

Basic Course Information

Semester:	Spring 2018	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 009	Email:	nbeope@gmail.com
CRN #:	20201	Webpage (optional):	N/A
Classroom:	2751	Office #:	N/A
Class Dates:	Feb 12 – Jun 8	Office Hours:	N/A
Class Days:	T, Th	Office Phone #:	760-592-5359
Class Times:	10:20 –12:25 pm	Emergency Contact:	Instructor or English department
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). This course is nontransferable, non-degree 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.
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support.
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors.
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations.

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

Required:

A Flash Drive

“The Gangster We Are All Looking For”, Le Thi Diem Thuy, 2003

“Easy Writer, 6th Edition”, Andrea Lunsford, Bedford/St. Martin’s, 2016

Course Requirements and Instructional Methods

Assignment #1: Process-analysis essay. (Letter grade)

Assignment #2: Persuasive essay. (Letter grade)

Assignment #3: Research paper. (Letter grade)

Midterm: An in-class essay responding to questions found in “The Gangster We Are All Looking For”. (Quiz grade)

Common Final: Students will have 70 minutes in-class to respond to a prompt. Responses will be argumentative, no less than 5 paragraphs in length and aimed at an academic audience. (Letter grade)

Topic proposal: A short paragraph describing the argument you intend to write about in your research paper. (Participation)

Annotated Bibliography: List four sources and describe specifically what part of each is relevant to your research paper and why. (Letter grade)

Presentation: Towards the end of the semester each student will give a 4-5 minute presentation on either their persuasive essay or research essay. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with (PowerPoint, etc.), to more experimental ones, such as creating a music video, a dramatic play, a

documentary/mocumentary, a display of artifacts, etc. Guidelines will be established a few weeks beforehand. The audience will be your peers in this class. (Letter grade)

Extra Credit: Throughout the semester there will be many ways to receive extra credit points. These points will only influence homework and quiz scores.

- 1) In-class writing/group activities:** There will be a number of in-class writing assignments and group activities that are required and integral to the class. It is your responsibly to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade. These exercises cannot be made up.
- 2) All assignments (homework and essays) are due on the assigned date **at the beginning of class.****
- 3) Barring emergencies, late papers/homework **will be marked down a letter grade** for each class session they are missing. Assignments turned in late will also be handed back to students later than usual. If you have unusual circumstances discuss them with me.**
- 4) All assignments must be **completed satisfactorily.** An assignment that does not follow instructions or is incomplete will receive **zero** credit.**

Course Grading Based on Course Objectives

- 10%: Participation
- 20%: Homework, Quizzes (unannounced), Midterm
- 10%: First assignment
- 10%: Second assignment
- 10%: Third assignment
- 10%: Presentation
- 10%: Bibliography
- 20%: Common Final

Grading system:

90 – 100 = A 80 – 89 = B 70 – 79 = C
60 – 69 = D <59 = F

Attendance

- A student who fails to attend the first meeting of a 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 (4)** may be dropped. Students who meet or exceed this number will automatically receive zero credit for their participation grade.
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

- Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

Classroom & Email Etiquette

- Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones **will lose participation points** without warning. If you find it necessary to use a laptop, you must sit near one of the front rows.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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 who are found to be chatting amongst each other—this includes signing—during lecture will also lose participation points without warning. If the problem is consistent they will also be asked to leave the classroom.
- Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Email: Please email me at the address found above. Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. **Under no circumstances should students email assignments**, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Canvas for handouts, or ask your peers for lecture notes.

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.

- **Canvas Support Site.** The Canvas Support Site provides a variety of support channels available to students 24 hours per day.
- **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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 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

Week 1

Feb 13, 15

Introduction to course and course materials

Grammar review, sentence combining

(HW: Sentence combining ex.

Readings**: Syllabus, Berry, Beer, Smith handouts)

* All homework is due the following class meeting unless otherwise specified.

** Readings will be quizzed and discussed the following class unless otherwise specified.

Week 2

Feb 20, 22

Assignment #1 handout, examples and discussion

Grammar review, run-ons, comma splices

Diction and tone

(HW: Comma splice & run-ons ex.

Readings: diction and tone handouts)

Week 3

Feb 27, 29

Creating introductions and conclusions

Writing with imagination, understanding figurative language

Grammar review, sentence fragments

(HW: Sentence fragment ex., Description ex.

Readings: Introduction and conclusion handouts,)

Week 4

Mar 6, 8

Structuring paragraphs

Moves of revision

Grammar review, vague pronouns

(HW: Paragraph ex.

Readings: Moves of revision handout)

Week 5

Mar 13, 15

Monday: Due rough draft (Must meet page count)

Wed: Due assignment #1

Rhetorical appeals

Parallel construction

(HW: Parallel structure ex.

Readings: Logos, Pathos, Ethos handout)

Week 6

Mar 20, 22

Assignment #2 handout, examples and discussion

Constructing a thesis statement

Grammar review, subject-verb agreement

(HW: Subject-verb agreement ex.

Readings: Thesis example)

Week 7

Mar 27, 29

Fallacies in argument
Grammar review, prepositions
(HW: Fallacy ex., preposition ex.)
Readings: Fallacy handout)

Week 8

Apr 3, 5

Spring break

(Readings: Counterarguments, citing sources)

Week 9

Apr 10, 12

Counterarguments

Citing sources

Creating a bibliography

(Readings: Annotated bibliography handout)

Week 10

Apr 17, 19

Tuesday: Midterm

Thurs: Due assignment #2 rough draft (Must meet page count)

Presentation 1 signups

Week 11

Apr 24, 26

Tues: Due group 1 presentations

Tues: Due assignment #2

Assignment #3 examples and discussions

Grammar review, verb-tense agreement

(HW: Verb-tense agreement ex.)

Week 12

May 1, 3

Assignment #3 examples and discussions, cont.

Grammar review, disjointed modifiers

(HW: Disjointed modifier ex.)

Week 13

May 8, 10

Evaluating sources and facts

(Readings: Internal/external credibility handout)

Week 14

May 15, 17

Types of claims

(Readings: Types of claims handout)

Week 15

May 7, 9

Tues: Due assignment #3 rough draft (Must meet page count)

Thurs: Due assignment #3

Presentation 2 signups

Week 16

May 22, 24

Tues: Due group 2 Presentations

Semester review

Week 17

May 29, 31

Semester review, cont.

Common final prep

Week 18 – Finals week

Tues, June 5 Extra credit quiz (optional)

Thurs, June 7 Final

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

