

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Audrey A. Morris
Course Title & #:	English 09	Email:	audrey.morris@imperial.edu
CRN #:	10232	Webpage (optional):	
Classrooms:	2700/2751	Office #:	2700 - 2796
Class Dates:	August 13 – December 07	Office Hours:	M/W 1:30 – 2:30 pm Office 2796 T 1:30 – 3:00 pm Office 2796 R 8:30 – 9:00 am ONLINE
Days/Time:	T/R 10:15 am – 12:20 pm	Office Phone #:	760 355-6354
Units	04	Emergency Contact:	760 355-6224

Course Description

The course seeks to facilitate your mastery of the short essay at the college level. The course follows in sequence from ENGL 08 and will prepare you for ENGL 110.

This course is web-enhanced and requires the use of Canvas© for assignment information and submission. You will find the link to Canvas© under the “Student” drop-down menu on the IVC website.

Course Prerequisite(s)

ENGL 008 or ENGL 098 with a grade of “C” or better or appropriate placement.

Student Learning Outcomes

Upon successful completion of the course, the student will have acquired new skills, knowledge, and or attitudes as demonstrated by the ability to:

1. Develop an essay that contains a thesis statement, provides adequate support, and employs a clear organizational structure. (IL01, IL02, IL04)
2. Develop pan essay that avoids sentence-level and grammatical errors. (IL01, IL02, IL03, IL04)
3. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (IL01. O:02, IL03, IL04, IL05)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance. (IL01, IL02, IL03, IL04)

Course Objectives

Upon successful completion of the course, the student will be able to:

1. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear or thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
5. Compose multi-paragraph essays with clear organizational structure and adequate support
6. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
7. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
8. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper
9. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
10. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
11. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
12. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
13. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies
14. Synthesize knowledge by relating texts to personal experience, to past and present e

Textbooks & Other Resources or Links

- Card, Orson Scott. *Enders Shadow*.
- Duhigg, Charles. *The Power of Habit*
- Fawcett, Susan. *Evergreen: A Guide to Writing with Readings*, 10th Edition.
ISBN: 9781285633169

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*Note: You can rent or purchase these books in the bookstore.

Course Requirements and Instructional Methods

Regular attendance and preparation are required as many in-class activities are based on the reading, writing and thinking you do before you arrive in class. The use of a computer is also required, as there will be announcements, resources, and weekly online assignments given online in Canvas®. I will evaluate your reading and preparation by collecting and grading selected assignments and quizzes. Class time may be spent listening to brief lectures, taking notes, reading, writing, thinking, discussing, and collaborating on group tasks. If you are absent for a class meeting, you cannot make up the work completed in class.

You are responsible for submitting assignments before the deadline. Aside from documented emergency or medical situations, I will not grade late assignments. If I accept your paper one day late, you will receive partial credit (-5% for one day late / -15% for two days late). If you are absent on the day of a quiz (one quiz only), you will be allowed to make it up Week 16. The lowest quiz will be dropped for everyone.

The final exam for this course is a common final. It is an in-class essay that should demonstrate your mastery of the targeted writing skills. It will be graded by a team of English 09 instructors and returned to me. It counts for 25% of your 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. This means that this 4-unit class requires 8 hours of work/week outside of class.

Course Grading Based on Course Objectives

A final grade will be based on your weighted average in the following categories:

Reading Quizzes (In Class)	15%
Grammar Quizzes (Online)	10%
Essays	40%
Classwork	10%
Final Exam *Departmental Final	25%

90-100% = A; 80-89%=B; 70-79%=C; 60-69%=D; 0-59%=F.

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.
- In this English 09 course you will have access to Vericite®, a plagiarism detector. Besides detecting plagiarism, it can help you review and edit your work.

Note: 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 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 Reading Schedule and Major Assignments

Unit I: Reading and Writing Strategically

Week 1: Writing Process: Generating and Selecting Ideas

8/14 & 16 Read: *Evergreen*: Ch. 1 & 2; “Process & Prewriting”
Read: “The Essay,” by Russell Baker

Week 2: Reading and Writing Conventions: Process

8/21 & 23 Read: *Evergreen*: *Evergreen*: Ch. 8 & 16D; “Writing about a Process”
Read: *Evergreen*: Ch. 26: “The Simple Sentence”
Read: *Ender’s Shadow*: “Urchin,” 1 – 74

*Reading Quiz 1: *Ender’s Shadow*, “Urchin”

Week 3: Writing Process: Ordering Ideas around a Central Focus

8/28 & 30 Read: Ch. 14: “The Process of Writing an Essay”
Read: *Evergreen*; Unit 6; Ch. 27 “Coordination and Subordination”
Read: *Ender’s Shadow*: “Launchy,” 75 – 160.

*Reading Quiz #2: *Ender’s Shadow*, “Launchy.”

Week 4: Writing Process: Building Coherence through Organization

9/4 & 8 Read: *Evergreen*: Ch. 4 & Ch. 15 “Coherence and Essay Organization”
Read: *Evergreen*: Ch. 28; “Avoiding Sentence Errors”
Read: *Ender’s Shadow*: “Scholar,” 161 – 227.

*Reading Quiz 3: *Ender’s Shadow*, “Scholar.” (In class)

**Grammar Quiz 1: Sentence Structure (Online)

Essay 1: Process Essay (800 - 1000 Words) – Write in Class

Unit II: Understanding and Using Conventions

Week 5: Reading and Writing Conventions: Comparison/Contrast

9/11 & 13 Read: *Evergreen*: Ch. 10 and 17 A.
Read: *Evergreen*: Ch. 29; “Present Tense (Agreement)”
Read: *Ender’s Shadow*: “Soldier,” 229 – 304.

*Reading Quiz 4: *Ender’s Shadow*, “Soldier.”

Week 6: Reading and Writing Conventions: Illustration, Narrative, Descriptive, Definition

9/18 & 20 Read: *Evergreen*: Ch. 16 “Types of Essays, Part I”
Read: *Evergreen*: Ch. 30 “Past Tense”
Read: *Ender’s Shadow*: “Leader,” 305 – 385.

*Reading Quiz 5: Ender’s Shadow, “Leader.”

Week 7: Reading and Writing Conventions: Classification, Cause and Effect

9/25 & 27 Read: *Evergreen*, Ch. 17 “Types of Essays, Part II”

Read: *Evergreen*: Ch. 31; “The Past Participle”

Read: *Ender’s Shadow*: “Victor,” 389 – 467.

*Reading Quiz 6: Ender’s Shadow, “Victor.”

**Grammar Quiz 2: Verbs (Online)

Essay 2: Compare/Contrast Essay (1000 Words) – Turn in on Canvas and bring hard copy to class.

Unit III: Using Outside Sources to Strengthen Your Writing

Week 8: Proving Cause and Effect

10/2 & 4 Read: *Evergreen*: Ch. 12 & 17 C. “Cause and Effect”

Read: *Evergreen*: Ch. 32; “Nouns”

Read: *The Power of Habit*: Prologue and Part I; Ch. 1, 1 - 30

*Reading Quiz 7: *The Power of Habit*, Prologue and Ch. 1

Week 9: Gathering and Evaluating Sources

10/9 & 11 Read: *Evergreen*: Ch. 18; “Summarizing, Quoting and Avoiding Plagiarism”

Read: *Evergreen*: Ch. 3; “Pronouns”

Read: *The Power of Habit*: Ch. 2, 31 - 59

*Reading Quiz 8: *The Power of Habit*; Ch. 2

**Grammar Quiz 3: Nouns and Pronouns (Online)

Week 10: Synthesizing Sources / Re-evaluating Your Thesis

10/16 & 18 Read: *Evergreen*: Ch. 19; “Strengthening an Essay with Research”

Read: *Evergreen*: Ch. 21; “Revising for Consistency and Parallelism”

Read: *The Power of Habit*: Part 1; Ch. 3, 60 – 93

*Reading Quiz 9: *The Power of Habit*, Ch. 3

Week 11: Documenting Source Material and Revising Your Draft

10/23 & 25 Read: *Evergreen*; Ch. 22: “Revising for Sentence Variety”

Read: *Evergreen*: Ch. 23; “Revising for Language Accuracy”

Read: *The Power of Habit*: Part 2; Ch. 5, 127 – 153

*Reading Quiz 10: *The Power of Habit*, Ch. 5

Week 12: The Purpose and Structure of Persuasive Writing

10/30 & 11/2 Read: *Evergreen*: Ch. 22: “Putting Revision Skills to Work”
Read: *The Power of Habit*: Ch. 9, *The Neurology of Free Will*

*Reading Quiz 11: *The Power of Habit*, Ch. 9: *The Neurology of Free Will*

**Grammar Quiz 4: Revising Sentences

Essay 3: Research Paper/Causal Essay (2000 Words) – Turn in on Canvas.

Unit IV: Using Your Ideas to Persuade Others

Week 13: Planning a Persuasive Essay

11/6 & 8 Read: *Evergreen*: Ch. 13 & 17D; “Persuasion”
Read: *Evergreen*: Ch. 34; “Prepositions”

- “Stopping Youth Violence,” p. 255
- “Imagine a Four-Year Community College,” p. 257
- “How Not to Raise a Bully,” pp. 582

Week 14: Drafting a Persuasive Essay

11/13 & 15 Read: *Evergreen*: Ch. 35; “Adjectives and Adverbs”

- “Multi-tasking or Mass Add?” p. 560
- “What Your Supermarket Knows About You,” p. 558
- “The Case for Torture,” p. 605

Essay #4: Persuasive Essay (1000 words) – Write in class Thursday.

Thanksgiving Week – NO SCHOOL

Week 15: Preparing for a Timed Essay / Departmental Final

11/27 & 29 Read: *Evergreen*: Ch. 36 & 37; “The Apostrophe,” “Commas”
Read: *Evergreen*: Ch. 20; “Writing Under Pressure: The Essay Examination”

Essay #5: Common Final (Persuasive Essay) - Write in class Thursday, November 29

Week 16: Endings

12/4 & 6

**Grammar Quiz # 5: Comprehensive

**Makeup Grammar Quiz: (Optional)

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