

## **English 09, Spring 2015/ Imperial Valley College**

**Instructor:** Jose E. Apodaca

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**Days/ Time:** Thursday evenings from 5:30 to 9:45

### **Course Description:**

The primary objective of this course is to make you a better writer. In order for you to enjoy success in your academic and professional careers, it is imperative that you master the written word. By the end of the course, you will be able to compose thoughtful and effective paragraphs and essays which demonstrate a sound understanding of sentence structure, fluency, organization, development, controlling ideas and content, grammar, and mechanics. You will also have the ability to identify and compose descriptive, personal, narrative, and expository paragraphs and essays. The ability to compose coherent paragraphs and essays will give you the required training for advancement to the next level of courses.

### **Student Learning Outcomes**

Upon course completion of this course, 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)**

### **Textbook**

*Focus on Reading and Writing Essays by Laurie G. Kirszner and Stephen R. Mandell*

### **Required Materials:**

1. Binder with 8 ½ X 11 sheets of paper
2. College Dictionary with Thesaurus
3. Writing instrument: pen and pencil

### **Course Policies:**

**Attendance:** The expectation is that students attend 100% of the class meetings. As per policy, students may not miss a total number of consecutive days that equal to the number of hours. Failure to attend 3 consecutive meetings will result in failure of the course. Additionally, students are expected to attend the entire class meetings. Leaving early or arriving late will count as an absence. Additionally, returning late from a break may also count as an absence. If students are not in class at the start of class, students are late. **EVERY DAY COUNTS** – If a student misses one day of class, he is missing 4 hours of instruction. Information will be provided at each lesson; therefore, your attendance in class is critical to your success.

**Attendance Policy/Tardiness:** “A student who fails to attend the first meeting of a class MAY be dropped by the instructor immediately following the class. Regular attendance in all classes is expected of all students enrolled. A student may be excluded from further attendance in a class during any semester when absences after the close of registration have exceeded the number of class hours which the class meets per week.

**Cell Phones/ Electronic Devices:** As a professional courtesy turn them off or put them on vibrate. Do not use them during class, and do not place them on top of the desks as they are a distraction.

**Late Assignments:** Late or missed assignments will not be accepted unless prior arrangements are made with the instructor.

**Academic Misconduct:** Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism.

*Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff. Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism. Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.*

**Accommodations for Disabilities Policy:** *“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 the Health Sciences Building, Room 2117. (760) 355-6312”*

**Discipline Policy:** *“Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution.*

An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor.”

**Assignments and Grading:**

**Grades will be based on an accumulation of points for the term. Each assignment will be given a point value and included in the final grade. Assignments will consist of the following:**

- 10 In Class Essays: 1000 Points**
- 4 Take-Home Essays: 200 points**
- Assessment #1: 100 Points**
- Mid Term: 200 Points**
- Assessment #3: 200 Points**
- Final: 200 Points**
- Participation: 100 Points**
- Common Final: 500 Points**

**NOTES:**

**ASSESSMENTS:** *THE BULK OF YOUR GRADE WILL BE BASED ON YOUR PERFORMANCE ON THE ASSESSMENTS AND WRITING ASSIGNMENTS – BOTH IN-CLASS AND “TAKE HOME.” THE CLASS LESSONS, PRESENTATIONS, READINGS, AND NOTES WILL PROVIDE THE INFORMATION THAT WILL BE ON EACH ASSESSMENT.*

**IN-CLASS ESSAYS:** *EACH ESSAY IS WORTH 100 POINTS. THE RUBRIC USED TO SCORE EACH ESSAY WILL BE PROVIDED. EACH ESSAY WILL BE TIMED AND SCORED ACCORDING TO THE RUBRIC. ESSAYS MAY NOT BE MADE UP FOR ANY MISSED CLASSES. IF A STUDENT IS ABSENT ON THE DAY OF AN IN-CLASS ESSAY, THERE WILL NOT BE ANY MAKE UP OPPORTUNITIES UNLESS PRIOR ARRANGMENTS ARE APPROVED AND MADE WITH THE INSTRCUTOR.*

**PARTICIPATION:** *STUDENTS ARE GRANTED 100 POINTS FOR PARTICIPATION. ANY ASSIGNMENTS THAT ARE NOT AN ESSAY OR AN ASSESSMENT WILL BE ASSIGNED AN AMOUNT OF PARTICIPATION POINTS. STUDENTS, WHO FAIL, FOR EXAMPLE, TO SUBMIT AN INDEPENDENT EXERCISE, WILL LOOSE PARTICIPATION POINTS. THE NUMBER OF POINTS WILL BE ASSIGNED TO THE EXERCISE AT THE TIME THAT THE EXERCISE IS ASSIGNED.*

**COMMON FINAL: ALL STUDENTS IN ENGLISH 09 WILL TAKE A COMMON FINAL.**

**NOTE: The course syllabus is a working document, and the instructor reserves the right to adjust assignments accordingly by either adding or removing assignments in an effort to best fit the need of the class.**

**NOTE: THIS IS A COURSE IN WRITING FUNDAMENTALS; THEREFORE, YOU ARE EXPECTED TO FULLY PARTICIPATE IN ALL IN CLASS AND OUT OF CLASS ACTIVITIES AND ASSIGNMENTS. ALL ACTIVITIES ARE DESIGNED TO HELP YOU BECOME A BETTER WRITER, AND FAILURE TO FULLY PARTICIPATE WILL RESULT IN LOW SCORES ON THE ESSAYS, ASSIGNMENTS, AND QUIZZES WHICH WILL THEREBY RESULT IN A LOW OR FAILING GRADE.**

**Class Participation and Practice:**

The course will consist of lecture, discussion, and practice. You are expected to take notes on all lectures, for several examples will be provided in the lectures. The lectures will be in connection with the readings from the text, so it is imperative that you read ahead in order to fully be able to contribute to the class discussion. If you choose to take mediocre notes, you run the risk of missing out on critical information. Remember that it is critical to note that you are expected to apply all that is presented in class to your writing. We will cover everything from the writing process to sentence construction to development and organization.

Your grade will be based on a percentage of points earned throughout the term. You are responsible for keeping track of points earned in class.

**90-100 %=A**

**80-89 %=B**

**70-79%=C**

**60-69%=D**

**50-% or below= F**

Spring Semester, 2015

English 09

Weekly Master Plan

(Note: This course map is a working document and is subject to change)

***FIRST QUARTER – WEEKS 1-4***

Week 1:

- Introduction to the course
- Student Information
- Diagnostic Assessment

Week 2:

1. Warm Up: Letter of Introduction
2. Presentation: Reading with a Pencil
  - a. Practice on Sample Article
3. Presentation: From the 1.8 Paragraph to the 3.5 Essay
4. In-Class Essay #1: My Favorite Holidays
5. Independent Activity: Typed Draft: My Favorite Holidays/ Textbook Exercise

Week 3:

**SUBMIT TYPED DRAFT: MY FAVORITE HOLIDAYS**

1. Warm Up: Journal #1/ Topic: 10 min – fill the page: “I am good at.....”
2. Pre-Practice Activity: Consistent Verb Tense
3. Article: Read, Write, and Speak: “Texting and Driving: A dangerous Message.”

- a. Read and annotate the article
- b. Address Critical Reading Questions
- c. Class Discussion and Sharing
4. Presentation: Combining Sentences: Coordination and Subordination
5. Practice
6. In-Class Essay #2: TBD
7. Independent Exercise: Complete editing and revising of "Favorite Holiday Essay." / Textbook Exercise

#### Week 4: **ASSESSMENT #1**

1. Warm Up: Journal #2: Topic: 10 Min – fill the page: "My greatest fear is..."
2. Pre-Practice Activity: **SUBMIT TAKE HOME ESSAY #1**
3. Assessment #1:
  - a. Part 1: Combining Sentences Using Coordination and Subordination
  - b. Part 2: In Class Article and Timed Writing: Topic TBD
4. Independent Practice Activity: Letter to Mr. Apodaca: Topic TBD/ Textbook Exercise

### **2<sup>ND</sup> QUARTER – WEEKS 5-8**

#### Week 5:

1. Submit Letter to Mr. Apodaca
2. Distribute and Review Assessment #1 Results: Parts 1, 2, and 3
3. Warm Up: Journal #3: Topic: TBD
4. Pre-Practice Activity:
5. Article: Read, Write, and Speak: "My Three Passions"
6. Presentation: Combining Sentences
  - a. Review Coordination and Subordination
  - b. Introduce Fragments
7. Practice
8. In-Class Essay #3: "What Am I Passionate About?"
9. Independent Activity: Typed Draft: "My 3 Passions" / Textbook Exercise

#### Week 6:

#### **SUBMIT DRAFT: MY 3 PASSIONS**

1. Warm Up: Journal #4: TBD
2. Pre-Practice Activity:
3. Article: Read, Write, Speak:
4. Presentation: Combining Sentences
  - a. Review Coordination, Subordination, and Fragments
  - b. Introduce Run-ons
5. Practice
6. In-Class Essay #4 Response to Reading
7. Independent Exercise: Revision: "3 Passions Essay" / Textbook Exercise

#### Week 7:

1. Warm Up: Journal #5: TBD
2. Pre-Practice Activity:
3. Writer's Workshop: 3 Passions Essay
4. Article: Read, Write, Speak:
5. Presentation: Combining Sentences
  - a. Review: Coordination, Subordination, Fragments, and Run-ons

- b. Introduce the comma
- 6. Practice
- 7. In-Class Writing Practice #5: TBD
- 8. Independent Activity: Complete Revision and Editing of 3 Passions Essay/ Textbook Exercise

**Week 8: ASSESSMENT #2 -- MID TERM  
SUBMIT TAKE HOME ESSAY #2**

- 1. Warm Up: Journal #6
- 2. Assessment #2
  - a. Part 1: Combining Sentences
  - b. Part 2: In-Class Article and Timed Writing: Topic TBD
- 3. Independent Activity: TBD/ Textbook Exercise

**3<sup>RD</sup> QUARTER – WEEKS 9-12**

**Week 9:**

- 1. Submit Independent Exercise
- 2. Distribute and Review Assessment #2 Results: Parts 1, 2, and 3
- 3. Warm Up: Journal #7: Topic: TBD
- 4. Pre-Practice Activity:
- 5. Article: Read, Write, and Speak: The Conundrum of Extra Credit
- 6. Presentation: MLA Format
  - a. Documentation
  - b. Works Cited
- 7. Practice
- 8. In-Class Writing Practice #6:
- 9. Independent Activity:
  - a. Create a “Works Cited” page with 5 sources
  - b. Write a “Research Paragraph” and site 2 sources internally
  - c. Typed Draft: Extra Credit

**Week 10:**

**SUBMIT TYPED DRAFT: EXTRA CREDIT, WORKS CITED PAGE, AND RESEARCH PARAGRAPH**

- 1. Warm Up: Journal #8
- 2. Pre-Practice Activity:
- 3. Writer’s Workshop: Extra Credit Essay
- 4. Article: Read, Write, Speak
- 5. Presentation: Parallel Structure
- 6. Practice
- 7. In-Class Essay #7 Response to Reading
- 8. Independent Activity: Final Revision of Extra Credit Essay

**Week 11: October 21/22**

**SUBMIT FINAL COPY OF EXTRA CREDIT ESSAY – TAKE HOME ESSAY #3**

- 1. Warm Up
- 2. Article: TBA: Read, Write, Speak
- 3. Presentation: TBA
- 4. Practice
- 5. In-Class Essay #8 Response to Reading

**Week 12: ASSESSMENT #3**

1. Warm Up
2. Article: TBA: Read, Write, Speak
3. Presentation: TBA
4. Practice
5. In-Class Essay Response to Reading (ASSESSMENT)

***4<sup>TH</sup> QUARTER – WEEKS 13-16***

**Week 13:**

**ASSIGN TAKE HOME ESSAY #4**

1. Warm Up
2. Article: TBA: Read, Write, Speak
3. Presentation: TBA
4. Practice
5. In-Class Essay #9 Response to Reading

**Week 14:**

1. Warm Up
2. Article: TBA: Read, Write, Speak
3. Presentation: TBA
4. Practice
5. In-Class Essay #10 Response to Reading

**Week 15:**

**COMMON FINAL**

**Week 16:**

**FINAL EXAM**

**SUBMIT TAKE HOME ESSAY #4**