts)
7. Verb tense and subject-verb agreement worksheets (various pts)
8. Subject and predicate verb identification in leveled writing samples (various pts).

Peer Editing: (3 x 10 = 30 points)

The student will provide peer editing to the work of other students in the class. Specifically, the student will review grammar, spelling, and punctuation as well as evaluating the thesis statement and essay organization. In order to participate in Peer Editing, the student must arrive to the beginning of class with a completed first draft, including Works Cited documentation, and must remain in class during the editing process.

Research Papers:

1. Narrative essay analysis (30 points) **900 words and 2 assigned sources**
The student will develop and submit a research paper which analyzes “Living with Fire” by Alan Dean Foster.
 - Identify evidence, tone, purpose, and audience, and fallacies.
 - Demonstrate an understanding of connotative and figurative language while writing for an academic audience.

2. Exemplification essay analysis (30 points) **1000 words and 3 assigned sources**
 The student will develop and submit a research paper with analyzes “Just Walk On By: A Black Ponders His Power to Alter Public Space” by Brent Staples and “Ten Ways We Get the Odds Wrong” by Maia Szalavitz.
 - Identify evidence, tone, purpose, and audience, and fallacies.
 - Demonstrate an understanding of connotative and figurative language while writing for an academic audience.

3. Comparison-Contrast paper (30 points) **1100 words and 4 credible sources***
 The student will develop and submit a research paper which compares two groups which have divergent values. A list of groups will be presented in class. The paper must provide clear definition of the divergent value(s). *(At least one source must be from a scholarly journal.)

4. Argumentative paper (30 points) **1200 words and 5 credible sources***
 The student will develop and submit a research paper in support of an approved argumentative claim. A default argumentative claim will be presented in class. *(At least one source must be from a scholarly journal.)

The final draft of the argumentative paper will be submitted through Blackboard assignments. The final draft must be saved as a Microsoft document (.docx) or in Rich Text Format (.rtf) and uploaded into Blackboard. Argumentative papers submitted in any other format (e.g., Google Docs) will remain unread and ungraded until the student submits the draft in the correct format. Penalties for late submissions may apply.

Research Paper *post mortems*:

For each of the first three research papers, the student will have an opportunity to submit a review and evaluation of the strengths and weaknesses of the graded papers. The *post mortems* will be written in class, in ink, double-spaced, and will include a Plan of Action to address one or two problems identified in the evaluation.

Course Grading Based on Course Objectives

Essay Development	30 points
Short Writing Assignments	15 points
Grammar & Punctuation Exercises	30 points
Peer Editing	30 points
Midterm Examination	40 points
Research Papers	120 points
<i>post mortems</i>	30 points
Final Examination	30 points

Minimum Point Total for a **Passing Grade of C: 260 points**

Anticipated Class Schedule / Calendar

June 20-23	Introduction to the Course, Syllabus, and Textbook Introduction to Academic Writing (College & University)
June 27-30	Research for Academic Writing Narrative Analysis Paper
July 5-7	Peer Editing Strategies & Activities Exemplification Analysis Paper
July 11-14	Comparison-Contrast Paper Introduction to Argumentation
July 18-21	Argumentative Paper
July 25-28	Preparation for and taking of Final Examination

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. *(Dr. Patterson will drop students only on the Opening Day roster and on the Census roster.)
- Regular attendance in all classes is expected of all students.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Maintenance of Records

The instructor will attempt to return to the student all class materials. The student should keep these materials until after the final grade has been posted and accepted. These materials will be needed in the event the student elects to challenge the posted final grade.

Materials not returned to the student by the final class meeting will be held in the instructor's office through the first four weeks of the next term. Any papers not retrieved by the student will be deemed donated to the instructor and may be used anonymously (in part or whole) as sample texts in future courses.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices may be turned on during class. Please step out of the classroom to make or receive a call. Students who bring laptop computers to class are expected to sit in the back of the classroom so their screens do not distract other students.
- 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. As a general rule, any three words or more taken in sequence from a source must be identified with correct punctuation and documentation (in text and bibliographic). 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. There is no difference between accidental and intentional plagiarism.

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.

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.

Anyone caught cheating 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.

Additional Help

- Login Assistance: use the college's Password Reset Tool here: <http://reset.imperial.edu> or call the Admissions and Records Front Desk @ 760-355-6101 during business hours.
- Blackboard Assistance: Ask your fellow students and your instructors.

- 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 Study Skills Center (library annex). 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 Study Skills Center, study rooms for small groups, and online access to a wealth of resources.

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. 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

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. Information is available [online](#). The IVC Student Health Center is located in the Health Science building in Room 1536, 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](#).

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials [online](#).

English 110 Research Paper Grading Rubric (30 points possible)

Name: _____

	Strong	Functional	Inadequate	Score
Assignment	The paper addresses the assigned topic.		The paper is not written on the assigned topic. [-10]	
Thesis statement	The thesis statement reflects the rhetorical mode and clearly focuses the reader on the scope of the paper. [3]	The essay may have a thesis statement, but it is lacking in at least one area. [2]	The thesis statement is missing or inadequate. [0]	
Supporting detail	The essay contains specific detail to support the thesis statement and points of the essay. [3]	There is minimal but adequate support for the thesis and points of the essay. [1]		The essay's details are inadequate or inappropriate. [0]
Organization	The essay has clear organization that avoids repeating ideas. [3]	The essay has weak, but recognizable, organization. [2]		The essay lacks effective organization. [1]
Sentence Errors	There are no errors or only one error in sentence structure, including fragments, comma splices, run-on sentences, or garbled sentences. [6]	Sentence structure is adequate. There are only two or three errors of fragments, comma splices, run-on sentences or garbled sentences. [5]		There are four or more errors of fragments, comma splices or run-on sentences. [0]
Punctuation	There are no errors with semicolons, colons, dashes, apostrophes, or quotation marks though there may be a few comma errors. [5]	There are no more than three errors with semicolons, colons, dashes, apostrophes, or quotation marks. [4]		There are multiple errors in punctuation marks. [0]
Use of language	The essay shows command of formal, academic language supported by logical thought. [2]	The essay shows adequate use of formal language. [1]	The essay uses informal language or uses language hampered by EL interference and/or verb errors. [0]	
Research	The research paper uses more sources than are assigned that are credible and appropriate to the assignment. [5]	The research paper uses adequate sources that are credible and appropriate to the assignment. [3]		The research paper does not include credible and appropriate sources or fewer sources than assigned. [0]
Documentation	The paper consistently and completely documents outside sources properly using the current MLA protocols. [5]	The paper documents outside sources properly using the current MLA protocols. There may be some errors of documentation. [3]		The paper inadequately documents outside sources. The works cited page is improperly formatted. [0]
Reasoning	There are no indications of faulty reasoning. [4]	There are one or two minor instances of faulty reasoning. [2]		The author commits significant errors in reasoning. [0]
Plagiarism	There is no indication of plagiarism. [0]	The paper contains errors in punctuation and/or documentation indicative of plagiarism. [-2]		Plagiarism results in an automatic zero grade on any paper.
				Total

Word Count: _____