

Course Information

Semester	Spring 2014	Instructor Name	Sacha Sykora
Course Title & #	English 110: Composition & Reading	Email	sacha.sykora@imperial.edu
CRN #	20070	Webpage (optional)	
Room	2726	Office	Part-Timers: Room 809
Class Dates	Jan. 27th-May 12th	Office Hours	n/a for part-time faculty
Class Days	Monday	Office Phone #	Dept. Secretary-Sara Hernandez
Class Times	5:30-9:45 p.m.	Office contact if student will be out or emergency	English Dept. Secretary OR Email
Units	4 units		

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. (CSU, UC)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 08, 09, 51, and 59. We will do a brief review of these subjects, but if you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 110.

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. (ILO, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)

7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Required Texts and Resources

Kerouac, Jack. *On the Road*. New York: Viking, 1997.

Kirszner, Laurie G., and Stephen R. Mandell. *Resources for Instructors Using Patterns for College Writing: A Rhetorical Reader and Guide*. New York: Bedford/ St. Martin's, 2012.

MLA Handbook for Writers of Research Papers, 7th Edition (ISBN-13:978-1603290241)

A college dictionary

Access to a computer and the Internet

Blackboard will be used in conjunction with this class. There will be some copying expenses. You will need to print our various handouts from my website or Blackboard. These will be used for both in-class and out-of-class papers. Please bring these materials to every class meeting. If access to the internet is a problem, let me know as soon as possible.

Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement. Since this is a four unit class (four credit hours), this means that you should expect to do about eight hours of our of class work every week.

Instructor Expectations:

1. Students who are absent the first day of class are automatically dropped from the course.
2. If you stop attending class make sure you drop yourself from the course.
3. Work is to be turned in on due date-no late work accepted.
4. You are responsible for knowing due dates for all assignments.

Activities: In addition to the essays you will be writing for this class, there are a number of other in class assignments that will factor into your final grade.

Essays: The essays will be the main form of assessment for the class. There will be two assignments for each essay. One will be for the first draft, and the other will be for the final draft. You will be participating in peer

reviews with your first draft. To receive credit on a final draft, you must submit a hard copy of your first draft along with the rubric, peer review, and final draft.

Students will be required to write four main essays in this class (definition, argument, literary response, comparison), as well as a research paper. All essays should be a minimum of five pages in length. In addition, there will be an in-class essay to count as the midterm. There will also be various class activities, peer reviews, Blackboard discussions, and projects throughout the semester.

Reading Quizzes: Quizzes will be given periodically to ensure students are reading assigned material. The assigned book will also be a part of the final.

*Missed quizzes may not be made up

*Not all quizzes are announced

Discussion Forum/Blog:

1. Every week you will also be required to participate in Blackboard discussions regarding your reading(s).
2. Your discussion forum post must be a minimum of 200 words.
3. Make sure to answer all questions in the prompt.
4. In your response be sure to use academic language, paragraph structure, sentence structure, and grammar.

Course Grading Based on Course Objectives

Grades will be posted and fairly up to date on Blackboard. Grades will be calculated using the grading system that is as follows:

Essays-50%	Essay #1 (Definition)-15%
Research Paper-10%	Essay #2 (Compare & Contrast)-10%
Midterm-10%	Essay #3 (Literary Analysis)-15%
Final-10%	Essay #4 (Argumentative)-10%
Blackboard Assignments-15%	
Attendance/Participation-5%	

Essay grading policy

1. Papers are graded on a percent of a 100.
2. Grades reflect the overall quality of the work turned in, how complete the work is and whether the instructions from the assignment were properly followed.
3. A rubric will used to grade each essay.

Late essays are not accepted, please plan accordingly.

Attendance

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- 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.

Anyone caught cheating or 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. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Tentative Schedule

Date	Activities & Assignments	Homework/Due Dates
Week 1 January 27	Introductions <i>Patterns</i> 11-49,51-93, 97-110, 127-132 133-141	Familiarize yourself with Blackboard (BB) <i>On the Road</i> pgs.1-19
Week 2 February 3	<i>Patterns</i> 489-500	Definition essay (rough draft) due 2/10 <i>On the Road</i> pgs.20-45 BB discussion #1 due 2/10
Week 3 February 10	<i>Patterns</i> 151-171, 172-181, 182-187 <i>Patterns</i> 371-392, 410-416 Peer Reviews	<i>On the Road</i> pgs.46-78 Definition essay (final draft) due 2/24 BB discussion #2 due 2/24
Week 4 February 17	No School	
Week 5 February 24	<i>Patterns</i> 404-409, 417-422, 432-433 Essay #2 Compare & Contrast (Rough Draft) <i>On the Road</i> pgs.79-119	Compare & Contrast (rough draft) due 3/10 <i>On the Road</i> pgs.79-119 BB discussion #3 due 3/3
Week 6 March 3	<i>Patterns</i> 211-239 Literary Analysis Review Research Paper Intro.	<i>On the Road</i> pgs.120-138
Week 7 March 10	MLA Review Literary Analysis Review Peer Reviews	<i>On the Road</i> pgs.139-159 BB discussion #4 due 3/17 Compare & Contrast (final draft) due 3/17

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Week 8 March 17	Midterm Patterns 489-502	<i>On the Road</i> pgs.160-179 Literary Analysis (rough draft) due 3/31 BB discussion #5 due 3/24
Week 9 March 24	<i>Patterns</i> 525-550,605-629 <i>Patterns</i> 630-650 Literary Analysis Review	<i>On the Road</i> pgs.180-206 BB discussion #6 due 3/31 Argumentative essay due (rough draft) 4/14
Week 10 March 31	<i>Patterns</i> 593-604 Peer Review	<i>On the Road</i> pgs.207-235 Literary Analysis (final draft) due 4/7 BB discussion #7 due 4/7
Week 11 April 7	<i>Patterns</i> 655-663, 664-679 <i>Patterns</i> 321-338, 354-360	<i>On the Road</i> pgs.237-262 BB discussion #8 due 4/14
Week 12 April 14	<i>Patterns</i> 430-431, 685-691 MLA and Documentation Workshop	<i>On the Road</i> pgs.263-293 BB discussion #9 due 4/28 Research essay (rough draft) due 5/5
Week 13 April 21	Spring Break	BB discussion #10 due 5/5
Week 14 April 28	<i>Patterns</i> 311-318 Research paper review Poetry workshop	BB discussion #10 due 5/5
Week 15 May 5	Poetry Workshop Peer review	Research essay (final draft) due 5/12
Week 16 May 12	Final Research essay due	