

**Office Hours**

12:00-1:00 p.m. MW  
1:15-2:15 p.m. TR

**Description**

Students in English 9 should expect to develop writing and reasoning skills. To that end, we will engage a variety of short works along with the course textbook. By the end of term, you should be prepared to take on a basic collegiate research project of some length. You should have some ability to evaluate and work with sources. You should have a greater command of language and structure. Your claims and reasoning should demonstrate accuracy and precision. Your writing should be the product of sound, well-researched critical engagement with a subject.

**Required Text**

Hacker, Diana and Nancy Summers. *Rules for Writers*. 7th ed. Boston: Bedford/St. Martin's, 2011. Print. [ISBN: 9780312647360]

**Evaluation**

While you will be given certain reading or writing assignments, it's your responsibility to determine what level of effort or additional work is necessary for you to understand and fulfill the obligations of the course. Your thoroughness, insight, and intellectual curiosity this semester will shape the resulting grade and, more importantly, the reasoning skills you develop.

All writing projects must be completed and submitted as instructed. Failure to bring a full and revised draft for workshop will result in a one-letter grade deduction for the essay. Late essays/projects will receive a one-letter grade deduction per day overdue. In-class essays and exams will only be rescheduled in the case of excused absence. The primary textbook must be brought to every class session so that we may refer to it for a variety of writing/grammar issues.

While you may consult the professor regarding the quality of your work or particular problems you experience, it's up to you to monitor your own effort, progress, and points. Points will be earned according to the following categories:

Mini-Essays – 40 (10 points, each)  
Research Project – 20  
Works Cited – 5  
Common Essay - 5  
Midterm Exam – 15  
Final Exam – 15

**Attendance**

I expect that each of you will be in class, with a grasp of the reading assignment for the day, and ready to advance class discussion with insightful commentary. If you should miss a class, you must *contact a classmate* (NOT your professor) to request notes. Absence due to required attendance at an IVC event must be arranged in advance with the professor and will be excused. All other absences are unexcused. (Personal appointments should never be scheduled to overlap with a class meeting. It is your responsibility to prevent conflicts or reschedule.) *Any student who accumulates more than three consecutive unexcused absences will be dropped from the course.*

**Ethics Issues**

No student should attempt to use this class or its assignments to advocate *discriminatory speech* or implement it as a weapon against other students, the professor, or parties/identities not present/represented. Recognizable, historically determined bigotry creates a toxic environment in the classroom and impedes and discourages sound, nuanced reason; self-critique; and, realistic assessment of subject. In other words, it is the antithesis of critical thinking and investigation – our mission at IVC and in this class.

Depending on type and severity, an instance of *plagiarism* may be addressed with an ungraded revision; a reduced/failing grade for the project; or disciplinary action from administrative staff. If you are at all uncertain on the issue of plagiarism, show me your source materials and explain your research methodology before submitting the essay. Do not solicit "help" from personal acquaintances. Instances of plagiarism can occur through contact with faculty unaware of professional ethics or plagiarism standards.

- *False Authorship.* Obtaining by any means another’s work, and using that work in an essay/assignment presented for a grade. False authorship includes texts copied with minor changes/adjustments, translation from another language without acknowledgement, and patchwriting several sources into one document.
- *Misrepresentation of Source.* Distorting or altering the meaning of a source text in order to support a claim. Falsification of information about the source would also fall into the category of misrepresentation. Most often, students misrepresent the text because of personal bias or inadequate reading skills.
- *Unacknowledged collaboration.* Allowing too much outside influence or re-writing of the student’s work. The individual’s consent or cooperation is irrelevant.
- *Recycling.* Submitting all or part of a text that was prepared for another assignment/course.
- *Insufficient Citation.* Including quotations or paraphrased content from another’s work with faulty, or no, citation. Direct quotations also require quotation marks or, when appropriate, block quote spacing.

### Disabled Student Programs and Services

Students with documented disabilities should notify the professor and/or report to the Disabled Student Programs and Services office regarding any educational accommodations (e.g., longer testing periods) they require.

### Student Learning Outcomes

- Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO 1, ILO 2, ILO 4)
- Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO 1, ILO 2, ILO 3, ILO 4)
- Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO 1, ILO 2, ILO 4)
- Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO 1, ILO 2, ILO 3, ILO 4, ILO 5)

### Tentative Schedule

Aug 19	Introduction to course	Oct 14	Judy Brady – “I Want a Wife”
Aug 21	Hacker, ch. 1	Oct 16	<b>Essay #4</b> – irony & satire
Aug 26	Hacker, ch. 2-3	Oct 21	Hacker, ch. 53-54
Aug 28	Hacker, ch. 4-5	Oct 23	Introduce research project
Sept 2	HOLIDAY (campus closed)	Oct 28	Hacker, ch. 55
Sept 4	Hacker, ch. 6	Oct 30	Hacker, ch. 56
Sept 9	Hacker, ch. 7	Nov 4	Hacker, ch. 57-58
Sept 11	Brent Staples, “Just Walk On By: A Black Man Ponders His Power to Alter Public Space”	Nov 6	<b>Submit Works Cited</b> Hacker, ch. 59
Sept 16	<b>Essay #1</b> – exemplification	Nov 11	HOLIDAY (campus closed)
Sept 18	Kate Chopin, “The Storm”	Nov 13	Research project workshop
Sept 23	Kate Chopin, “The Story of an Hour”	Nov 18	<b>Submit Research Project</b>
Sept 25	<b>Essay #2</b> - comparison	Nov 20	Prep for exam
Sept 30	Clarice Lispector, “The Chicken” or “The Dinner”	Nov 25	Schedule TBA
Oct 2	Shirley Jackson, “The Lottery”	Nov 27	Schedule TBA
Oct 7	<b>Essay #3</b> – symbolism	Dec 2	Midterm review
Oct 9	<b>Midterm Exam</b>	Dec 4	<b>Final Exam</b>