

English 008, Basic English Composition I (4 units)
Imperial Valley College (IVC), Spring 2014

Angel F. Sandoval
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Office Days/Hours: set up appointment via e-mail
*Spencer Library is the meeting place.

CRN: 20008
Room: 313B
Time & Days:
7:30 – 9:35 AM
Mon. & Wed.

!!!Course Syllabus and (tentative) Calendar will be posted on BlackBoard!!!

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 (SLO) –

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 response to a reading. (ILO1, ILO2, ILO4, ILO5)

Minimum Standards for Grade of “C” –

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.

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

Required Text(s) –

1. *Grassroots with Readings: The Writer's Workbook* (10th ed., 2011)

by Susan Fawcett

Cengage Learning , ISBN-10: 0495901237

2. *Mastery of Love: A Practical Guide to the Art of Relationship: A Toltec Wisdom Book* (1999)

by Don Miguel Ruiz

Amber-Allen Publishing, ISBN-10: 1878424424

Recommended Text(s) –

-Paper copy of a college-level dictionary

Other Resources –

The Perdue Online Writing Lab (OWL): <http://owl.english.purdue.edu>

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

Memidex online dictionary: <http://www.memidex.com/>

IVC Blackboard: <https://imperial.blackboard.com/>

Grade Breakdown (tentative) –

Compositions 60%

Homework 10%

In-class Participation 10%

Journals 10%

Quizzes 10%

= for a total of 100% of grade.

*NOTE: This course can be taken for a letter grade or Pass/No Pass credit.

Compositions: (Dates and other data are tentative and subject to change.)

Assignment	Prompt	Rough Draft	Due Date	Possible Pts.	Length (Para.)
1 (Description)	2/3	2/10	2/12	10	2 – 3
2 (Process Analysis)	2/12	2/24	2/26	10	3 – 4
3 (Exemplification)	2/26	3/5 3/12	3/19	10	3 – 4
4 (Definition)	3/19	3/26 4/2	4/9	10	4 – 5
5 (Narration)	4/9	4/16 4/30	5/7	20	4 – 5

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**NOTE: All Composition drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant.

***NOTE: In order to receive full credit on a composition, a “rough draft” must be turned in on the assigned date. Additionally, the “rough draft” must be stapled to the back of the “final draft” prior to submitting the assignment on the due date. Failure to compose the rough draft or failure to attach the rough draft to the final draft will result in a 10% (or more) grade deduction for that assignment.

****NOTE: Journal prompts will be assigned at the beginning of class or once the class resumes after the instructional break.

*****NOTE: Attendance is important because certain assignments (such as quizzes) will be taken during class sessions. Some of these assignments will NOT have make-up opportunities.

Evaluation of Written Compositions –

Compositions will be scored based on whether they

- + contain a controlling idea (or thesis).
- + support the controlling idea using examples of fact and opinion.
- + present a clear organization that avoids repeating ideas, and this includes use of transitions that give continuity and coherence to the prose.
- + demonstrate clear command of grammar and punctuation skills.
- + respond to the prompt and fulfill other prompt requirements.

In-Class Work –

Students will be required to

- + ask/answer questions.
- + take notes.
- + do small-group class work (this includes peer editing).
- + give individual and group presentations.
- + take practice timed-writing exams.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

Out-of-Class Work –

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
- + doing research (especially for Assignment 5).
- + doing individualized assignments, issued by instructor as needed.
- + composing rough drafts of every composition assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, text annotation, and grammar skills.

Cheating and Plagiarism –

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.

“Dishonesty in the classroom is considered a very serious offense. Any form of cheating, turning in work which is not one's own (plagiarism), is grounds for disciplinary action. The consequences of these actions are severe and may include the possibility of expulsion” (*IVC Student Catalog* 34).

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.

Disabled SPS & Mandatory Academic Accommodation –

“Disabled Student Programs and Services is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, health problems and to students that are deaf and hard of hearing” (www.imperial.edu). “Students are eligible for accommodations related to their disability under Section 504 of the Rehabilitation Act and the American with Disabilities Act. Any student interested in receiving services must contact the DSPS well before classes start to establish eligibility to insure timely provisions of services. Information can be found on our website: <http://www.imperial.edu/students/dsps>. Participation in the program is voluntary” (*IVC Student Catalog* 24). In accordance with IVC policy, students registered with DSPS should communicate with the instructor immediately about classroom and instructional accommodations needed in order to ensure an equal education opportunity and environment.

Late Work Policy:

Late work is unacceptable. Assignments that are late will either not be accepted or will be penalized a full letter grade (10%) *or more*.

Attendance:

Any student who misses the first class meeting will be dropped. If that student wants to re-enroll in class, he/she will join the students on the waiting list.

Attendance for this class is MANDATORY; that is, students are expected to attend every class session.

A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped.

If a student needs to miss class, the student should contact the instructor ahead of time to inform him of a planned absence.

Moreover, the student is responsible for contacting the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day. It is the student's responsibility to log into BB and check for the missed class assignments and homework. It is the student's responsibility to depend on the kindness of a classmate to obtain the missed lecture notes.

!!ATTENTION!! If a student is absent on the day a composition or a major assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment before the scheduled class meeting that assignment is due. If the instructor does not receive the completed assignment in advance or in a timely manner, Late Work Policy (see above) rules will apply. Moreover, students must make sure to hand-in a hard copy of the assignment to the instructor.

Disruptive Students –

Please keep side conversation to a minimum. To preserve a productive learning environment, students who consistently disrupt or interfere with class instruction may be sent out of the room and told to meet with Dean of Student Affairs before returning to class to continue with course work. Mr. Lopez will follow disciplinary procedures as outlined in the *IVC General Catalog*.

Electronic Devices Policy –

Put cell phones away and set them on silent mode. If there is a call you must make or receive, please step outside of class to do so. Laptops may be used for the purposes of taking notes and for searching information on the web that is relevant to class discussion. If I determine your laptop use is distracting you or others, I will ask you to put it away.

Food & Drink Policy –

In compliance with the rules set by IVC, students will NOT eat or drink in the classroom. Students, however, are allowed to drink water in classroom and may bring in re-sealable containers of water into the classroom.

Holidays/No School Days that Affect Instruction of this Class – 2/17 & Spring Break (4/21-26);

Deadline to Drop Full-Term Classes with “W” – 4/12

Last Day of Semester – 5/16

Vocabulary Assignment (due every week starting 1/27)

You will create an individualized vocabulary list. You will get the vocabulary terms from *The Fifth Agreement, Writing Matters* (Beidler), or articles/essays that are assigned to you in this class. You may also get your terms from any novel or creative writing text you are currently reading on your own or in another class.

Step 1a: Write the **entire/whole/complete** sentence containing the term whose definition you do not know.

Example: “Shakespeare’s age-honored words, spoken by Polonius to his son Laertes in Act I of *Hamlet*, sound so clear and unambiguous” (Singer 1).

Step 1b: Include correct citation in accordance with MLA formatting rules.

The quotation marks go outside the words being quoted—the final period of the text being quoted, however, will appear **AFTER** the parenthetical citation. Within the parenthetical citation you include author’s last name, followed by a space, then the corresponding page number of the text where you found the quotation.

Step 2: Underline the term you will define. (See example above.)

Step 3: Provide the part of speech and definition for the underlined term.

Example: 1. unambiguous – (adj.) having or exhibiting a single clearly defined meaning

You will turn in a list of ten (10) vocabulary terms every Monday. You may not reuse vocabulary terms for any of the following weeks. You may not work with someone else on this assignment—these vocabulary lists are to be “individualized” lists, which means everyone in class will necessarily have different vocabulary lists and definitions.

Tentative Course Calendar
(Schedule is subject to change.)
English 008, Spring '14 (IVC)

Instructor: Angel Sandoval, MFA (Creative Writing)

Email: angel.sandoval@imperial.edu

Texts: 1. *Grassroots with Readings* (Grass) & *Mastery of Love* (Love)

Week	Reading	Writing
One (1/22)	Love – Preface and Intro	Love Journal
Two (1/27 & 29)	Love – Ch 1 Grass – Ch 7	Love Journal
Three (2/3 & 5)	Love – Ch 2 Grass – Ch 20 & 21	Assignment 1 – Description Love Journal
Four (2/10 & 12)	Love – Ch 3 Grass – Ch 22 & 23	Rough Draft Assignment 1 Due Assig. 2 – Process Analysis
Five (2/19)	Love – Ch 4 Grass – Ch 7 & 9	Love Journal
Six (2/24 & 26)	Love – Ch 5 Grass – Ch 10 & 11	Rough Draft Assignment 2 Due Assig. 3 – Exemplification
Seven (3/3 & 5)	Love – Ch 6 Grass – Ch 12 & 13	Rough Draft – Class Review Love Journal
Eight (3/10 & 12)	Love – Ch 7 Grass – Ch 24 & 19	Rough Draft – Peer Feedback
Nine (3/17 & 19)	Love – Ch 8 Grass – Ch 25 & 26	Assignment 3 Due Assig. 4 – Definition
Ten (3/24 & 26)	Love – Ch 9 Ch 32 & 27	Rough Draft – Class Review Love Journal
Eleven (3/31 & 4/2)	Love – Ch 10 Grass – Ch 28 & 14	Rough Draft - Peer Feedback Love Journal
Twelve (4/7 & 9)	Love – Ch 11 Grass – Ch 15 & 17	Assignment 4 Due Assig. 5 – Narration In-class group writing
Thirteen (4/14 & 16)	Love – Ch 12 Grass – Ch 8 & 16	Rough Draft – Peer Editing Class Review
Fourteen (4/28 & 30)	Grass – Ch 3, 6, 25, 26	Rough Draft – Self-Editing Love Journal
Fifteen (5/5 & 7)	Grass – Ch 29 & 30	Assig. 5 (AutoBio) Due Grammar & Formatting Re-view
Sixteen (5/12 & 14)	Grass – Ch 5, 2, & 4	Presentations Instructor Evaluation Grammar & Formatting Quizzes