

Basic Course Information

Semester	SPRING 2015	Instructor's Name	ANGEL SANDOVAL
Course Title & #	BASIC ENGL COMP II (4 units)	Instructor's Email	angel.sandoval@imperial.edu
CRN #	20260	Webpage (optional)	N/A
Room	3000	Office	809 (Part-Time Faculty Office)
Class Days	Friday	Office Hours	N/A – Set up an appointment to see me via email.
Class Times	8 AM – 12:15 PM	Office Phone #	760-355-6224 (English Dept.)
Important Dates	Full-Term Session 2/17 – 6/12 Final's Week 6/8-12	Holidays/No School Mon 5/25 Mon-Sat 4/11 4/6-11	Deadlines Drop w/o owing fees – 2/28 Drop w/o "W" on transcript – 3/1 Last day to drop – 5/16

Course Description

This course follows in sequence from ENGL 008 (ENGL 098) and is in preparation for ENGL 110 (ENGL 101). The course seeks to facilitate the student's mastery of the short essay at the college level.

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. (Institutional Learning Outcomes (ILO 1, 2, 3, 4))
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO 1, 2, 3, 4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO 1, 2, 4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO 1, 2, 3, 4, 5)

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.

Textbooks & Other Resources or Links

1. *Paragraphs & Essays with Integrated Readings*, 12th ed.

by Brandon, Lee and Kelly Brandon.

Cengage, **ISBN-13: 9781133309994**

2. *The War of Art*

by Pressfield, Steven

Black Irish Entertainment, **ISBN-13: 978-1936891023**

3. *Blue Book of Grammar & Punctuation*, 11th ed.

by Straus, Jane

Jossey-Bass, **ISBN-13: 978-1118785560**

*Recommended – paper copy of a college-level dictionary

The Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu>

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules and guidelines.

Memidex online dictionary: <http://www.memidex.com/>

IVC Blackboard: <https://imperial.blackboard.com/>

Course Requirements and Instructional Methods

— Evaluation of Written Compositions —

Compositions will be scored based on whether they

1. contain a controlling idea (or thesis) that responds to the prompt.
2. support the main idea using fully developed reasons and examples.
3. present a clear organization that avoids repeating ideas, and this includes use of transitions that give continuity and coherence to the prose.
4. demonstrate clear command of grammar and punctuation skills.
5. follow MLA format, paragraph and page length, and other prompt requirements.

— In-Class Work —

Students will be required to

- + ask/answer questions.
- + take notes.
- + do small-group class work (this includes peer editing).
- + give individual and group presentations.
- + take practice timed-writing exams.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

— Out-of-Class Work —

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
- + doing research.
- + doing individualized assignments, issued by instructor as needed.
- + composing rough drafts of every composition assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, text annotation, and grammar skills.

Course Grading Based on Course Objectives (Tentative)

NOTE: This course can be taken for a letter grade or Pass/No Pass credit.

Compositions - 60%

Homework - 10% = for a total of 100% of grade.

In-class Participation/Journals - 10%

Quizzes - 10%

Common Final - 10%

**NOTE: All composition drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant.

***NOTE: In order to receive full credit on a composition, you must turn in a “rough draft” on the assigned date. Additionally, the “rough draft” must be stapled to the back of the “final draft” prior to submitting the assignment on the due date. Failure to compose the rough draft or failure to attach the rough draft to the final draft will result in a 10% (or more) grade deduction for that assignment.

****NOTE: Late work is unacceptable. Assignments that are late will either not be accepted or will be penalized a full letter grade (10%) or more.

*****NOTE: Journal prompts will be assigned at the beginning of class or once the class resumes after the instructional break.

*****NOTE: **Some homework and rough draft assignments will not be collected by instructor and/or may not be graded. Regardless of this fact, students are expected to complete all assignments.**

*****NOTE: Regular attendance is important because certain assignments (such as quizzes) will be taken during class sessions. Some of these assignments will NOT have make-up opportunities.

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.

If a student needs to miss class, the student should contact the instructor ahead of time to inform him of a planned absence.

Moreover, the student is responsible for contacting the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day. It is the student's responsibility to log into BB and check for the missed class assignments and homework. It is the student's responsibility to depend on the kindness of a classmate to obtain the missed lecture notes.

!!ATTENTION!! If a student is absent on the day a composition or a major assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment before the scheduled class meeting that assignment is due. If the instructor does not receive the completed assignment in advance or in a timely manner, late work note (see above) rules will apply. Moreover, students must make sure to hand-in a hard copy of the assignment to the instructor.

Classroom Etiquette

Electronic Devices: Put cell phones away and set them on silent mode. If there is a call you must make or receive, please step outside of class to do so. Laptops may be used for the purposes of taking notes and for searching information on the web that is relevant to class discussion. If I determine your laptop use is distracting you or others, I will ask you to put it away.

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, 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

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

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/>

Vocabulary Assignment

Vocabulary Assignment (due every week; first one is due on 2/27/15)

You will create individualized vocabulary lists. You will get the vocabulary terms from *The War of Art* and/or articles/essays that are assigned in class. You may also get your terms from any novel or creative writing (includes non-fiction) text you are currently reading on your own or in another class.

Step 1: Include Works Cited entries for your sources (See Ch 16 of *Paragraphs and Essays* or OWL Purdue <http://owl.english.purdue.edu>)

Gladwell, Malcolm. *Outliers: The Story of Success*. New York: Back Bay Books, 2008. Print.

Step 2a: Write the **entire/whole/complete** sentence containing the term whose definition you do not know.

Example: 1. "Here was a world that was the purest of meritocracies" (Gladwell 37).

Step 2b: Include correct in-text citation in accordance with MLA formatting rules.

The quotation marks go outside the words being quoted—the final period of the quoted text, however, will appear AFTER the parenthetical citation. For a book source, within the parenthetical citation you include author's last name, followed by a space, and then the corresponding page number of the text where you found the quotation.

Step 3: Underline the term you will be defining. (See example above.)

Step 4: Provide the part of speech and definition for the underlined term.

Example: 1. meritocracy [pl. -cies] – (n.) a form of social system in which power goes to those with superior intellects.

You will turn in a list of fifteen (10) vocabulary terms every Friday. You may not reuse vocabulary words for any of the following weeks. You may not work with someone else on this assignment—these vocabulary lists are to be "individualized" lists, which means everyone in class will necessarily have different vocabulary lists and definitions.

Imperial Valley College Course Syllabus and Calendar

Calendar (Tentative)

Week	Reading	Writing
One (2/20)	WOA – Foreword - 10 PE – Ch 1 & 2 & 7	Assignment 1 – Process Analysis Rough Draft – Self Review
Two (2/27)	WOA – 11-30 PE – Ch 3 & 4 BBGP – TBA	Rough Draft – Class Review
Three (3/6)	WOA – 31-50 PE – Ch 5 & 6 & 13 BBGP – TBA	Assignment 1 Due Assign. 2 – Definition/Comparison
Four (3/13)	WOA – 51-72 PE – Ch 16 & 17 BBGP – TBA	Rough Draft – Self Review Journal
Five (3/20)	WOA – 73-93 BBGP - TBA	Rough Draft – Class Review
Six (3/27)	WOA – 94-109 PE – 9 BBGP – TBA	Assignment 2 Due Assign. 3 – Book Review/Lit Analysis Rough Draft – Self Review
Seven (4/3)	WOA – 110-21 PE - 12	Rough Draft – Class Review In-class Timed Writing (1)
Eight (4/17)	WOA – 122-35 PE – Ch 16	Research Review Rough Draft – Class Review
Nine (4/24)	WOA – 136-65 PE – Ch 17 BBGP – TBA	Assignment 3 Due Assign. 4 – Argument/Mini-Research Rough Draft – Self Review
Ten (5/1)	PE – Ch 15	In-class Timed Writing (2)

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	BBGP – TBA	Rough Draft - Class Review Research Review
Eleven (5/8)	PE – Ch 8	Research Review Quizzes Journal
Twelve (5/15)	PE – Ch 14 BBGP – TBA	Rough Draft – Class Review In-class Timed Writing (3) Research Review
Thirteen (5/22)	PE – Ch 16 & 17 Text – TBA	Assignment 4 Due Journal In-class Timed Writing (4)
Fourteen (5/29)	BBGP – TBA Text – TBA	Journal Assignment Due Quizzes In-class Timed Writing (5)
Fifteen (6/5)	Text – TBA	Common Final Instructor Evaluation
Sixteen (5/12)	TBA	Grammar & Formatting Quizzes

**The War of Art* – WOA

***Paragraph and Essay* – PE

****Blue Book of Grammar and Punctuation* – BBGP

Compositions - (Dates and other data are tentative and subject to change.)

Assignment	Prompt	Rough Draft	Due Date	Possible Pts.	Length (Pgs.)
1 (Process Analysis)	2/20	2/27	3/6	10	2 – 3
2 (Definition/ Comparison)	3/6	3/13 3/20	3/27	10	3 – 4
3 (Book Review /Lit Analysis)	3/27	4/3 4/17	4/24	20	4 – 5
4 (Argument/	4/24	5/1	5/22	20	4 – 5

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Mini-Research)		5/8			
		5/15			