

English 110 – Composition and ReadingCRN: 20056, MWF, 12:50-02:05
20057, MWF, 02:15-03:30**Instructor:** José María Guijarro – jose.guijarro@imperial.edu**Classroom Contacts:** _____

_____**Required Texts:**

- *The Lone Ranger and Tonto Fistfight in Heaven*, by Sherman Alexie.
 - *A Pocket Style Manual (6th edition)*, by Diana Hacker and Nancy Sommers
 - Access to word-processing software and the internet, both of which are available to you on campus.
- All assignment prompts, grades, and electronic copies of your work will be posted on Black Board

Course Description: The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper.

Course Prerequisites: ENGL 010 with a minimum grade of C or better or ENGL 009 with a minimum grade of C or better or appropriate placement

Recommended Preparation: ENGL 019 with a minimum grade of C or better

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. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

Expectations:

This is a COLLEGE LEVEL course in English. By now you should have a complete mastery of basic essay structure: intro, thesis, body paragraphs, and conclusion. Your work should also have few, if any, grammar, spelling, or punctuation mistakes.

You are expected to write and read. A lot. If you cannot handle that, this is the wrong course for you.

You will also be called randomly to voice an opinion, express an understanding of a topic, or share your work. Your participation points for the day depend on this.

Our goal for the semester is to expand your writing beyond basic essay structure, with a focus on developing your voice while addressing an academic audience.

Rules of the game:

1. Above all: respect everyone in class.
2. Participation is expected. As stated above, I will call on people randomly, but beyond that, ask questions, express an opinion, ask me to repeat or explain anything—you are in a classroom and

- should take advantage of that. Your participation points depend on this.
3. Come prepared, having completed all assignments. If you do not and a class activity depends on your having completed an assignment, I will ask you to leave the classroom and miss any participation points.
 4. Arrive on time, your participation points depend on it. You will not receive participation points for the day if you are late; however, you will not be marked absent. If you arrive late, take the first available seat. **DO NOT** walk across the room, distracting everyone and interrupting the class in the process.
 5. Final drafts of the four major essays will only be accepted if you also completed a first draft.
 6. All work is due at the **BEGINNING** of class. If you are late, your work is late as well.
 7. **Late work:**
 - a. Only the final drafts of the four major essays will be accepted after the due date, losing a full grade each day they are late.
 - b. All other work is expected on or before its due date and will not be accepted after that date has passed.
 - c. You do not have to hand in the work yourself. Anyone can drop the work in for you; however, they must do so before class.
 8. All take-home assignments should be posted to SafeAssign on Blackboard no later than noon the day after they are due. If they are not, they will receive a zero. (This is in addition to the hard copies you must submit on their due date.)
 9. E-mail is how you may reach me. Include ENGL 110 in the subject heading and your name and the course section somewhere in the e-mail.
 10. **Dropping the class:**
 - a. Any student not present on the first day of class will be dropped.
 - b. It is **YOUR** responsibility to drop the class.
 - c. I can only drop a student if he is continually absent for the same amount of time the class meets in a week, i.e., I'll drop you if you're absent for a week straight. (Tardiness does not factor into your being dropped.)
 11. **Grades:**
 - a. All grades will be posted on Blackboard. I'll show you how to check them on the first day.
 - b. It is your responsibility to keep all graded assignments as I return them to you and to check that they are posted correctly. If they are not, bring in the assignment with the grade posted on it, and I'll correct the mistake.

Grade Breakdown:

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| Research Paper (Final)* | 500 points | 500 total |
| Three 1,600-2,000 word essays* | 300 points each | 900 total |
| Four 1 st drafts | 150 points each | 600 total |
| In-class essay (Midterm) | 200 points each | 200 total |
| One in-class editing session | 150 points | 150 total |
| Eleven 600-800 word reading response essays | 50 points each | 550 total |
| Class participation** | Based on attendance** | <u>430 total</u> |
| | | 3,330 total |
| 3,330 – 2,997 | A | |
| 2,996 – 2,664 | B | |
| 2,663 – 2,331 | C | |
| 2,330 – 1,998 | D | |
| 1,997 – 0 | F | |

*These assignments will only be accepted if a first draft was handed in for them.

**You will receive 10 points each time roll is taken, which will be at the beginning of class.

PLAGIARISM:

Any work handed in with plagiarized content will receive a failing grade. Plagiarism is taking someone else's words and/or ideas and passing them off as your own. There are two types of plagiarism you should be aware of.

Intentional plagiarism is having someone write a paper for you, copying parts of your essay from sources without saying so, downloading an essay from the internet, etc.

Unintentional plagiarism is using someone's ideas or paraphrasing someone's work without properly giving them credit.

Follow these two rules and you'll be safe: 1) Anything you copy word-for-word must be put in quotes and attributed to the author. 2) Anything you copy from someone else and rewrite in your own words must also be attributed.

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 López, Campus Disciplinary officer, before returning to continue with coursework. Mr. López will follow disciplinary procedures as outlined in the General Catalog.

Special Accommodations: If you require classroom accommodations due to a disability, please contact the DSPS Office located in the Mel Wendrick Access Center (Building 2100) or by calling (760) 355-6313 or (760) 355-4174 (TDD).

Class Schedule:

Reading Response essays will be due the first day of each week.

Essay drafts (1st and final) will be due on the last day of each week

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| Week 1 | <ul style="list-style-type: none"> • First day things • Narrative essay brainstorm, prompt, and lecture • In-class reading | |
| Week 2 | <ul style="list-style-type: none"> • In-class edit and discussion: "Every Little Hurricane" & "A Drug Called Tradition." • In-class reading • Narrative essay lecture | Due: <ul style="list-style-type: none"> • Reading Response Essay ("Every Little Hurricane" & "A Drug Called Tradition") |
| Week 3 | <ul style="list-style-type: none"> • In-class edit and discussion: "Because My Father Always Said..." & "Crazy Horse Dreams." • In-class reading • Narrative Essay lecture/discussion | Due: <ul style="list-style-type: none"> • Narrative Essay 1st draft • Reading Response Essay ("Because My Father Always Said..." & "Crazy Horse Dreams") |
| Week 4 | <ul style="list-style-type: none"> • In-class edit and discussion: "The Only Traffic Signal...", "Amusements," & "This Is What It Means..." • In-class reading • Narrative essay final lecture/review | Due: <ul style="list-style-type: none"> • Reading Response Essay ("The Only Traffic Signal..." & "Amusements" & "This Is What It Means...") • Narrative Essay final draft |

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| Week 5 | <ul style="list-style-type: none"> • In-class edit and discussion: “The Fun House” & “All I Wanted to Do...” • In-class reading • Comparison and Contrast Essay prompt/lecture | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“The Fun House” & “All I wanted to Do...”) |
| Week 6 | <ul style="list-style-type: none"> • In-class edit and discussion: “The Trial of Thomas...” & “Distances.” • In-class reading • Comparison and Contrast lecture | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“The Trial of Thomas...” & “Distances”) • Comparison and Contrast Essay 1st draft |
| Week 7 | <ul style="list-style-type: none"> • In-class edit and discussion: “Jesus Christ’s Half-Brother Is Alive...” • In-class reading • Comparison and Contrast lecture/discussion | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“Jesus Christ’s Half-Brother Is Alive...”) • Comparison and Contrast Essay final draft |
| Week 8 | <ul style="list-style-type: none"> • In-class edit and discussion: “A Train Is an Order of...,” & “A Good Story,” & “The First Annual All-Indian...,” & “Imagining the Reservation.” • In-class Essay • Argumentative Essay prompt/lecture | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“A Train Is an Order of...” & “A Good Story” & “The First Annual All-Indian...” & “Imagining the Reservation”) |
| Week 9 | <ul style="list-style-type: none"> • In-class edit and discussion: “The Approximate Size...” & “Indian Education.” • In-class reading • Argumentative Essay lecture | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“The Approximate Size...” & “Indian Education”) • Argumentative Essay 1st draft |
| Week 10 | <ul style="list-style-type: none"> • In-class edit and discussion: “The Lone Ranger and Tonto...” & “Family Portrait.” • In-class reading • Argumentative Essay lecture/discussion | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“The Lone Ranger and Tonto...” & “Family Portrait”) • Argumentative Essay Final Draft |
| Week 11 | <ul style="list-style-type: none"> • In-class edit and discussion: “Somebody Kept Saying Powwow” & “Witnesses, Secret and Not.” • In-class reading • Research Paper prompt/lecture | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“Somebody Kept Saying Powwow” & “Witnesses, Secret and Not”) |
| Week 12 | <ul style="list-style-type: none"> • In-class edit and discussion: “Flight” & “Junior Polatkin’s Wild West Show.” • In-class reading • Research Paper lecture | <p>Due:</p> <ul style="list-style-type: none"> • Reading Response Essay (“Flight” & “Junior Polatkin’s Wild West Show”) |
| Week 13 | <ul style="list-style-type: none"> • Editing review (in-class edit) • In-class reading • Research Paper lecture | <p>Due:</p> |

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| Week 14 | <ul style="list-style-type: none">• Editing review (in-class edit)• In-class reading• Research Paper lecture/discussion | Due: <ul style="list-style-type: none">• Research Paper first draft |
| Week 15 | <ul style="list-style-type: none">• Editing review (in-class edit)• In-class reading | Due: <ul style="list-style-type: none">• Research Paper Final Draft |
| Week 16 | <ul style="list-style-type: none">• TBD | |