

**Basic Course Information**

Semester	<b>Spring 2015</b>	Instructor Name	<b>Chema Guijarro</b>
Course Title & #	<b>English 008</b>	Email	<a href="mailto:jose.guijarro@imperial.edu">jose.guijarro@imperial.edu</a>
CRN #	<b>20234</b>	Webpage (optional)	
Room	<b>402</b>	Office	<b>Part-Timers: Room 809</b>
Class Dates	<b>2/17/2015 - 6/12/2015</b>	Office Hours	<b>After class</b>
Class Days	<b>Monday and Wednesday</b>	Office Phone #	<b>Dept. secretary phone number.</b>
Class Times	<b>3:05 - 5:10</b>	Office contact if student will be out or emergency	<b>Department Secretary.</b>
Units	<b>4</b>		

**Course Description**

**Required language:** Preparation for ENGL 009. Provides developmental instruction approaching the college level in paragraph and short essay writing. (Nontransferable, nondegree applicable)

**Student Learning Outcomes**

**Required language:** 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)

**Course Objectives**

**Required language:** 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.

**Textbooks & Other Resources or Links**

**Required Information—discretionary language**

1. *Jesus's Son*, by Denis Johnson (ISBN: 978-0312428747)
2. *The Grammar Bible*, by Michael Strumpf and Auriel Douglas (ISBN: 978-0805075601)

## Course Requirements and Instructional Methods

The course will revolve around class lectures/discussions; in-class grammar exercises; weekly reading responses; weekly grammar quizzes; a common final; a grammar midterm and final, and three, short take-home essays.

You will receive in-depth handouts detailing each assignment, but these are their point values:

Three take-home essays:

Brainstorm, 50

Outline, 150

First Draft, 200

Final Draft, 400

Common Final, 400

Grammar midterm and final, 300 each

Eleven Reading Responses, 50

Ten Quizzes, 25 each

You will receive 5 points for your timely attendance to each hour of class time.

However, if you are unprepared for the lesson or do not participate when asked to do so, you will forfeit those 5 points and may be asked to leave for the hour.

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.

## Course Grading Based on Course Objectives

Your final grade will be decided on a points-total scale:

4,470-4,023	100-90%	A
4,022-3,576	89-80%	B
3,575-3,129	79-70%	C
3,128-2,682	69-60%	D
2,681-0	59-0%	F

## Attendance

### Required language

- 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

#### Required Information --Discretionary language

**This is where an instructor explains his/her policy on these matters. Here is some suggested language:**

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. **Consider:** specifics for your class/program
- 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

#### Required Language

- 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 – Discretionary Section and Language

**The instructor can add the information pertinent to his or her class here. Some suggested language:**

- 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)

**Required Language:** 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

**Required Language:** 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

**Required Language:** 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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

**Required Language:** 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

**Required Information –Discretionary Language and Formatting:** The instructor will provide a tentative, provisional overview of the reading, assignments, tests, or other activity for the duration of the course. The faculty may find a table format useful for this purpose.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1	Syllabus & Introduction Grammar Assessment	
Week 2	MLA intro In-class reading: “Car Crash While Hitchhiking” Lecture: Thesis	<ul style="list-style-type: none"> <li>• Reading response 1</li> </ul>
Week 3	In-class reading: “Two Men” Grammar lecture/quiz: sentence fragments Lecture: Paragraphs v. Essays	<ul style="list-style-type: none"> <li>• Reading response 2</li> </ul>
Week 4	In-class reading: “Out on Bail” Grammar lecture/quiz: run-on sentences Description Essay Lecture	<ul style="list-style-type: none"> <li>• Reading response 3</li> </ul>
Week 5	In-class reading: “Dundun” Grammar lecture/quiz: comma splices and comma use Description Essay Lecture	<ul style="list-style-type: none"> <li>• Reading response 4</li> <li>• Description Essay Brainstorm and Outline</li> </ul>
Week 6	In-class reading: “Work” Grammar lecture/quiz: verb tenses Description Essay Peer Review	<ul style="list-style-type: none"> <li>• Reading response 5</li> <li>• Description Essay First Draft</li> </ul>
Week 7	In-class reading: “Emergency” Grammar lecture/quiz: subject/verb agreement Description Essay Lecture Review	<ul style="list-style-type: none"> <li>• Reading response 6</li> <li>• Description Essay Final Draft</li> </ul>
Week 8	Spring break.	

Imperial Valley College Course Syllabus – English 008

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Week 9	Grammar mid-term In-class reading: “Dirty Wedding” Narrative Essay Lecture	<ul style="list-style-type: none"> <li>• Reading response 7</li> </ul>
Week 10	In-class reading: “The Other Man” Grammar lecture/quiz: pronoun/antecedent agreement Narrative Essay Lecture	<ul style="list-style-type: none"> <li>• Reading response 8</li> <li>• Narrative Essay brainstorm and outline</li> </ul>
Week 11	In-class reading: “Happy Hour” Grammar lecture/quiz: quotation marks Narrative Essay Peer Review	<ul style="list-style-type: none"> <li>• Reading response 9</li> <li>• Narrative Essay first draft</li> </ul>
Week 12	In-class reading: “Steady Hands at Seattle General” Grammar lecture/quiz: apostrophe and contractions Narrative Essay Review Lecture	<ul style="list-style-type: none"> <li>• Reading response 10</li> <li>• Narrative Essay final draft</li> </ul>
Week 13	In-class reading: “Beverly Home” Grammar lecture/quiz: adjectives and adverbs Exemplification Essay Lecture	<ul style="list-style-type: none"> <li>• Reading response 11</li> </ul>
Week 14	Grammar lecture/quiz: other punctuation Exemplification Essay Lecture	<ul style="list-style-type: none"> <li>• Exemplification Essay Brainstorm and outline</li> </ul>
Week 15	Common Final Grammar lecture: grammar review Exemplification Essay peer review	<ul style="list-style-type: none"> <li>• Exemplification Essay First draft</li> </ul>
Final’s Week	Grammar final Course final review	<ul style="list-style-type: none"> <li>• Exemplification Essay Final draft</li> </ul>