

**English 010: English Composition--Accelerated**  
**Room 3000: MW 10:15 to 12:45 p.m. (20044); MW 12:55 to 3:25 p.m. (20046)**  
**Imperial Valley College, Spring 2014**

Prof. David R. Zielinski      (760) 355-6470  
English Division                david.zielinski@imperial.edu  
380 East Aten Road            OFFICE: Room 2790  
Imperial, CA 92251            HOURS: MW 9-10 a.m. & TuTh 9-9:30 a.m. & Tu 4:30-5:30

### **Course Description**

English 010 is an accelerated writing class that prepares developmental students for transfer-level English composition as well as associate-degree classes. In English 010, students will experience a strong emphasis on the development of skills in critical reading and academic writing. Students will practice using rhetorical modes to solve writing problems, and the class will focus on developing argumentation skills. Research strategies will be presented and practiced, also.

### **It's All About the Skills**

#### *Required texts:*

There are three texts required for this class. We will be using all of them, and it is important to bring these texts to class meetings, as assigned. The texts have been chosen for portability (they are small in size), and for cost (they are relatively inexpensive). But above all, these texts are designed to foster the college-level skills necessary for success in English 010 and beyond.

1. We will be using a handbook this semester: **Writing in Action** by Andrea Lunsford (paperback, 2014, Bedford St. Martin's). This is a cutting-edge text that will provide guidance and information about grammar, good writing, MLA documentation, research, and more.
2. The next book we will read is **Why School?** by Mike Rose (hardback, 2009, The New Press). An ongoing theme for our work in English 010 is "Education," and we will use Mr. Rose's book to help us explore that theme in more depth.
3. Finally, we will be using a workbook to help develop our writing skills: **Rhetorical Devices** by Brendan McGuigan (paperback, 2007, Prestwick House). This text provides practice in using classical rhetoric to help us with four basic aims of good writing: to persuade, to inform, to express, and to entertain.

Additionally, a very useful tool for building writing and reading skills is a good college dictionary. A paperback version of the **American Heritage** dictionary is a good choice, as is **Random House**. It is strongly recommended that you get hold of a dictionary, one that has been updated within the past few years and that contains around 70,000 entries, biographical information, word histories, and grammar assistance.

### *Inspiration:*

As writers, in this course we will gain many specific skills. Mastering these skills is essential for moving on to higher levels of English and for success in your other college classes (e.g., psychology, history, geography, biology). We need to understand the writing process: planning, drafting, revising, editing. We need to be able to organize and develop our ideas, providing support and effective details. We need to appreciate the importance of the beginning, the middle, and the end. Before the conclusion of the semester, we must appreciate the dynamics of the rhetorical situation. We need to understand rhetorical modes such as classification, comparison and contrast, cause and effect, and process. Our writing also needs to reflect critical thinking, as we become more skillful in supporting our main ideas with examples and details while we think through problems logically and reasonably. Research and argumentation skills need to be sharpened. And we need to gain skill and confidence with sentence structure, basic grammar, punctuation, spelling, and mechanics. The simple purpose of English 010: **improving your writing and sharpening your thinking**. Our textbooks will help us focus our efforts and ensure that we fulfill this purpose. In addition, these textbooks provide resources for success in English 010 and beyond. But we also need to use the Internet. Be prepared to work online this semester. You will engage in research throughout the course, and certainly you will do much of your research using the web. Be prepared to go online regularly this semester. A web site has been created especially for this class, and this site will complement our work in the classroom.

### **Class Policies**

Students are expected to attend each class meeting and to participate online, when assigned. Students with more than one week of continuous unexcused absences may be dropped. Students who no longer wish to participate in class are responsible for dropping themselves using the online registration system. (Specific instructions and deadlines are listed each term in the Class Schedule.) Excused absences will be allowed only for the representation of the college at officially approved conferences and contests, for which a signed letter from the Vice-President of Academic Services is required. Make every effort to use restrooms and cell phones before class begins. There is no drinking or eating allowed in the classroom. Please do not make appointments that conflict with class time. Make an effort to consider your education a priority. Cases with extenuating circumstances need to be cleared with the instructor. If you do miss a class, you are responsible for any and all assignments due upon your return, to include any handouts. **Late papers will not be accepted.** The last day to drop the class with a “W” is 12 April 2014.

### **Class Procedures**

We will be producing a variety of written products in class this semester, from simple quiz responses to more ambitious argumentative writing exercises. Regular quizzes are simple tools that assess reading comprehension, vocabulary, and understanding of the concepts under study. Short response papers will be composed in class, but also expect a few to be assigned for homework or as online projects. **(All out-of-class writing assignments need to be produced and printed with a word processor.)** Documentation of research will require the MLA

documentation format. Students should cultivate good study habits and prepare themselves for discussion prior to writing activities. The final exam will be a persuasive essay, written in class, wherein students demonstrate a mastery of the material and concepts studied throughout the course.

If you do not have the Internet at home, make sure you learn how to access the web from campus. Students should keep track of their assignments, due-dates, and grades. Students are expected to do their own work, always. Plagiarism will not be tolerated; students guilty of this “academic felony” will be referred to the Dean of Student Affairs for disciplinary action and will receive an “F” for the assignment.

Also, this semester in the early section of English 010 (CRN 20044 at 10:15 a.m.), students will receive Supplemental Instruction from Ms. Margarita Ramirez. She will be attending all the scheduled class meetings and then conducting follow-up workshops and study sessions. In this manner, she will be helping us “extend the classroom,” providing specialized tutoring.

### **Grading**

Quizzes	10%
Short Response Papers	25%
Essays	30%
Research Exercises	20%
Final Exam	15%

Students must earn a final grade of at least 70% in order to pass this class.

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

### **Participation**

Participation in English 101 includes the following:

- Reading assigned work
- Participating online, as assigned
- Completing assigned homework
- Bringing dictionary, textbooks, and course materials to class
- Contributing respectfully and thoughtfully to in-class and online discussions
- Actively participating in group activities

## Student Learning Outcomes

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

1. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis.
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, commas splices, and run-on sentences.
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials.
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading.

## Objectives for the Course

This course is designed to serve nine basic learning objectives. In the process of meeting these objectives, students will write a series of major essays, a number of research exercises, and an in-class essay for the final exam. In developing writing projects for this course, students will:

- *develop and apply* the use of discovery techniques in writing and interpreting readings, thereby developing an individual point of view for further writing;
- *demonstrate* an understanding of connotative meaning and figurative language in the student's own writing and in the study and analysis of the writings of others;
- *utilize* pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis;
- *write* essays that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation;
- *recognize and identify* various audiences, both general and academic, in order to tailor a written assignment to address a specific audience;
- *develop* text interpretation supported by citations from the readings;
- *practice* a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation;
- *acquire* a level of control over subject-verb agreement and consistent verb tense while avoiding fragments and run-ons;
- *practice and successfully demonstrate* the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

**Calendar for the Semester\***

Week One	Introduction (syllabus); expectations; grammar exercise
Week Two	Introduce “Brainology”; familiarization with course web site
Week Three	More analysis and writing on theme of "Brainology"
Week Four	Exercises to connect "Brainology" to theme of “Education”
Week Five	More focused writing, reading, and research activities
Week Six	Introduce textbook: WHY SCHOOL?
Week Seven	Essay production; research exercises; more "Education"
Week Eight	Exercises to connect WHY SCHOOL? to ongoing theme
Week Nine	Engaging with rhetorical modes to explore "Education"
Week Ten	More work with rhetorical modes and essay production
Week Eleven	Continuing exploration of WHY SCHOOL?
Week Twelve	More focused writing, reading, and research activities
Week Thirteen	Additional focus on argumentative writing
Week Fourteen	Essay production; research exercises; more WHY SCHOOL?
Week Fifteen	Conclude focus on the WHY SCHOOL?
Week Sixteen	FINAL EXAM (argumentative essay written in class)

\*In addition, we will be working most every week with the book *Rhetorical Devices*, working through the exercises in strategy, style, and analysis.

**Final Words**

If a student’s in-class writing is demonstrably different from that student’s out-of-class writing, the instructor reserves the right to grade that student on the in-class writing assignments exclusively. 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. DSP&S is located in the Health Sciences Building, Room 2117: Call (760) 355-6312.