

### Basic Course Information

Semester:	<b>Spring 2017</b>	Instructor Name:	<b>Esmeralda Lopez</b>
Course Title & #:	<b>Eng. 008 Basic English Composition I</b>	Email:	<b>Esmeralda.lopez@imperial.edu</b>
CRN #:	<b>202015</b>	Webpage (optional):	
Classroom:	<b>2735</b>	Office #:	
Class Dates:	<b>2/16/17 - 5/25/17</b>	Office Hours:	
Class Days:	<b>Thursdays</b>	Office Phone #:	
Class Times:	<b>5:30 p.m. to 9:45 p.m.</b>	Emergency Contact:	<b>Sara Hernandez (760) 355-6224</b>
Units:	<b>4</b>		

### Course Description

Preparation for ENGL 009. Provides developmental instruction approaching the college level in paragraph and short essay writing. (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. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. (ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay response to a reading. (ILO1, ILO2, ILO4, ILO5)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Develop and use discovery techniques such as free-writing and clustering and apply these techniques to expository writing of paragraphs and essays.
2. Generate ideas based upon knowledge of concrete data and be able to express ideas effectively using a controlling idea or thesis statement.
3. Organize data necessary to support a thesis statement or controlling idea while studying and applying various rhetorical modes with emphasis on description, narration, and exemplification.
4. Demonstrate the use of critical thinking by identifying the main ideas and developing written responses to a variety of written texts.
5. Demonstrate clean and correct sentence patterns and work to eliminate sentence errors such as fragments, comma splices, and run-ons.

6. Produce writing in which meaning is unobscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, verb tense, word choice, and word order.
7. Demonstrate an understanding of the writing process with special attention given to editing and proofreading.
8. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

### Textbooks & Other Resources or Links

- *Sentences, Paragraphs, & Beyond with Integrated Readings*, 7th Edition by Brandon and Brandon (ISBN-13: 978-1-133-59192-4)
- College-level dictionary (or access to online dictionary)
- Spiral notebook, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters, stapler
- Access to a computer and the internet (writing assignments must be typed and some assignments require access to Canvas)

### Course Requirements and Instructional Methods

#### Class Activities:

This course consists of writing warm-up exercises, lectures, discussions, quizzes, paragraph and essay writing, and writing workshops. You will have the opportunity to work with your peers in various group activities. Keep in mind that since this class only meets once a week, each class will cover several topics. Attendance and active participation is your key to success in this class!

#### Writing Warm-ups:

At the beginning of most classes we will begin with writing warm-up exercises. You will be given a writing prompt, and you will write for about 10 minutes. You will also work on a few grammar questions to assess your grammar skills. If you miss class or arrive after the warm-up exercises, you will not be able to make up the assignment. Writing warm-ups are 5 points each, and they are 5% of your final grade.

#### Chapter Exercises:

Each week for homework you will complete chapter exercises; these exercises are 18% of your final grade. Make sure you check the class schedule in order to see which exercises you are required to complete each week. All chapter exercises can be typed or written on lined sheets of paper. Include your name, date, exercise number, and the chapter/page of the exercise. These assignments are due at the beginning of class. Each assignment is worth 10 points. Late homework will only be accepted if there is a valid (documented) excuse. Late homework must be typed and e-mailed to me no later than a week after the original due date.

#### Discussion Posts:

Online discussion assignments offer you the opportunity to practice your writing and collaboration skills outside of class. For our discussion post assignments we will be using the learning management system Canvas (website: [imperial.instructure.com](http://imperial.instructure.com)). The requirement is that you post a response to your instructor's post for each assignment (this is called your Initial Discussion Post) *and* respond to at least one of your colleagues' initial posts (this is called your Response Post). You can earn up to 10 points for your initial post and 10 points for your response post. Discussion posts are 11% of your final grade.

#### Grammar Quizzes:

Grammar Quizzes are 5% of your final grade. These quizzes will be based on Chapters 4 through 13 (class schedule lists the dates and chapters for each quiz). You will take these quizzes at the beginning of class. Make-up

quizzes will only be given if there is a valid (documented) reason for missing class. Make-up quizzes can be taken no later than a week after the original quiz date.

**Paragraphs:**

You will write two in-class paragraphs (class schedule lists the dates for both paragraphs). These paragraphs are 6 % of your final grade. These are considered mid-term writing assessments. Just like your discussion posts, these paragraphs are designed to assess your writing and critical thinking skills.

**Essays:**

You will write a total of three essays in this class. Two of the essays will be in-class essays. The first essay will be worth 100 points. You will have about five weeks to write this essay because essay writing is a process. You will write multiple drafts and participate in writing workshops. The second essay is worth 150 points, and it will be written in class. The last essay is your final essay, and it will also be written in class. It is worth 200 points, 20% of your final grade. This essay is your final writing assessment for English 008.

**Final Grammar Test:**

Your final grammar test will be on chapters 4 through 13 of *Sentences, Paragraphs, and Beyond*. Throughout the semester the Grammar Quizzes you will take are in preparation for this final test. This test is worth 100 points, 10% of your final grade.

**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.

**Course Grading Based on Course Objectives**

Assignment/Quantity	Points	Total Points	Percent of Grade
Writing Warm-ups (10)	5 points each	50	5%
Chapter Exercises (18)	10 points each	180	18%
Discussion Posts (6)	20 points each (DP 1 worth 10 points)	110	11%
Grammar Quizzes (5)	10 points each	50	5%
Paragraph 1 (in-class)	30 points	30	3%
Paragraph 2 (in-class)	30 points	30	3%
Essay 1	100 points	100	10%
Essay 2 (in-class)	150 points	150	15%
Essay 3 (in-class final)	200 points	200	20%
Final Grammar Test	100 points	100	10%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

**Grading Scale:**

Letter Grade	Points	Percent
A	895-1000	90-100%
B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

## 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 during class, unless otherwise directed by the instructor.
- 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 by the instructor.
- 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.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- **Plagiarism** is taking and presenting 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 "cite a source" correctly, 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 that 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 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) using a commercial term paper service.

### Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **Canvas Login Support & Instructions.** Go here for information on how to log in to Canvas. New to Canvas? The following website will help you get acclimated to Canvas: [Canvas Support Site](#).
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

**Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

**Anticipated Class Schedule/Calendar**

**Tentative Class Schedule**

Week/Date	Topic, Activity, and Assignments	Homework
Week 1 2/16/17	Syllabus & Introduction Writing Pretest	<ul style="list-style-type: none"> <li>• Discussion Post 1 (initial post due 2/19)</li> <li>• Read Ch. 4/complete Exercise 1 (due 2/23)</li> <li>• Read Ch. 5/complete Exercise 5 (due 2/23)</li> </ul>
Week 2 2/23/17	Writing Warm-up 1 Parts of Speech Subjects & Verbs Prewriting Strategies/Introduction to Paragraphs	<ul style="list-style-type: none"> <li>• Read Ch. 6/complete Exercise 6 (due 3/2)</li> <li>• Read Ch. 7/complete Exercise 7 (due 3/2)</li> <li>• Study for Grammar Quiz 1 on Ch. 4 &amp; 5</li> </ul>
Week 3 3/2/17	Writing Warm-up 2 Grammar Quiz 1 Kinds of Sentences Combining Sentences Prewriting Strategies/Paragraphs continued	<ul style="list-style-type: none"> <li>• Discussion Post 2 (initial post due 3/5, response post due 3/8)</li> <li>• Read Ch. 8/complete Exercises 11 &amp; 12 (due 3/9)</li> <li>• Read Ch. 9/complete Exercises 4, 6, &amp; 12 (due 3/9)</li> <li>• Study for Grammar Quiz 2 on Ch. 6 &amp; 7</li> </ul>
Week 4 3/9/17	Writing Warm-up 3 Grammar Quiz 2 Correcting Fragments, Comma Splices, & Run-Ons Verbs Paragraph Rubric/Practice Scoring Paragraphs	<ul style="list-style-type: none"> <li>• Read Ch. 10/complete Exercises 1 &amp; 10 (due 3/16)</li> <li>• Read Ch. 11/complete Exercises 3 &amp; 7 (due 3/16)</li> <li>• Study for Grammar Quiz 3 on Ch. 8 &amp; 9</li> </ul>
Week 5 3/16/17	Writing Warm-up 4 Grammar Quiz 3 Pronouns Adjectives & Adverbs Paragraph Scoring Continued	<ul style="list-style-type: none"> <li>• Discussion Post 3 (initial post due 3/19, response post due 3/22)</li> <li>• Read Ch. 12/complete Exercise 3 (due 3/23)</li> <li>• Read Ch. 13/complete Exercise 6 (due 3/23)</li> <li>• Study for Grammar Quiz 4 on Ch. 10 &amp; 11</li> <li>• Prepare for Paragraph Writing Assessment</li> </ul>
Week 6 3/23/17	Grammar Quiz 4 In-Class Paragraph 1 Balancing Sentence Parts Punctuation & Capitalization Introduction to Essay Writing Assign Essay 1	<ul style="list-style-type: none"> <li>• Read Ch. 19/complete Exercise 1 (due 3/30)</li> <li>• Read Ch. 20/complete Exercise 6 (due 3/30)</li> <li>• Study for Grammar Quiz 5 on Ch. 12 &amp; 13</li> <li>• Begin Essay 1 (prewriting)</li> </ul>
Week 7 3/30/17	Writing Warm-up 5 Grammar Quiz 5 Paragraphs & Essays Description Narration	<ul style="list-style-type: none"> <li>• Discussion Post 4 (initial post due 4/9, response post due 4/5)</li> <li>• Read Ch. 21/complete Exercise 3 (due 4/6)</li> <li>• Read Ch. 22/complete Exercise 5 (due 4/6)</li> </ul>

Imperial Valley College Course Syllabus – English 008 Basic English Composition I

Week/Date	Topic, Activity, and Assignments	Homework
	Review in-class paragraphs Essay Rubric/Practice Scoring	<ul style="list-style-type: none"> <li>• Prepare for Paragraph Writing Assessment</li> <li>• Begin Essay 1 (rough draft)</li> </ul>
Week 8 4/6/17	In-Class Paragraph 2 Exemplification Analysis by Division Essay outlines	<ul style="list-style-type: none"> <li>• Read Ch. 23/complete Exercise 4 (due 4/13)</li> <li>• Finish rough draft of Essay 1 (due 4/13—bring typed copy of your draft to class for writer’s workshop)</li> </ul>
Week 9 4/13/17	Writing Warm-up 6 Process Analysis: Writing about Doing Review in-class paragraphs Essay Revision Tips Writer’s Workshop	<ul style="list-style-type: none"> <li>• Discussion Post 5 (initial post due 4/23, response post due 4/26)</li> <li>• Read Ch. 24/complete Exercises 5 &amp; 6 (due 4/27)</li> <li>• Work on 2<sup>nd</sup> Draft of Essay 1</li> </ul>
*No class on 4/20/17	<b>Spring Recess</b> (Campus closed 4/17-4/22)	<ul style="list-style-type: none"> <li>• Enjoy your Spring Break!</li> </ul>
Week 10 4/27/17	Writing Warm-up 7 Cause & Effect Writer’s Purpose, Genre, & Audience	<ul style="list-style-type: none"> <li>• Read Ch. 25/complete Exercise 5 (due 5/4)</li> <li>• Finish 2<sup>nd</sup> Draft of Essay 1 (due 5/4—bring typed copy of your 2<sup>nd</sup> draft to class)</li> </ul>
Week 11 5/4/17	Writing Warm-up 8 Comparison & Contrast Writer’s Workshop/Essay Rubric Scoring Review Grammar Quizzes 1-5	<ul style="list-style-type: none"> <li>• Discussion Post 6 (initial post due 5/7, response post due 5/10)</li> <li>• Read Ch. 26/complete Exercises 11 &amp; 12 (due 5/11)</li> <li>• Study for Final Grammar Test</li> <li>• Work on final draft of Essay 1</li> </ul>
Week 12 5/11/17	Writing Warm-up 9 Argument: Writing to Persuade Final Grammar Test Review Short film Persuasive Techniques/Essay Outline	<ul style="list-style-type: none"> <li>• Study for Final Grammar Test</li> <li>• Finish final draft of Essay 1 (due in Canvas on 5/17 before midnight. Also, print a copy and bring it to class on 5/18 to turn in)</li> <li>• Prepare for in-class essay (Essay 2)</li> </ul>
Week 13 5/18/17	Final Grammar Test Essay 2 (In-class) Speech Analysis	<ul style="list-style-type: none"> <li>• Extra Credit Assignment: Discussion Post 7 (initial post due 5/21, response post due 5/24)</li> </ul>
Week 14 5/25/17	Writing Warm-up 10 Article Analysis Activity Short Story Analysis Review Final Grammar Test Review Essay 1 & 2 Test Preparation	<ul style="list-style-type: none"> <li>• Extra Credit Assignment: Discussion Post 8 (initial post due 5/28, response post due 5/31)</li> <li>• Prepare for final in-class essay</li> <li>• Purchase examination booklet</li> </ul>
Week 15 6/1/17	Final Exam: Essay 3 (In-class)	<ul style="list-style-type: none"> <li>• Enjoy your Summer Break!</li> </ul>

\*\*\*Tentative, subject to change without prior notice\*\*\*