

Imperial Valley College, Spring 2015

English 9—Basic English Composition II

Instructor Information

Kathleen Dorantes

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Best contact: Message on Blackboard

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Campus Office Hours: Tuesdays and Thursdays 10:30-11:30 a.m.

Mondays and Wednesdays, 3-4 p.m.

Phone: (760) 355-6328 (better to Message on Blackboard)

English Department Secretary (emergency): 760-355-6224

Course Information

Basic English Composition II—English 9—4 units

CRN #20264

Online

Orientation in Reading/Writing Lab, Room 2600: Thursday, February 19, 12-1:25 p.m.

We will have four meetings throughout the semester. Details are available on the Blackboard website.

Course 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, non-degree 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.

Textbooks

- Blueprints for Writing: Building Essays, by Pam Mathis
ISBN: 978-0-495-80246-4
Wadsworth Cengage 2014
- Battle Hymn of the Tiger Mother, by Amy Chua (any edition)

Course Requirements and Instructional Methods

In the course of the semester, students will read, examine, analyze, and evaluate many short essays and one longer novel or non-fiction work of at least 200 pages. Students will learn basic composition skills, focusing on the essay, leading to a mini-research paper.

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 an online class and we do not meet in the classroom each week, please be prepared to spend about 12 hours each week on English 9. You do not have to log on to Blackboard and work on this class every day, but you should plan on working on this class several times each week. Try to complete at least one task every time you log on to this class.

Course Grading

Narrative Essay	80 points
Community Compare/Contrast Essay	100 points
9 Quizzes	45 points (5 points each)
15 Discussions	150 points (10 points each)
Business Letter	20 points
15 My Skills Tutor Grammar Lessons	105 points (7 points each)
10 Aplia Lessons	70 points (7 points each)
Works Cited Page	20 points
Outline	20 points
Notecards	10 points
Research Paper	100 points
In-class essay #1	50 points
In-class essay #2	80 points
Final	150 points
<i>Extra Credit</i>	<i>30 points</i>

Grading Scale

900-1030 points—A

800-899 points—B

700-799 points—C

600-699 points—D

0-599 points--F

Extra Credit

There are a **total of 30** possible extra credit points.

- There are **three** extra credit points to students who post a photo of themselves as an avatar on Blackboard by Thursday, Feb. 26, 2014.
- There are three extra credit assignments on My Skills Tutor, each worth 7 points. As always, you need to score 80 percent or better on every task, including quizzes and post-tests. Completing all three of these would give you **twenty-one** extra credit points. This work is due by, and credit will be given, during Finals week.
- There are **six** extra credit points available for attending workshops at the writing center. I will publish the schedule as soon as it is set in about the fourth week of the semester. You will receive 2 points for every workshop attended. You may attend more than three workshops, but there is no extra credit beyond the 6 points.

Grading Notes:

Sometimes a student misses very easy points such as quizzes, lab work, homework, etc. Sometimes a student misses a major assignment such as an essay. Toward the end of the semester when the student finally realizes he

or she is failing, the student asks me to consider late work for a deadline that has passed long ago. I have built in generous late deadlines into the course, and I will not open up files and read papers for which deadlines have long since expired. The time to accumulate good scores to pass the class is when the task or assignment is due. This is how college classes operate. **Stay on top of your work by logging in at least four days per week and completing at least one task every time you log on.** Online classes require the same amount of time but require more self-discipline than a face-to-face class.

The grade in English 9 is also qualitative. Twenty-eight percent of the grade in this class is based on in-class writing. In-class essays that are not at the English 9 level will be given a zero or very low score. In order to pass English 9, students need to be able to write well enough to move on to English 110.

Attendance, Enrollment, and Student Expectations

- A student who fails to attend the orientation 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. 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.
- It is the responsibility of the student to drop a class before the drop date.
- Deadlines and late work: Check UPCOMING DEADLINES regularly. All deadlines are posted there. A grace period is given for all essays and the research paper, quizzes, and some assignments. For late deadlines for discussions, as long as there is a "create thread" button available, you may post your discussion. After the "due date," I will begin reading discussions. Once I read and score all of the discussions, I will close the discussion to New Threads, and you can no longer receive points for that discussion.
- Students are expected to buy the required books. Not having a book is not an adequate excuse for not finishing an assignment, so without a book, a student is at a huge disadvantage and is in jeopardy of not passing the class. I have made efforts so that your books are affordable. If you cannot afford the texts, you may wish to drop the class, save your money, and enroll when you can afford to buy the books.
- One large blue book is needed for the final exam.
- **Proper format:** First drafts will be pasted onto discussion boards. I will comment on every first draft posted, so please review my comments and those of your classmates before revising your essay. Final essays will be

submitted via the Assignment Tool in Blackboard, and they will be run through "SafeAssign," an anti-plagiarism program. Essays should be double-spaced. In the top left corner of page 1, please use the following heading style on both the first draft and the final:

Name

Essay Name (Descriptive Narrative, etc.)

English 009—Instructor

Date draft is due

*Any final paper not having a heading will receive a 10-point deduction.

- Reading: The student is responsible for reading the texts and information in the Learning Units. Students who do not complete the readings are unlikely to pass English 009.
- **"Trying Your Best":** This expression, "I tried my best," is often misused. One student misused this expression on a midterm. She wrote, "I am sorry, Mrs. Dorantes. I did not do the reading for this midterm, but I tried my best." If a student does not complete the reading or adequately prepare for assignments and quizzes, obviously, she did not "try her best." In fact, she "tried her worst!" There's no way to do worse on an essay than not do the reading. Please do "try your best," but make that expression mean something. Devote the hours required for this class to complete the reading, assignments, and studying for this class. In fact, better than "trying your best" would be "DOING your best."

Communication Policy

The best way to contact me is via a message on Blackboard. Expect a response to questions within 24 hours. Both phone messages and email are unreliable, so please use the messaging system on Blackboard.

You may also come to see me on campus during my on-campus office hours.

OFFICE HOURS: Tuesdays and Thursdays 10:30-11:30 a.m.
Mondays and Wednesdays, 3-4 p.m.

Learning Units

Because we don't meet in class, students need to read information rather than receive information through the traditional lecture. Every week at 11:59 p.m. Friday evening, a Learning Unit will open up for you to work with. Please work through each Learning Unit.

Each Learning Unit begins with an Overview that lists the unit objectives, learning outcomes, and what students will do to successfully complete the Learning Unit. Print out these Overviews, and follow the activities under "What you will do."

Some activities in the Learning Unit may be informational, and others will require you to complete a task or assignment. Deadlines are listed on the Overview and on your Course Menu under UPCOMING DEADLINES.

Research Paper

A 3-4 page research paper will be due towards the end of the semester. It will require at least four sources from the IVC databases that must be documented according to the Modern Language Association (MLA) guidelines.

Final Exam

The final exam will consist of the Common Assessment Essay, as administered by all of the English 9 sections at IVC. This will be an argumentative in-class essay that will demonstrate that the student is ready to enter English 110 as the next composition class. Therefore, the essay must show solid development of ideas with a strong thesis statement, topic sentences, and organized text. Details must be strong and specific. The text must be written in correctly formed sentences with virtually no sentence-level or grammar errors. Strong command of diction, verb usage, and standard English is required to pass.

If you pass the Final, you will receive 150 points.

If you do not pass the final, you will receive 0 points.*

*You should look upon the in-class essays as practice for the final. You will learn from these essays what you need to do to improve to be able to pass the English 9 final. The Common Assessment Essay is read by two other English 9 instructors. I will review all of the exams as well.

Blackboard

This class will use Blackboard for Announcements, Gradebook, and Discussions. Students will be expected to check Blackboard regularly. If I need to contact a student, I will use the message function on Blackboard.

If you have never logged into Blackboard before, here are instructions:

Blackboard website: Login Instructions for Students

Student can login by visiting: <http://imperial.blackboard.com>

For their username, they will use the first part of their student email address (e.g. jdoe2)

For their password, they will use their WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If a student does not know his or her IVC email address, these two locations can help him or her find out that information:

- <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)
- <https://my.imperial.edu/student-email> (This does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes.)

Blackboard Assistance

IVC has established Blackboard support, which includes the following:

- **24/7 Phone Support:** Support Representatives are available around the clock every day of the week to provide you with technical support for the Blackboard Learning System and log-in issues.
- **Submit A Ticket:** This web based ticket submission tool allows you to fill out a web form that will get submitted as a ticket to our support representatives.

- **Real-Time Chat:** This tool allows you to contact our support representatives 24/7. You can access this tool from the support portal.
- **Knowledge Base:** Allows you to search or browse the various topics and questions that have already been answered.

To visit the Blackboard Support Portal you can:

- Go to Blackboard support center:
<http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Or, from the IVC Homepage, click on the **Faculty & Staff | Blackboard Support** link
- Or call **1-855-532-6983, toll free any time, day or night**
- Learning Labs: Feel free to use the Writing Lab in building 2600 any time during the semester. The lab usually has lots of available computers for you to use, and there are also tutors to contact for help. A tutorial visit will be required when we write Essay #1.
- 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.

My Skills Tutor.com

My Skills Tutor is a software program with assignments that can be done on campus or at home from any computer with access to the internet.

- Go to www.myskillstutor.com.
- Your user name is your G# as in G00123456.
- Your password is your G# as in G00123456.
- The site is imperial01.
- There are deadlines to complete the work on the class schedule, but you have until I check the scores to complete the work. Once a grade is entered in Blackboard, the assignment is closed. Students completing all of the lessons in an assignment with an 80 percent or better will receive full marks. Students not completing all of the lessons will receive zero points. For instance, if a student completes all but one of the lessons with 100 percent, he or she will receive zero points.

*You may work ahead in My Skills Tutor. Please complete the assignments in numerical order (1, 2, 3, etc.), but it does not matter if you work ahead. You will not receive a score for that work until the work is due, but your assignments will be done and waiting for me to score.

Essay Response Policy

Students should expect a response to essays in approximately one week from the time of submission. Essays will be returned via email linked to the Blackboard account. Please read through returned essays and use the comments to improve upon subsequent essays. I read, comment upon, and return essays in order of the time/date of submission. Early submissions are appreciated and are read first.

Writing Lab

You will be required to visit the Writing Lab once for each paper at some point before you submit it. I will check the lab slip to see if you have gone. There is a **10-point penalty** for not completing a tutorial visit. You may go to the lab in person to meet with a tutor, or you may schedule an online appointment.

To make an appointment (either in person or online), you may go in person to the lab and sign in the appointment book, or you may call 355-6391 and ask for an appointment. If you meet face-to-face with a tutor, do not check the online box.

Tutors are trained to help you become a better writer. They will prioritize problems areas and focus on your writing skills rather than your paper. They are to guide you, not to proofread or edit your paper. That's your job.

Conference with a tutor once for the out-of-class papers, including the research paper. Please arrive on time and have your paper printed out before arriving at the lab. The lab charges 15 cents per page to print, and the extra time to print may cause you to lose your spot if there is a walk-in.

Online Tutoring:

1. Call 355-6391 as indicated above to set your appointment. Make it known that you want an online appointment.
2. At least one hour before your scheduled time, copy and paste your paper into an email and send to imperialwritingtutor@hotmail.com. If you do not send your work, the lab will not call you and you will be considered a no-show. Do NOT send an attachment.
3. Call the lab at your appointment time. Call the direct number at 355-6352. Have your paper opened up on your computer. All of the rules and methods for face-to-face tutoring will also apply in on-line tutoring. Your tutor will not edit your work but will try to help you become a better writer.

WARNING: Appointments will book up. Plan at least four days ahead of when the final is due. **The lack of tutoring appointments is not a valid excuse for not meeting this requirement. It just means you tried to get an appointment too late.**

Classroom Etiquette

- **Electronic Devices:** We will meet only a few times this semester. For these class meetings, cell phones and electronic devices must be turned off and put away. These are the numbers for campus security: (760) 483-7411, (760) 355-6306, or (760) 355-6308. Please give these numbers and your room number to your family in case they need to reach you in an emergency.
- **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.

Netiquette

Netiquette is etiquette for the Internet. 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:

- Don't capitalize all letters while posting a discussion, asking a question, or e-mailing someone. THIS IS CONSIDERED SHOUTING, AND IT IMPLIES THAT YOU ARE ANGRY. Capitalize words only to highlight an important point or to distinguish a title or heading.
- 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.
- 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.

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. The following acts are considered 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
- SafeAssign: All final papers will be submitted via SafeAssign, which is an anti-plagiarism software detector. **The point of this class is to improve your writing. You cannot improve your writing if you merely copy other people's writing.**
- 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.

Disabled Student Programs and Services (DSP&S)

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 760-355-6312 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/>

Course Map/Anticipated Class Schedule

Course Map for English 009: Basic Composition II

(Every Learning Unit represents one week. The detailed schedule with tasks and deadlines is available in “Learning Unit Overview” available in every Learning Unit. Also, see “Upcoming Deadlines” in the Course Menu.)

Section 1: Descriptive Narrative and Foundational Writing Skills

Learning Unit 1: Understanding Course Navigation; Using Course Features, Understanding and Reading Narratives

Learning Unit 2: Using Transitions, Developing Description and Detail, Writing the Introduction

Learning Unit 3: Recognizing Sentence Structure Errors, Editing and Revising, Correcting Sentence Structure Errors

Section 2: Timed Writing, Compare/Contrast, Primary Sources, Using Quotations Writing Mechanics, and Responding to the Work of Others

Learning Unit 4: Mode, Essay Structure, Thesis Statement, and Development of Details

Learning Unit 5: Commonly Confused Words, and Comma Usage, Introduction

to Compare/Contrast, Implementing Interviewing Techniques, Using Quotations

Section 3: Argumentation

Learning Unit 6: Strategies for Reading Critically, Introduction to Argumentation

Learning Unit 7: Responding to a Prompt, Strategies for Mining an Article,

Learning Unit 8: Parallel Structure

Learning Unit 9: Coherence, Using the Databases

Section 4: Research, Documentation, Citation, and Formatting

Learning Unit 10: Creating a Business Letter using Block Format, Working Works Cited Page, Avoiding Plagiarism

Learning Unit 11: Understanding Writing Process of a Research Paper, Understanding Note Cards as an Organizational Technique, Sentence Structure Review

Learning Unit 12: Writing an MLA Outline, MLA Citations, Subject-Verb Agreement

Learning Unit 13: Writing the Research Paper, More on MLA Citations, Appositives

Learning Unit 14: Final Research Paper, Spelling Rules

Learning Unit 15: Review for final