

Imperial Valley College Course Syllabus

Basic Course Information

Semester	Summer 2019	Instructor Name	Judy Cormier
Course Title & #	English 08	Email	judy.cormier@imperial.edu
CRNs #	30092	Webpage	Canvas
Room	2751	Office	2797
Class Dates	June 17- July 25, 2019	Office Hours	None in summer
Class Days	M-Th	Office Phone #	X6709
Class Times	12:30-3:35	Office contact if student will be out or emergency	Email
Units	4		

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 that uses standard verb form and tense in 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.

Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources

- Rosa, Alfred and Paul Eschholz. *Models for Writers*. 12th ed. Bedford/St. Martin. New York. 2015. ISBN: 13:9781457667848.
- Print out syllabus outline and handout package.
- Physical dictionary (no electronics).
- Highlighter marker, **black** pens (no Sharpie-type markers), pencils, white-out.
- Secure soft-cover paper folder for the reading/writing portfolio.
- Loose-leaf 11 x 8 1/2" white notebook paper (preferably without plastic striping).
(Get proper size notebook paper.)

These materials are required. We will be using them extensively.

Course Requirements and Instructional Methods

English 08 Portfolio

This is a tentative portfolio. I may add, change or eliminate topics, assignments or due dates in order to better serve the needs of the class. Changes may occur without prior notice. Be careful not to miss any assignments. Late work loses points, and late work may or may not be accepted at my discretion.

Most of our work will consist of in-class writing. Assignments are scored 1.0 to 6.0.

33% Essays #1 and #2 scored individually and averaged

33% Essays #3 and #4 scored individually and averaged

33% Writing portfolio (reading response logs, paragraphs and additional assignments)

Course Grading Based on Course Objectives

- Papers are awarded points based on a six-point scale. Points reflect the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed.
- Papers that do not demonstrate competency in the basic writing skills of grammar, spelling and punctuation will not receive passing scores. (See essay rubric for specific grading criteria.) The points are averaged. (See previous section for more information.)

Scale: 6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing or incomplete

Criteria for a High- Quality (A) Paper

ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

DEVELOPMENT:

Body paragraphs are fully developed with at least seven sentences and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

MECHANICS:

This paper demonstrates excellent grammar, spelling and punctuation skills. There are few or no GPS errors in this paper. The paper has a variety of sentence types and patterns. The paper shows a good command of the English language and few or no ESL errors will be found.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have some mechanical errors or minor problems. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are okay but still show occasional errors. The paper might be a little short or the paragraphs maybe slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

2.0-2.8 (“D”) Not acceptable: Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be under-developed. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. The paper may show ESL interference. The paper may not show a command of the English language.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted, or it was not accepted for scoring. It might be incomplete or submitted too late.

Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points.
- I may make changes in the outline or portfolio as needed.
- Please do *not* e-mail late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

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.
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- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an “F” in the class.
- Come on time and stay until the class is dismissed. Don’t forget to sign the roll sheet. If you forget, you will be marked absent. Don’t let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

Classroom Etiquette

- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No soda cups with straws and no coffee cups.
- In an **English** class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume **everyone** in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class!
- 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.
- 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 at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

- I require cell phones to be not just turned off, but put away off the desk. Do not be using your cell phone during class, or I may ask you to leave.

Academic Honesty

- Plagiarism is to take and present 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 correctly cite a source, 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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. 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) use of a commercial term paper service

Additional Student Services and Support

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.

- 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.

Resources:

- The skeleton lecture notes can be found on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics: <http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or www.roanestate.edu/owl

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.

Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100. Contact them at 760-355-6313 if you feel you need to be evaluated for educational accommodations.

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 due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at

http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Class Anticipated Course Schedule / Calendar

M-Th

ENGLISH 08 CLASS OUTLINE

Summer 2019

This is a tentative outline. I may add, change or eliminate topics, assignments or due dates in order to better serve the needs of the class. Changes may occur without prior notice. Be careful not to miss any assignments. Late work loses points, and late work may or may not be accepted at my discretion.

All phones are to be kept off the desk and put away.

June**M 17**


TOPICS:

- Introduction to class. Tour of the syllabus
- How to access Canvas
- How to do the writing portfolio and how to do the reader response logs
- The “Success Equation”

HW: Buy text and materials. Print out package materials (near the syllabus)
 Read “The Writing Process” and “From Reading to Writing” pp. 9-76
 Work on reader response logs


Tu 18

TOPICS: In-class diagnostic essay (“Why Go to College?”)

HW: Work on reader response logs
 Read “Effective Sentences” pp. 218-223
 *Keep going back to your portfolio and fixing up your papers throughout the semester*

W 19

TOPICS:

-  Begin troublesome words list
 Grammar errors review
- Pronoun agreement
 - The “missings”
 - Faulty shifts
 - Parallelism
 - Misplaced modifiers

HW: Work on reader response logs

Th 20

TOPICS: Punctuation errors review

- Punctuating clauses
- Comma Splices
- Run-on’s
- Fragments
- Embedding quotations
- Using semi-colons and other punctuation marks

HW: Work on reader response logs

M 24

TOPICS:

- Finish punctuation review
- **Preliminary evaluation of “Winning”**
- Hallmarks of informal language and other common rhetorical errors to avoid
- Outlining strategies

HW: Read “Thesis Statements” pp. 79-81
Work on reader response logs

Tu 25

TOPICS:

- The writing process
- Forming and evaluating thesis statements

HW: Work on reader response logs

W 26

TOPICS: Forming and evaluating thesis statements exercise

HW: Work on reader response logs

Th 27

TOPICS:

- Essay introductions
- Essay conclusions

HW: Work on reader response logs

July**M 1**

TOPICS:


- Essay conclusions continued
- Focusing and developing paragraphs
- Eliminating redundancy

HW: Work on reader response logs

Tu 2

TOPICS:

- Superficial vs full development
- Writing and evaluating point-centered essays
- **Post evaluation of “Winning”**

HW: Work on reader response logs
 *Bring writing materials to next class*

W 3

TOPICS:

- Definition vs description
- Introduction to MLA formatting for cursive papers
- Preparation for essay #1: Brainstorming and outlining

HW: Work on reader response logs

➡ *Reminder: all drafts are turned in at the end of each class*

Th 4

Independence Day

**M 8**

TOPICS: Drafting essay #1

HW: Work on reader response logs

Tu 9**Essay #1 due**

TOPICS: Conferencing, editing and final drafting of essay #1

HW: Work on reader response logs

W 10

TOPICS: Preparation for essay #2: Brainstorming, outlining and drafting of essay #2

HW: Work on reader response logs

Th 11**Essay #2 due**

TOPICS: Conferencing, editing and final drafting of essay #2

HW: Work on reader response logs

M 15

TOPICS: Preparation for essay #3: Brainstorming, outlining and drafting of essay #3

HW: Work on reader response logs

Tu 16**Essay #3 due**

TOPICS: Conferencing, editing and final drafting of essay #3

HW: Work on reader response logs

W 17

TOPICS: Preparation for essay #4: Brainstorming, outlining and drafting of essay #4

HW: Work on reader response logs

Th 18

Essay #4 due

TOPICS: Conferencing, editing and final drafting of essay #4

HW: Work on reader response logs

M 22

TOPICS: Preparation for essay #5: Brainstorming, outlining and drafting of essay #5

HW: Work on reader response logs

Tu 23

Essay #5 due

TOPICS: Conferencing, editing and final drafting of essay #5

HW: Work on reader response logs

W 24

TOPICS: Using modifiers for description and clarity (“Old House”)
How to structure process analysis papers (“Mousetrap”)

HW: Finish portfolio

➡ *Portfolio is due next class. Put the logs in order in a binder*

Th 25

TOPICS: Homonyms, homophones and homographs. Extra credit? Maybe. Last day of class.



Have a great break!