

# ENGL 10: English Composition (Accelerated)

## Basic Course Information

Semester	<b>Fall 2015</b>	Instructor	<b>James Patterson, PhD DBS</b>
CRN #	<b>10251</b>	Email	james.patterson@imperial.edu
Room	<b>3000</b>	Webpage	<a href="http://faculty.imperial.edu/james.patterson">http://faculty.imperial.edu/james.patterson</a>
Class Days	<b>Tuesday / Thursday</b>	Office	<b>Office 406</b>
Class Times	<b>2:00-4:30 p.m.</b>	Office Hours	Monday-Thursday, 9:30-10:15 a.m. Tuesday evening, 5:30-6:30 p.m.
Units	<b>4 units</b>	Office Phone	760.355.6486

## Course Description

This is an accelerated class that prepares students for transfer-level English composition and associate-degree classes. The class emphasizes and develops skills in critical reading and academic writing. Participation in the writing placement (Accuplacer) process is strongly recommended.

## Student Learning Outcomes

Upon successful 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 a prompt and is structured around a controlling idea or thesis.
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences.
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials.
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading.

## Course Objectives

To ensure successful completion of this course, the student must:

1. Develop and apply the use of discovery techniques in writing and interpreting readings.
2. Demonstrate an understanding of the difference between connotative and denotative meaning in the study and analysis of others' writings.
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.

4. Write essays totaling at least 4000 words of formal writing that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation.
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.
6. Develop text interpretation supported by citations from the readings.
7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments, comma splices, and fused sentences.
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

### **Required Textbooks & Materials**

- Beidler, Peter G. *Writing Matters*, 2<sup>nd</sup> edition. Seattle: Coffeetown Press, 2013. ISBN: 1603811745. The textbook is available in the college bookstore.

Sharing textbooks will not be allowed in this class; each student is responsible to have her or his book. Copies of chapters from the book are a violation of copyright law and will be confiscated if discovered.

- Patterson, James. *English Ten Handbook*. Fall Semester 2015. Imperial, CA: IVC, 2013. A print copy can be purchased in the Reprographics Office.
- The student will need access to her/his IVC email account, WebSTAR, and Blackboard. The student is expected to check her/his IVC email account daily. Specific instructions and assignments will be available only through the Blackboard system.
- In addition, the student is expected to have a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.
- In-class writing assignments must be completed in black or blue ink on standard 8½ x 11 notebook paper with clean edges.
- In addition, the student should purchase five (5) large, 8½ x 11 Greenbooks/Bluebooks for in-class writing assignments.

## Course Grading Based on Course Objectives

Student learning will be evaluated in six categories:

1. Basic Skills Examinations	60 pts
2. In-Class Essays	40 pts
3. Essay Revisions	80 pts
4. Reading Comprehension	40 pts
5. Summary Writing (paragraphs)	40 pts
6. Academic Writing Project	40 pts

Additional information pertaining to these six categories is provided in the *English Ten Handbook*, available in the Reprographics Office.

The final grade will be based on the following:

Final Grade of <b>A</b> .....	270 pts
Final Grade of <b>B</b> .....	255 pts
Final Grade of <b>C</b> .....	240 pts

## Course Requirements and Instructional Methods

### Basic Skills Examinations [60 pts possible]

Early in the course, the instructor will test the student's basic skills in sentence structure, punctuation, and paragraphing. The examinations will assess the student's mastery of these basic skills. (Correct verb usage and subject-verb agreement is required.) A Final Examination will be given during the last class meeting of the semester.

### In-Class Essays [40 pts possible]

The student will prepare four written essays, in class, as assigned. All in-class essays will be graded according to the guidelines for the Common Final (**Pass/Fail**).

- Does the essay contain a clear thesis statement?
- Do the body paragraphs contain examples and details that support the thesis?
- Are the body paragraphs organized in a logical sequence in support of the thesis?
- Does the student writer demonstrate a command of grammar and punctuation?

All in-class essays are expected to demonstrate a mastery of the basic structure of essay writing – introduction, body, and conclusion. The introduction should include a clear thesis statement. The body of each in-class essay will have a minimum of two main points with a clear transition

between each of the main points. The conclusion is expected to include some form of summary statement.

“You need at least two to three pieces of evidence to prove a point.  
You can't draw a conclusion from a single piece of evidence.”  
– Sarah Montante

All in-class essays will be written in response to an assigned reading. Therefore, each in-class essay should include at least one quote from the assigned reading in the body of the essay.

All in-class essays must be written in an 8.5 x 11 Greenbook/Bluebook composition booklet. These essays must be written in a legible style, with accurate spelling, grammar, and appropriate content/ton. Illegible handwriting will constitute an *automatic* Fail.

Essays written in pencil, essays that are not double-spaced, and/or essays written on both sides of the paper will receive an *automatic* Fail.

These in-class essay assignments will be timed assignments; the student is expected to utilize the full amount of available time for pre-writing, drafting, and revising.

**Time is an element of Mastery.**

In-class essays are graded **Pass/Fail**.

Any essay with seven or more critical errors will receive a Fail.

<b>In-Class Essays: Critical Errors</b>	
	No clear, identifiable outline
	No clear, identifiable thesis statement
	Disorganized/rambling paragraph
	Sentence fragment, comma splice, or run-on (fused) sentence
	Punctuation errors (end punctuation, apostrophe, semicolon, quotation mark)
	Three different words misspelled
	Two errors in agreement or verb forms
	Two EL syntax errors
	Misquote from assigned reading
	Incorrect (or missing) parenthetical reference

**Essay Revisions** [80 pts possible]

The student will revise each of the four in-class essays. The instructor will provide instructions for the typed revisions when the in-class essays (first drafts) are returned to the class.

- ▶ Revising an essay requires more than merely correcting errors marked by the instructor. Essay revisions must demonstrate clear evidence that the student writer has reviewed and reworked the essay to make it more effective overall.

The essay revisions will provide opportunities to improve one’s writing skills and to demonstrate competence with the following:

- MLA formatting (Patterson prefers Times New Roman 14 pt. font),
- a full reference to the article (prompt) provided in the introductory paragraph,

A full reference to an article includes the full author's name (as given) and the full title of the article. In MLA formatting, the title of an article is given in quotation marks.

- at least one quote from the article in the body of the essay with a correct parenthetical reference, and
- correct documentation of source material(s).
- Essay revisions are due within one week of the return of the first drafts.

Each of the four revised essays will be developed to a greater extent than the previous essay.

Revised Essay 1: Cause/Effect	300+ words and one source
Revised Essay 2: Comparison/Contrast	500+ words and two sources
Revised Essay 3: Definition	700+ words and three sources
Revised Essay 4: Argumentation	1000+ words and four sources

**Revision Checklist:**

- Does the introductory paragraph include the name of the author and title of the assigned reading?
- Have you included at least one quoted passage from the assigned reading in the body of the essay? Have you correctly used quotation marks to indicate what has been quoted? Have you copied the quoted material exactly as it appears in the reading? Have you properly punctuated the parenthetical reference?
- Is your essay free of errors in verb usage, sentence structure, and punctuation?

- Have you typed the essay in MLA format? Do you have one-inch margins on all sides? Have you indented the first line of each paragraph one-half inch? Have you set up a header which places your name and the page number in the upper right-hand corner of each page? Have you indicated the correct date (date submitted)?

Essay revisions must be submitted through SafeAssign in the Blackboard shell for this class. The student will need to save the document in Microsoft Word (.doc or .docx) and upload the document into SafeAssign.

Essay revisions are graded with points. Each essay is worth 20 points; two points are deducted for each critical error.

<b>Essay Revisions: Critical Errors</b>	
	No clear, identifiable thesis statement
	Disorganized/rambling paragraph
	Sentence fragment, comma splice, or run-on (fused) sentence
	Punctuation errors (end punctuation, apostrophe, semicolon, quotation mark)
	Three different words misspelled
	Two errors in agreement or verb forms
	Two ELL syntax errors
	Misquote from assigned reading
	Incorrect (or missing) parenthetical reference
	Incorrect MLA formatting (heading, margins, or alignment)
	Incorrect (or missing) MLA documentation

**Reading Comprehension** [40 pts possible]

Reading and exercises will be assigned from the required textbook and course handbook. In-class reading and exercises must be completed before the end of the class session. Homework assignments are due by the beginning of the next class session; *late submissions will not be accepted.*

→ In-class Reading Comprehension responses written in pencil, responses that are single-spaced, and/or responses written on both sides of the paper will be returned ungraded.

**Summary Writing** (paragraphs) [40 pts possible]

Over the course of several weeks, the student will be assigned reading from the Peter G. Beidler text, *Writing Matters*. The student will prepare and submit brief summary paragraphs for each chapter assigned from the textbook.

- The summary paragraph must identify the main idea of the assigned chapter.
- The summary paragraph must identify the main points of the assigned chapter.
- Summaries do not include personal comments or opinions.
- Every sentence must be well-constructed and punctuated correctly.

The purpose of the summary paragraph writing is to provide the student with an opportunity to write *error-free paragraphs*. Summary paragraphs are expected to contain 5-8 sentences which are carefully and correctly put together. Each summary paragraph is worth two points. One point will be deducted for each error in verb use, sentence structure, or punctuation.

### **Academic Writing Project** [40 pts possible]

The student will demonstrate competence in prewriting, drafting, and revising an academic essay. The final submission of this project will be a mini research paper.

#### Step 1: Conducting Research (5 points)

- The student will submit an annotated bibliography with correct MLA documentation.

#### Step 2: Outlining (5 points)

- The student will submit a formal, outline for the research paper written in complete sentences.

#### Step 3: the First Typed Draft (10 points)

- The text of the paper must be at least 500 words.
- The student will follow correct MLA format guidelines.

#### Step 4: the Final Draft (20 points)

- The text of the paper must be at least 1000 words in length.
- There must be a minimum of five (5) sources listed on the Works Cited page.
- The entire paper must be prepared in correct MLA formatting and documentation.

**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. The Western Association of Schools and Colleges (WASC) has adopted a similar requirement.

### **Maintenance of Records**

The instructor will attempt to return to the student all class materials. The student should keep these materials until after the final grade has been posted and accepted. These materials will be needed in the event the student elects to challenge the posted final grade.

Materials not returned to the student by the final class meeting will be held in the instructor's office through the first four weeks of the next term. Any papers not retrieved by the student may be used (in part or whole) as sample texts in future courses.

**Anticipated Class Schedule & Summary Due Dates**

Week 1	Introduction to Course	Chapter summaries due by end of week
Week 2	Basic Skills: Simple, Compound, and Complex Sentences	
Week 3	Basic Skills: Paragraphs and Summary Writing	
Week 4	The Academic Writing Process	1, 2, 3
Week 5	Punctuation & Prewriting Strategies (outlining)	4, 5, 6
Week 6	<b><u>Essay 1: Cause/Effect</u></b>	7, 8, 9
Week 7	Revision & MLA Formatting	10, 11, 12
Week 8	MLA Documentation	13, 14, 15
Week 9	<b><u>Essay 2: Comparison/Contrast</u></b>	16, 17, 18
Week 10	Review of Skills	19, 20, 21
Week 11	<b><u>Essay 3: Definition</u></b>	22, 23, 24
Week 12	Scholarly Research and Writing <b>Drop Deadline: __ November 2015</b>	25, 26
Week 13	<b><u>Essay 4: Persuasive</u></b>	
Week 14	Research Strategies	
Week 15	Three-level Revision Strategies	
Week 16	Course Evaluation and Final Examination	

**Spelling and Penmanship**

A text demonstrates the writer's skill and competence in composition. In this composition course, correct spelling, appropriate grammar, and legible penmanship are expected. Therefore, submitted assignments which lack correct spelling, appropriate grammar, or legible penmanship are not acceptable.

## Attendance

- A student who fails to attend the first meeting of a class will be dropped by the instructor. 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.
- Regular attendance in all classes is expected of all students.
- Only absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

## 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.

Given the definition of plagiarism, the following rule-of-thumb will apply to papers submitted in this class. Any three words (or more) taken in sequence from a published source, without correct punctuation and documentation, is considered plagiarism. For the purposes of this class, there is no difference between accidental and intentional plagiarism. Therefore, the student is warned to pay close attention to instruction provided regarding the use of quotation marks and the correct application of parenthetical references in one's essays.

- 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. 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](#)
- Reading/Writing Lab: The Reading/Writing lab is located in the 2600 bldg. Appointments are available for students seeking assistance with specific reading and/or writing skills. The instructor may refer a student to the Reading/Writing lab to address specific deficiencies.

- Library Services: The Spencer Library and Media Center is open Monday through Friday. When available, computers in the library can be used to work on assignments. The Reference Librarian is available to assist with specific research questions.

### **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. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you wish to be evaluated for educational accommodations.

**NOTE:** Any recording (audio and/or video) of the lecture components of class must have the explicit permission of the instructor.

### **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. Information regarding the Student Health Center is available [online](#). The IVC Student Health Center is located in the 1500 Building in Room 1536, 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.

### **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access [tutorials](#) online.

### **Emergency Procedures**

In the event it becomes necessary to evacuate the classroom, students should quickly gather their personal belongings and walk to the classroom's assigned area (avoiding the parking lot areas). The instructor, or other campus personnel, will join the students and remain with them until further instructions are available.

In the event of an emergency in the classroom, the instructor will ask for two volunteers with personal cell phones. One student will be directed to call 9-1-1 and report the emergency. The other student will be directed to call the campus operator at 352-8320. Campus security will assist emergency personnel in locating the classroom.

Students without medical or first aid training may be asked to clear the area, depending on the event. Students with medical or first aid training may offer assistance but are not required or expected to do so.