

Basic Course Information

Semester:	Summer 2018	Instructor Name:	Kaylene Elliott
Course Title & #:	ENG 010: Accelerated Composition	Email:	Kaylene.elliott@imperial.edu
CRN #:	30184	Office #:	Part Time Faculty Office, room 809
Classroom:	3400	Office Hours:	By Appointment
Class Dates:	June 18, 2018-July 26, 2018	Units:	4
Class Days:	MTWR	Class Times:	8:30am-10:40, 10:50-12:05pm

Course Description

Accelerated class that prepares students for transfer-level English composition and associate-degree classes. Emphasizes and develops skills in critical reading and academic writing. Strongly recommended: participation in the writing placement (Accuplacer) process. (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

There are no prerequisites for this course.

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 a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

Student will be able to:

1. Develop and apply the use of discovery techniques in writing and interpreting readings.
2. Demonstrate an understanding of the difference between connotative and denotative meaning in the study and analysis of others' writings.
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.
4. Write essays totaling at least 4000 words of formal writing that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation.
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.
6. Develop text interpretation supported by citations from the readings.
7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments, comma splices, and fused sentences.
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

Textbooks & Other Resources or Links

REQUIRED

Patterns of College Writing, 13th edition

Laurie Kirsner, Stephen Mandell

Bedford/St. Martin

ISBN-10: 1457666529

ISBN-13: 978-1457666520

The Other Wes Moore: One Name, Two Fates

Wes Moore

Spiegel & Grau

ISBN 978-0-385-52820-7

Ebook ISBN 978-1-58836-969-7

Access to a computer and printer

Access Canvas

A binder, folder, or single subject notebook to use only for this class

RECOMMENDED:

MLA Handbook, 8th Edition

By: Modern Language Association of America

ISBN: 978-160329-262-7

Course Requirements and Instructional Methods

Instructional Methods

Discussion
 Group Activity
 Lab Activity
 Individual Assistance
 Individual Reading
 Individual Writing

Course Requirements

All essays must have proper formatting.

-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:

Name
 Professor Elliott
 ENG 10
 Date draft is due

Total essay points include prewrites, rough drafts, reviews, and various other assignments relating to the essay. You **must** take your essay to be reviewed by a tutor.

Late Policy: You have three (3) days after the due date to turn in late work with the exception of Essay #3 which **cannot** be turned in late. All late work will be given half credit. Rough and final drafts must be submitted through Canvas.

Journals: Students are required to complete a journal. The journal requires twenty (20) handwritten pages during the course of the semester. These pages will be based on readings provided by the instructor.

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. If a student points out this line to the instructor, she will bring 2 dozen cookies of the student's choosing to class.

Course Grading Based on Course Objectives

		Grading Scale
Essay #1	100 points	
Essay #2	175 points	900-1000 points—A
Essay 3	225 points	800-899 points—B
In Class Writings	50 points each	700-799 points—C
Journal	200 points	600-699 points—D
Participation	100 points	0-599 points—F

Get Out of Jail Free cards- At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card can be used to replace one assignment, 3 journal entries, or provide a two (2) day extension on the deadline for one (1). Please note that the Get Out of Jail Free card cannot be used for in class writings or Essay #3. The teacher must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

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.

*Students should not rely on the instructor to drop them. Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.

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, only students enrolled in the class may attend; children are not allowed.

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 LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, lourdes.mercado@imperial.edu.

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives

- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, alexis.ayala@imperial.edu.

Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College's success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students' access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100. The first student to point out this line in the syllabus during the semester will receive two (2) points of extra credit.
- The Student Equity Program also houses IVC's Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

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

Instructor reserves the right to change the schedule with or without notice.

Monday	Tuesday	Wednesday	Thursday
June 18: Class introduction, review syllabus, Journal explanation, diagnostic writing, “Brainology” article, Read <i>Patterns</i> pages 13-20, 29-32	June 19: Journal, “Brainology” continued, descriptive essay discussion, prewriting strategies, read <i>Patterns</i> pgs. 151-159, 34-42, 180-183	June 20: Journal, essay organizer, descriptive essay body drafting, summarizing, quoting, and paraphrasing, read <i>Patterns</i> pgs. 43-47, 55-60, 719-723, WM Ch. 1	June 21: Journal (2), introduction strategies, conclusion strategies, MLA format, type rough draft, reflection journal, read <i>Patterns</i> pgs. 52-54, 60-62, WM Ch. 2
June 25: Journal Check, Journal (2), rough draft due, peer review, bring 3 copies, discuss narrative, read <i>Patterns</i> pgs. 65-73, 97-110, 123-126, WM Ch. 3	June 26: Journal, Reprint rough draft, self-review, in class writing, read <i>Patterns</i> pgs. 74-76, WM Ch. 4	June 27: Journal (2), reprint rough draft, grammar review, make final changes, read <i>Patterns</i> pgs. 81-88, 408-412, WM Ch. 5	June 28: Journal (2), final draft due, discuss compare/contrast, begin essay 2, prewrite, outline, reflection journal, read <i>Patterns</i> pgs. 62, 369-375, WM Ch. 6
July 2: Journal Check, Journal, continue prewriting and outlining, body drafting, discuss argument, discuss proposal, read <i>Patterns</i> pgs. 523-525, WM Ch. 7	July 3: Journal, continue body drafting, introduction drafting, conclusion drafting, read WM Ch. 8	July 4: No Class	July 5: Journal (2), finish drafting, discuss Works Cited, type rough draft, reflection journal, read WM Epilogue, Afterword, and Call to Action (Be prepared to discuss).
July 9: Journal Check, Journal, Discuss WM, rough draft due, Proposal due, peer review- bring 3 copies, discuss cause/effect writing, read <i>Patterns</i> pgs. 378-389, 319-334, 359-362	July 10: Reprint rough draft, self-review, in class writing, discuss Index Cards	July 11: Grammar review-bring 1 copy, make final changes, read <i>Patterns</i> pgs. 713-728	July 12: Journal (2), final draft due, discuss argument, begin essay #3, discuss research, Literacy Workshop, discuss Annotated Bibliography, reflection journal, <i>Patterns</i> 523-540, 603-624 Football Casebook
July 16: Index Cards Due, prewrite, outline, discuss two truths and a lie assignment, introduce research	July 17: Journal, discuss exemplification writing, continue research, read <i>Patterns</i> pgs. 207-220, 230-235	July 18: body drafting, review citations and using sources, introduction and conclusion drafting	July 19: Journal, two truths and a lie due, in class writing, reflection journal, type rough draft
July 23: Rough draft due, Annotated Bibliography due, peer review, bring 3 copies	July 24: reprint rough draft, self-review	July 25: reprint rough draft, grammar review, make final changes	July 26: Journal due, final draft due, in class writing