

Imperial Valley College
Fall 2012
ENGL 009: Basic English Composition II
Tuesday, Thursday 3:05-5:10 PM Room 404 (CRN 20470)
Tuesday, Thursday 5:30-7:35 PM Room 506 (CRN 20478)

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(Office hours by appointment.)

COURSE DESCRIPTION: Preparation for ENGL 101 (ENGL 1A). 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). (Prerequisites – ENGL 008 with a minimum grade of C or better or Score of 5009 on the English Composition placement test.)

REQUIRED TEXTS:

- *Paragraphs and Essays with Integrated Readings (12th edition)*, by Lee Brandon and Kelly Brandon.
- *Catch-22* by Joseph Heller

GRADE BREAKDOWN:

Final Drafts – 1,200 points	A = 2,830 – 2,547
Pre-Writing – 900 points	B = 2,546 – 2,264
Class Participation – 730 points	C = 2,263 – 1,981
	D = 1,980 – 1,698
Total = 2,830points	F = 1,697 – 0

Success in this class is dependent on your completion all of the assignments. Though some coursework has higher point values, it is very difficult to receive a passing grade if you ignore any of the three types of assignments: Class Participation, Pre-Writing, or Final Drafts.

If you cannot regularly attend class or complete the assignments, I recommend you take another section of Eng 9.

CLASS PARTICIPATION: I expect everyone in class to ask questions and express their opinion. This is a course with upwards of 30 adults and no subject will be seen as inappropriate; however, TACT and MANNERS will be observed BY ALL.

Laptops, phones, and tablets are not needed during class. They will only cause a distraction and are not allowed. If you have a reason for using one, you will have to convince me of its validity. **MAKE SURE YOUR PHONE IS TURNED OFF OR IN SILENT MODE.**

The size of the classroom also makes it a chore to gauge who is actively involved, so I will base your grade for class participation on the following:

- **Attendance** (5-10 points each day, a total of 310 points for the semester) – Attendance will be taken at the beginning and end of class with 5 points assigned each time. In addition, your name may be called at random during class discussions or readings;

participation during that time will affect your attendance grade for the day.

- **Reading Responses** (10 points each, a total of 170 points for the semester) – due every Tuesday, based on the reading of Catch-22. These will be a two-part response. The first part will be a summary of what was read. The second part will be your opinion, thoughts, and/or critique about what was read. It must be typed using 12-point Times New Roman font, have one-inch margins on all sides, and be single spaced.
- **Vocabulary Words** (50 points) – Fifty vocabulary words from readings or lectures from this or another class are due at the end of the semester. You must include a definition and an example and/or explanation of its use. One point will be given per correct definition and example/explanation. They must be typed using 12-point Times New Roman font, have one-inch margins on all sides, and be single spaced.
- **Group Project** (200 points) – Time will be scheduled during the semester for groups to present a lecture on an assigned grammar/punctuation topic. I will meet with each group and discuss what is expected.

PRE-WRITING: There will be 6 short essays for the class (3 take-home and 3 in-class).

Writing is not a one-step process. Your grade for pre-writing will depend on the seriousness with which you approach each step.

Essays will be brainstormed, outlined, and drafted before you submit a final version. Every step will require that you hand something in for me to review. Drafts will receive a letter grade; outlines and brainstorming will be checked as satisfactory or non-satisfactory, receiving either full credit or half (or lower) credit. All work must be TYPED using 12-point, Times New Roman font, have one-inch margins on all sides, and be double spaced.

Brainstorms are worth 60 points, Outlines are worth 60 points, and First Drafts are worth 100 points.

Line editing for essays – checking grammar, spelling, and punctuation – is a tedious process and will be YOUR responsibility; however, substantial time will be set aside in class for peer review. **YOU MUST BRING IN TWO COPIES OF YOUR OUTLINE AND YOUR FIRST DRAFT WHEN THEY ARE DUE.** One copy will be handed in to me and the other will be used during the peer review.

If you do not bring a hard-copy for peer review, you will be asked to leave.

My focus during the pre-writing process will be on your clarity, organization, and thoroughness. They will be graded mostly on effort.

FINAL DRAFTS: I will assign six short, multi-paragraph essays. Final Drafts will be **graded solely on MERIT.** I will provide you with an assignment sheet detailing what I expect from each essay. **Grammar and punctuation WILL be graded on final drafts.**

Readings and lectures will revolve around the essays and will prepare you for them.

- **In-class Essays** (200 points each) – I will assign three in-class essays, including a common final assigned by the English Department. The only preparation for these essays will be a brainstorm and an outline that will be brought in the day it will be written, except for the common final which will be completed in the classroom entirely. You are **REQUIRED** to bring in a **LARGE GREEN** or **BLUE BOOK** to write the essay and will be given the entire class time to complete the assignment.
- **Take-home Essays** (200 points each) – I will assign three take-home essays. These will be TYPED and you are required to hand in a **HARD COPY** and an **ELECTRONIC**

COPY. Hard copies should be handed in by the end of the class on the day they are due. Electronic copies should be identical to the hard copy and posted to blackboard. **I will not grade your essay unless you submit an electronic copy.**

TARDINESS and ABSENCES: Only final drafts of take-home essays will be accepted late, with a letter grade subtracted for each class day it is late. **No other work will be accepted after the due date.**

If you are tardy, sit as close to the entrance as possible so as not to disturb the class.

You do not have to personally hand in your work. If you are absent, you can have a classmate hand it in for you or have someone drop it off before or after class.

CLASS COMMUNICATION: I will be using your IVC e-mails to send you messages and Blackboard to post your grade and for you to submit electronic copies of your take-home essays.

E-mail is my preferred method of communication. Include ENGL 009 in the subject heading of all your e-mails so I know it's from a student. Provide a thorough message detailing what it is you have a question about, including (obviously) your name and the course schedule. (I will be teaching two English 009 courses this semester and will more than likely need you to remind me which course you are in.)

Ideally, you should only contact me if you have a question or a request with which your classmates cannot help. If you will be absent for example, you can have one of your classmates fill you in on what was assigned.

Use this space to write down four of your classmates' names, numbers, and e-mails:

1. _____
2. _____
3. _____
4. _____

STUDENT LEARNING OUTCOMES: Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
- Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
- Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
- Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C": Upon satisfactory completion of the course, students will be able to:

- Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.

- Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
- 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.
- Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
- Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
- 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.
- Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
- Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

DISRUPTIVE STUDENTS: Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with course work. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.

CHEATING AND PLAGIARISM: IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.

ATTENDANCE: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.

DISABLED STUDENT PROGRAMS AND SERVICES: 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.

THIS IS A TENTATIVE SYLLABUS AND IS SUBJECT TO CHANGE.

All changes will be announced and an amended syllabus will be posted to Blackboard.

Spring 2013 Schedule (Subject to change.)

- Week 1: January 15 – Class sign-up, first day things, syllabus breakdown.
January 17 – Note taking, grammar project sign-up, and first essay topic.
- Week 2: January 22 – RR for Chap. 1-3, we will meet at the library for a library resource seminar.
January 24 – First group presentations; thesis, paragraph, and outline Lecture.
- Week 3: January 29 – RR for Chap. 4-6, second group presentations, compare and contrast in-class readings and lecture.
January 31 – Third group presentations, MLA format lecture.
- Week 4: February 5 – RR for Chap. 7-8, compare & contrast research discussion (bring in your research and be prepared to discuss it in class; as with all outlines and first drafts, if you don't bring it, you'll be asked to leave).
February 7 – Brainstorm and outline due, outline overview, discussion and peer-review.
In-class reading/writing.
- Week 5: February 12 – RR for Chap. 9-10, compare and contrast first draft due; essay overview, discussion, and peer review.
February 14 – First draft 2nd peer review; editing and grammar lecture/review; in-class reading/writing.
- Week 6: February 19 – RR for Chap. 11-13, compare and contrast final draft due, lecture on next essay assignment (argumentation).
February 21 – Argumentation readings and lecture.
- Week 7: February 26 – RR for Chap. 14-16, argumentation brainstorm and outline are due, outline overview and peer review, in-class reading/writing.
February 28 – Argumentation in-class essay. (Bring a large Green or Blue Book and your brainstorm and outline.)
- Week 8: March 5 – RR for Chap. 17-19, next essay assignment lecture (cause and effect).
(You will choose a specific topic for me to approve that day; it will be based on a historical event. I'll provide a list of possible topics or you can choose one on your own. As with the Compare and Contrast Essay, you cannot double up on a topic.) In-class reading/writing.
March 7 – Cause and effect lecture and readings.
- Week 9: March 12 – RR for Chap. 20-21, cause and effect research discussion. (Bring your research and be prepared to discuss it in class. If you don't bring it, as with outlines and first drafts, you'll be asked to leave.) In-class reading/writing.
March 14 – Cause and effect brainstorm and outline due, outline overview and peer review, in-class reading/writing.

- Week 10: March 19 – RR for Chap. 22-23, cause and effect first draft due, essay overview and first draft peer review.
March 21 – Cause and effect first draft second peer review, editing and grammar review.
- Week 11: March 26 – RR for Chap. 24-25, final draft due, lecture on next essay (writing based on an essay prompt). (I will give you the article and we will read it as a class.)
Review of reading for writing and annotation/outlines, and ways of addressing an essay response to a reading/article/essay prompt.
March 28 – Brainstorm and outline due, essay overview and outline peer-review, further review/lecture for writing from a reading prompt.
- Week 12: Spring Break – Don't show up 'cause I won't be here.
- Week 13: April 9 – In-class essay based on assigned article. (Bring a large Green or Blue Book, the article, your brainstorm, and your outline.)
April 11 – RR for Chap. 26-29, next essay lecture (definition).
- Week 14: April 16 – RR for Chap. 30-32, definition essay readings and lecture.
April 18 – Definition essay brainstorm and outline due, outline overview and peer review, in-class reading/writing.
- Week 15: April 23 – RR for Chap. 33-36, definition essay first draft due, essay overview, first draft peer review
April 25 – First Draft second review, editing and grammar review, in-class reading/writing.
- Week 16: April 30 – RR for Chap. 37-39, Final Draft Due, review of writing from an essay prompt.
May 2 – English department common essay. (Bring a large Green or Blue Book. Unlike the previous in-class essays, this essay will be completed entirely in the classroom. Needless to say, be on time and be prepared to stay the entire class time working on your essay.)
- Week 17: May 7 – RR for Chap. 40-42, vocabulary is due. Final review.