

**Basic Course Information**

<i>Semester</i>	<b>SPRING 2015</b>	<i>Instructor's Name</i>	<b>Prof. David R. Zielinski</b>
<i>Course Title &amp; #</i>	<b>English 110: Composition and Reading</b>	<i>Instructor's Email</i>	<b>david.zielinski@imperial.edu</b>
<i>CRN #</i>	<b>20282</b>		
<i>Room</i>	<b>205</b>	<i>Office</i>	<b>2790</b>
<i>Class Dates</i>	<b>17 Feb to 12 June</b>	<i>Office Hours</i>	<b>M through Th 7:00 to 7:30 a.m. Tu and Th 10:00 to 11:00 a.m.</b>
<i>Class Days</i>	<b>Monday and Wednesday</b>	<i>Office Phone</i>	<b>(760) 355-6470</b>
<i>Class Times</i>	<b>7:30 to 9:35 a.m.</b>	<i>Emergency Contact</i>	<b>English Dept. Secretary (760) 355-6224</b>
<i>Units</i>	<b>4</b>		

**Course Description**

English 110 is the standard course in freshman English composition. In this class, students will be given the opportunity to improve their ability to understand serious and complex prose and to improve their ability to write expository and, later, argumentative prose that is thoughtful and clear. Students will practice using rhetorical modes to solve writing problems, and a research paper is also required. **PREREQUISITE:** English 009 or English 010 with a grade of "C" or higher, or appropriate placement. For further course information, refer to the latest IVC college catalog or the current schedule of classes. English 110 transfers to both the UC and CSU systems.

**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. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Analyze an argumentative text for claim, support, and fallacies (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

**Course Objectives**

This course is designed to serve ten basic learning objectives. In the process of meeting these objectives, students will write a series of major essays, one formal research paper, and an in-class essay for the final exam. In developing writing projects for this course, students will:

1. read, analyze, and interpret a variety of written texts, including one single-author text;
2. identify logical fallacies and essay coherence, especially in relation to tone, purpose, and audience;
3. demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing;

4. demonstrate a command of rhetorical modes, to include comparison/contrast, cause/effect, definition, and argumentation;
5. practice using connotative and figurative language, while writing for an academic audience;
6. adapt writing strategies to the requirements of the writing situation, displaying knowledge of the rhetorical situation;
7. examine and analyze their own writing and that of other students with a view towards improving rhetorical effectiveness;
8. develop a thoughtful research paper creating accurate citations and utilizing strong library skills;
9. create a variety of written work, to include at least four essays and one research paper, producing 8,000-10,000 words;
10. participate in activities deemed appropriate by the instructor, to include online instruction and web-based writing exercises.

### Required Textbooks

Our main text for this class is The Arlington Reader edited by Bloom and Smith (paperback, 2014, Bedford/St. Martin's). We will cover selected sections of this textbook, exploring provocative issues--to include Language, Education, Technology, and Culture--in order to fulfill the main objective of this course: improving your writing.

We will also be using an excellent writing handbook: Writing in Action by Andrea Lunsford (spiral bound, 2014, Bedford/St. Martin's). This handbook provides a wealth of information on all aspects of academic writing, making it a good addition to your student reference library.

### Course Requirements and Instructional Methods

As writers, in this course we will gain many specific skills. Mastering these skills is essential for moving on to higher levels of English and for success in your other college classes (e.g., psychology, history, geography, biology). We need to understand the writing process: planning, drafting, revising, editing. We need to be able to organize and develop our ideas, providing support and effective details. We need to appreciate the importance of the beginning, the middle, and the end. Before the end of the semester, we must appreciate the dynamics of the rhetorical situation. We need to understand rhetorical modes such as classification, comparison and contrast, cause and effect, and process. Our writing also needs to reflect critical thinking, as we become more skillful in supporting our main ideas with examples and details while we think through problems logically and reasonably. Research skills need to be sharpened. And we need to gain skill and confidence with sentence structure, basic grammar, punctuation, spelling, and mechanics. The simple purpose of English 110: improving your writing. Our textbooks will help us focus our efforts and ensure that we fulfill this purpose. In addition, these textbooks provide resources for success in English 110 and beyond. But we also need to use the Internet. Be prepared to work online this semester. In English 110, you will be required to access our Blackboard web site. You will engage in research toward the end of the course, and certainly you will do much of your research using the web.

*A Message from Management Regarding 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**

<b>Response Papers</b>	<b>25%</b>
<b>Essays</b>	<b>35%</b>
<b>Research Project</b>	<b>25%</b>
<b>Final Exam</b>	<b>15%</b>

**Standard grading percentages used: A = 100 to 90%; B = 89 to 80%; C = 79 to 70%; D = 69 to 60%; and, F = 59 to 0%.**

**Anticipated Class Schedule / Calendar**

**Overview of the Sixteen-Week Semester**

<b>Unit One</b>	<b>Introduction; History of the English Language; The Writing Process; Reflective Writing; Writing in College; Critical Reading; Essay #1</b>
<b>Unit Two</b>	<b>Speaking, Reading, Writing: How Does Language Make Us Human?; Essay #2</b>
<b>Unit Three</b>	<b>Education and the American Character: What Do We Teach? What Do We Learn? And Why Does This Matter?; Essay #3</b>
<b>Unit Four</b>	<b>Technology: What Are the Consequences of Life in a Connected World?; Essay #4</b>
<b>Unit Five</b>	<b>Ethics: What Principles Do--and Should--We Live By?; Research Writing; Focused Application of MLA Documentation; Research Project #1; Final Exam (Argumentative In-Class Essay #5)</b>

**Attendance**

**College policy is clear on 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

Students are expected to attend each class meeting and to participate online, when assigned. Make every effort to use restrooms and telephones before class begins. There is no drinking or eating allowed in the classroom. Please do not make appointments that conflict with class time. Make an effort to consider your education a priority. Cases with extenuating circumstances need to be cleared with the instructor. If you do miss a class, you are responsible for any and all assignments due upon your return, to include any handouts. Late papers will not be accepted. If you decide you no longer wish to be a member of the class, it is your responsibility to drop the class. The last day to drop the class with a “W” is 16 May 2015. The main idea here is this: Communication is one important key to success in English 110.

We will be producing a variety of written products in class this semester, from simple quiz responses to a more ambitious argumentative research project. Regular quizzes are simple tools that assess reading comprehension, vocabulary, and understanding of the concepts under study. Short response papers will be composed in class, but also expect a few to be assigned for homework or as online projects. (All out-of-class writing assignments need to be produced and printed with a word processor.) The research paper will require MLA documentation. Students should cultivate good study habits and prepare themselves for discussion prior to writing activities. The final exam will be a persuasive essay, written in class, wherein students demonstrate a mastery of the material and concepts studied throughout the course.

If you do not have the Internet at home, make sure you learn how to access the web from campus. Students should keep track of their assignments, due-dates, and grades. Students are expected to do their own work, always.

## Academic Honesty

College policy is clear on this topic:

- *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**

- *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](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/>