

English 009: Basic English Composition II (four units)
Imperial Valley College
Fall 2014
CRN: 10043

Class Time: Online
Class Location: Blackboard Course Shell
Instructor: Mr. Robert Baukholt
Office: 2792
Live Office Hours: MW 12:20 p.m. – 1:20 p.m., T 1:05 p.m. - 2:05p.m.
Online Office Hours: Th 4:00 p.m. – 6:00 p.m. (in our Blackboard course shells)
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Welcome to English 009: Basic Composition II.

This class prepares you for reading, writing, and critical thinking at the university level; it bears little resemblance to the literature and writing classes you may have taken in high school.

A college educated writer must acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. The skills involved in this are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. This semester you will continue developing these skills by discussing ideas, by analyzing rhetorical modes (such as process analysis and compare & contrast), and by writing lots of essays. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade.

Catalog Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, nondegree applicable)

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. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or

thesis statement.

(ILO1, ILO2, ILO4)

2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)

3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)

4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives

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

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.

2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.

3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.

4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.

5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.

6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.

7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.

8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

Required Texts

Most of the required texts for this class will be posted through online links provided along with your weekly assignments. I would like you to obtain a copy of a handbook with MLA formatting instructions and a works cited guide. It's up to you to decide which book, although you can email me for some suggestions. This will help you with grammatical issues that come up in your writing. You can order this book online to save some money, (it won't be at the bookstore) and I don't expect you to have it until the fourth week.

Some Important Dates

Our class will meet a total of four times over the course of the semester. These meetings are for our orientation and for testing. The orientation meeting is option, but the other three meetings are mandatory! If you cannot attend these meetings, you should look for a class that can better accommodate your schedule.

Orientation – Tuesday 8/19 – 5:30 PM in 2602 or Wednesday 8/20 – 6:45 PM in 2602 (It is your choice which one you attend, but you need to attend one of them. Contact me **ahead of time** to make other arrangements if this isn't possible. Orientations will last between one and one and a half hours)

Midterm 1 – Friday 10/10 - 3:30 PM to 5:30 PM in Room TBA

Midterm 2 – Friday 11/7 – 3:30 PM to 5:30 PM in Room TBA

Common Final – Friday 12/05 – 3:30 PM to 5:30 PM in Room TBA

The Online Classroom

If this is your first online course, I want to dispel any notion you might have that this class will be easier than if you took an on-campus course. You will be earning the same number of units as an on-campus course and you will therefore be required to complete the same amount of work. I am not trying to scare you away, but I do want to prepare you for what lies ahead. You will need to be very disciplined and keep up on the work because the weekly assignments will be due on a certain date and you won't be able to submit work after the deadline. Working on your assignments at the last minute will not allow you to do your best work and that will affect your grade.

If you are unsure if you are ready for a distance education course, it would be a good idea if you went first to the Imperial Valley College Distance Education homepage, and thoroughly read the information it contains about online learning, computer requirements, and communication skills. If you need further clarification on this issue, email me and I will be glad to explain in more detail.

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 twelve hours of work for this class every week.

Class Organization: This class is divided into separate weeks of lesson content (the equivalent of lectures in a live class) and accompanying assignments. Each week will involve various activities and tasks. Each week's new lesson materials and accompanying assignments will open on Sunday at 8:00 a.m. (with the exception of the first and last lesson and assignments). Once open, a lesson will never close, but the tasks associated with it will be available to you for only one week. Most assignments will close at 11:59 p.m. on the Sunday following the week they opened (the only exceptions are the essays, which you will usually have multiple weeks to complete). You will get additional time for the first week in order to allow us to meet at our orientation.

Every Sunday after 8:00 a.m. you may go into the content area for the new week to access the lesson materials, discussions, and assignments.

On the due date of each lesson, the accompanying assignments, discussions, and quizzes required for that lesson will close and cease to be accessible, so don't get behind. You will still be able to see the

lessons throughout the semester for review. Students who get behind in their coursework often end up failing the course as a result.

Weekly Reflections: Your final task each week will be to access the weekly reflection assignment, and respond to a few reflection questions. I expect a response of at least half a typed page to each question. This will be an opportunity for you to reflect on the things that we went over that week. This assignment will be graded primarily based upon your use of that week's concepts and the effort you put into your response.

Always be as specific as you can in your writing. Make sure to answer all parts of the questions. If you use material from outside sources (like websites), make sure to cite them in your assignment response. Points will be deducted for inadequate responses. I will give you feedback on some of these assignments.

Essays: The essays will be the main form of assessment for the class. I will post two assignments for each essay. One will be for the first draft, and the other will be for the final draft. I will provide ample feedback on your first drafts, but will only assign a grade to the final drafts. I will include the due dates with each essay assignment, since they are the only assignments that do not follow the standard of opening one Sunday and closing the next.

Workshops: Each student will be required to have one of his/her essays workshopped by the class. These students will post their essays as a blog entry located in a special content area marked "Workshops." Then, the rest of the class will submit full page (typed, double-spaced) responses to the essays. These responses are intended to help those students improve their work and receive a better grade. I will inform students when it is their turn to be workshopped. If you wish to volunteer to be workshopped on a particular essay, please send me an email or private message about it. You must submit one of your essays to be workshopped and adequately complete at least fifteen workshop responses by the end of the semester in order to receive full credit in this grade category.

Discussions: Discussions will center around questions posed by your instructor in the discussion forums for each week's content areas. These questions will primarily ask for your opinion and there will usually not be a "right or wrong" answer (although there are supportable and non-supportable answers).

Your discussion responses will be graded on whether or not they are well thought-out, whether or not it is clear from your responses that you did the reading, and whether or not your opinion is backed up with supporting evidence.

Discussion also means interacting with your fellow students, so it is important that you read all the other student responses and respond to your fellow students with meaningful comments. Don't just respond by saying "I agree with you." If you agree or disagree, you must have a reason why. Don't be afraid to engage in an argument, but just remember that you need to be respectful to all students.

For the most part, I will not be participating in these discussions, although I will be reading them and if I feel I have something to add, I will get involved. However, I want you to feel empowered to really engage in a conversation with your fellow students and not be afraid that your instructor will be critiquing everything you write. Basically, I am telling you to GO FOR IT! (with respect) If any student

is disrespectful to another student, that student will lose points. Remember, this is a college class and the discussion should be academic in nature, so don't get off topic or you will also lose points.

You must post on our class discussion board at least three times a week (except for the first week, which only requires two posts) to receive full credit in discussions. Two posts should respond to our weekly discussion questions. The third should respond to someone else's post (contributing, hopefully, to a dialogue). Feel free to post more than three times, although it is not required to receive full credit.

Common Final Practices and The Common Final: The common final practice examinations (referred to as Midterms in our schedule) and real common final examination will be given live, on the dates posted earlier in this syllabus. They will consist of timed essays. These are very important assignments that make up a large portion of your grade, and it is very rare for any student to pass the class if he or she does not do well on the real common final. We will spend a great deal of time discussing and planning for these assignments.

The real common final is worth twenty percent of your overall grade in the class and will be graded by anonymous English instructors (not by me!). Two instructors will review your essay and determine whether or not it displays the levels of competence necessary for you to be successful in English 110. If both graders give your essay a failing grade, you will receive a score between 5% and 50% depending on how you were rated in each of the individual scoring criteria. If both graders pass the essay, you will receive a grade between 80% and 100% depending on how you were rated in each of the individual scoring criteria. If there is a split decision, a third grader will review your essay.

Reading and Concepts Quizzes: Quizzes will be given along with each week's reading and lesson assignments. These are easy! They are basically free points given for having done the readings and for reviewing all of the lesson material, and I expect you all to do very well on them.

Grading Practices

Grammar: This is a college level writing course. This means that you should be able to write at a professional level, with few errors in grammar or sentence structure. Therefore, if any submitted work demonstrates a lack of understanding of the fundamentals of English writing, its grade will suffer.

Late Assignments: I do not accept late first drafts of essays, late reflections, late workshops, late discussion posts, or late quizzes. Final drafts of essays suffer a ten percent penalty for every day they are late.

Show Me What You've Learned!: Because this class focuses on improving your writing skills, you will be learning a variety of writing strategies throughout the semester. You should always incorporate these strategies into your essays. A large portion of your grade depends on your ability to prove that you have learned something about the writing process. **THEREFORE, IT IS POSSIBLE TO WRITE A COMPELLING ESSAY WITH FEW GRAMMATICAL ERRORS AND STILL RECEIVE A POOR GRADE!** (yes, I yelled it!). Show me what you have learned.

Here is the breakdown of the grading.

Quizzes: 10%

Essay 1: 10%

Essay 2: 10%

Essay 3: 20%

Workshops: 5%

Practice Common Finals/ Midterms 10%

Common Final 20%

Weekly Reflections: 10%

Discussions 5%

TOTAL 100%

A > 90% B > 80% C > 70% D > 60% F < 60%

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to contact me throughout the semester.

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: 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.

Mutual Respect: The majority of our class activities will involve virtual discussions of assigned readings, issues related to reading topics, and other topics relevant to us. We may be discussing controversial issues; please remember to keep an open mind and be respectful of the diverse backgrounds, opinions, and ideas of your peers in your contributions to these discussions.

Netiquette

Netiquette, as you probably know, is a combination of the words "network" and "etiquette". Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- * Never use profanity or make hurtful comments toward someone or when referring to someone's work. This is considered flaming.
- * Be careful when using humor or sarcasm; you never know how someone else will interpret it.
- * Be respectful of diverse opinions.
- * Choose an inoffensive avatar. Feel free to pick something funny or weird but avoid violence, profanity, or sexuality. Remember that this is a college class, not a personals site. Show us the beauty of your mind, and save the sexy stuff for EHarmony.

Overall, please be courteous to me and to your classmates. Working within a safe, friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to my attention, and I will deal with the situation.

Contact

The fastest way to reach me will be by email or through the "Messages," tool on our Blackboard course menu (on the left side of your screen after you log into the class).

Office Hours

I want you to pass my class. If you are having trouble, COME TO MY OFFICE, OR SEND ME AN EMAIL/MESSAGE SO THAT WE CAN DISCUSS IT! I will be holding weekly online office hours in the designated area of our Blackboard course shell (in addition to my live office hours).

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 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:

- plagiarism
- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment
- use of a commercial term paper service
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If you have any questions about how to quote or document sources, please feel free to ask me. In an average semester (six composition and literature classes) I usually fail between 5-10 students for plagiarizing. DON'T LET THIS BE YOU! If you aren't sure, ASK!

If I am not confident that a submitted work of writing is representative of your true capabilities, I may arrange an alternative, timed writing assignment to replace or supplement the original assignment.

Disabled Student Programs and Services (DSPS)

If you need course adaptations or accommodations because of a disability, or if you have information to share with me, please let me know as soon as possible.

“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 Building 2100. The telephone number for DSPS is (760) 955-6312.

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=76
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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/>

Schedule

Week 1 (August 17th – August 31st) - Pre-Writing and Introductions - Live Orientation Meetings on August 19th and 20th

Week 2 (August 31st – September 7th) - Process Analysis and Thesis Statements

Week 3 (September 7th – September 14th) - Introduction to Workshops – First Draft of Essay 1 is Due

Week 4 (September 14th – September 21st) – Essay 1 Workshops. Topic Sentences, Introductions, and Conclusions

Week 5 (September 21st – September 28th) - Audience - Final Draft of Essay 1 is Due

Week 6 (September 28th – October 5th) - Compare and Contrast

Week 7 (October 5th – October 12th) - Timed Writing – First Draft of Essay 2 is Due – Live Midterm 1 on October 10th

Week 8 (October 12th – October 19th) - Essay 2 Workshops. In-Text Citations. Finding Source Material.

Week 9 (October 19th – October 26th) - Introduction to Argument. Final Draft of Essay 2 is Due.

Week 10 (October 26th – November 2nd) - Gattaca – Final Essay Topic Elections

Week 11 (November 2nd – November 9th) - Five Ways to Use Source Material in an Essay – Live Midterm 2 on November 7th

Week 12 (November 9th – November 16th) - Creating a List of Works Cited. Tricks of Argument: Responding to an Article. First Draft of the Final Essay is Due.

Final Weeks (November 16th – December 13th) - Final Workshops. Timed Writing Practice. Common Final Examination on December 5th. The Final Draft of the Final Essay is Due.

Winter Break Week (November 16th – November 23rd) – School is off this week, but I will still have your “Final Weeks” materials open if you wish to work on it at that time.

