

Basic Course Information

Semester:	SPRING 2016	Instructor Name:	Karin Deol Eugenio
Course Title & #:	Basic English Composition I	Email:	Karin.deol@imperial.edu
CRN #:	20214	Class Days:	T/TH
Classroom:	1308	Class Times:	10:20-12:25
Class Dates:	2/16-6/7/16	Units:	4

Course Description

This is preparation for ENGL 009; it provides developmental instruction approaching the college level in paragraph and short essay writing. (Nontransferable, non-degree applicable)

Student Learning Outcomes

Upon completion of this course, the student will be 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, and run-on sentences. (ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay response to a reading. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

1. Develop and use discovery techniques such as free writing and clustering and apply these techniques to expository writing of paragraphs and essays.
2. Generate ideas based upon knowledge of concrete data and be able to express ideas effectively using a controlling idea or thesis statement.

3. Organize data necessary to support a thesis statement or controlling idea while studying and applying various rhetorical modes with emphasis on description, narration and exemplification.
4. Demonstrate the use of critical thinking by identifying the main ideas and developing written responses to a variety of written texts.
5. Demonstrate clean and correct sentence patterns and work to eliminate sentence errors such as fragments, comma splices and run-ons.
6. Produce writing in which meaning is un-obscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, verb tense, word choice, and word order.
7. Demonstrate an understanding of the writing process with special attention given to editing and proofreading.
8. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

- ***Sentences, Paragraphs and Beyond with integrated readings***: 7 Edition by Lee Brandon and Kelly Brandon. Cengage Learning. ISBN-13: 9781133591924

Also required:

- A binder to file all of your work for this class throughout the semester
- Blue or black pens
- A stapler
- Access to a computer (all paragraphs and essays must be typed)!
- Also, don't forget to "back up" your assignments. Losing your work right before class is not a valid excuse.

Course Requirements and Instructional Methods

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

Assessment Criteria:

A = 95/100, A= 92/100,

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B+ = 88/100, B = 85/100, B- = 82/100

C+ = 78/100, C = 75/100, C- = 72/100

D+ = 68/100, D = 65/100, D- = 62/100

F = below 60/100

** No extra credit

Grading Criteria:

Homework/In class Assignments:	25%
Paragraphs/Essays:	50%
Quizzes:	25%
Total:	100%

Late or Missing paragraphs or Essays:

For each class session, if an essay is late, the essay's grade will drop one letter (ex: a B essay would become a C essay). Please contact me BEFORE the essay is due if you have a valid reason. Please be prepared to document your specific circumstance. Paragraphs and essays are due, typed and stapled at the beginning of class.

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

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- 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 by the instructor.
- 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.

Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

Academic Honesty

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting 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 "cite a source" correctly, 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 that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing 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 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) using a commercial term paper service.

Additional Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **[Blackboard Support Site](#)**. The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **[Learning Services](#)**. There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **[Library Services](#)**. There is more to our library than just books. You have access to tutors in the [Study Skills 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. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them 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.

- **[Student Health Center](#)**. A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **[Mental Health Counseling Services](#)**. Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]

ENGLISH 96/97 SPRING 2011 TENTATIVE CALENDAR

WEEK	TOPICS	DATE	CLASS PROJECT	ASSIGNMENT DUE
1	Introducing Reading with Writing	T 2/16	Introduction to English 96/97- Syllabus	HW1: Purchase text, binder & dictionary
		TH 2/18	Pre-reading and Taking Notes: Underlining, annotating, outlining, and summary	HW2: Read Student Overview pg. 1-6 and Write Journal #1 (topic TBA)
2	Reading and Responding	T 2/23	Reading Discussion & Critical Thinking	HW3: Read Ch.1 and do assigned exercises in book <i>in pencil</i>
	Outlining	TH 2/25	Journal #2 Working with Outlines Parts of Speech & Verbs	HW4: Ch. 1, Exercise 6: <i>Write a summary</i> (typed on separate paper)

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3	Parts of Speech & Verbs	T 3/1	Review parts of Speech & Verbs Reading Discussion & Critical Thinking Outlining continued	HW5: Read Ch. 2 & 3, and do assigned exercises
	Reading and Responding	TH 3/3	Intro to different kinds of sentences Writing Assignment #1 (In- Class)	HW6: Create an outline (no more than 75 words), study for quiz
4	The Writing Process	T 3/8	Quiz: Ch. 2, 3 & 4 Journal #3 Intro to the Writing Process: Stage One	HW7: Read Ch. 4 & do assigned exercises
		TH 3/10	The Writing Process: Stage Two	HW8: Read Ch. 14
5	The Writing Process & WP Worksheet	T 3/15	The Writing Process: Stage Three	HW9: Read Ch. 5 & 15: Do assigned exercises
		TH 3/17	Intro to the Writing Process Worksheet	HW10: Read Ch. 16 & do assigned exercises Complete Stage 3 of Writing Process Worksheet (bring 3 copies to next class)
6	Revising/Editing	T 3/22	More about Revising/Editing Correcting Fragments, Comma Splices, and Run-ons Peer Review	HW11: Revise previous writing and bring 3 more copies to next class
	Peer Review	TH 3/24	Journal #4 2nd Peer Review	HW12: Read Ch. 6 & do assigned exercises.

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7	Descriptive Narration	T 3/29	Intro do Descriptive Narration More about Verbs	HW13: Work on Writing Assignment 2 (Final Draft) -Study for Ch.5 & 6 Quiz
		TH 3/31	Writing Assignment 2: Final Draft Due (attach worksheets & peer reviews) Quiz: Ch. 5 & 6 Journal #5 Reading Discussion & Critical Thinking More about descriptive narration	HW14: Read Ch. 7 & do exercises Read Ch. 18
8	Beginning to write a descriptive narration	T 4/5	No Class: Spring Break!	
	Conferencing	TH 4/7	No Class: Spring Break!	
9	Conferencing	T 4/12	Writing Process Worksheet: Descriptive Narration Paragraph More about Pronouns	HW15: Write Stage 3. Bring 1 copy to class. Read Ch. 8 & do assigned exercises
	Exemplification Intro	TH 4/14	Intro to Exemplification: Using Examples Reviewing Pronouns More about Adjectives & adverbs	HW16: Work on Writing Assignment #3 Final Draft
10	Writing with Examples	T 4/19	Writing Assignment #3 Final Draft Due! -Prepare for Writing Assignment #4 (exemplification) Balance Sentence Parts	HW17: Read Ch.9 & do exercises Journal #6 (TBA) -Study for Quiz

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		TH 4/21	Quiz: Ch. 7 & 8 Writing Process Worksheet Exemplification Review Balancing Sentence Parts	HW18: Read Ch. 10 & do exercises. Think of topic for next writing assignment Study for Ch. 9& 10 Quiz
11	Peer Review	T 4/26	Quiz: Ch. 9& 10 Punctuation and Capitalization	HW19: Finish Stage Three of Writing Process Worksheet (Bring 3 Copies)
	Cause and Effect	TH 4/28	Peer Review Intro to Writing about Cause and Effect Review Punctuation and Capitalization	HW20: Read Ch. 22 & Study for Ch.11 quiz, Journal #7 (Topic TBA)
12	Writing Process Worksheet: Cause and Effect	T 5/3	Writing Assignment 4 Final Draft Due! -Quiz: Ch.11 -More about Cause and Effect writings -Writing Process Worksheet: Cause and Effect	HW21: Finish Writing Process Worksheet Stage 1 & 2. You can use Stage 1 & 2 for the in-class essay, so don't forget it all at home
	In- Class Writing	TH 5/5	Writing Assignment #5 (In-Class)	HW22: Work on Writing Assignment #5
13	Compare and Contrast & Writing Process Worksheet	T 5/10	Journal #8 Intro to Compare and Contrast writing Spelling and Phrasing	HW23: Take-home review worksheet Ch. 2-6 due Bring two like objects to class on TH 11/29 for compare/ contrast activity. ** (See: HW 24)**

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		TH 5/12	Journal #9 Compare and Contrast Sharing Activity Writing Process Worksheet: Compare and Contrast Review of Spelling & Phrasing	HW24: (1) Read Ch. 12 & 23 and do exercises (2) Study for Ch. 12 quiz. (3) Finish Stage Three of Writing Process (4) Worksheet (Bring 3 copies)
14	Writing Process Worksheet & Compare/ Contrast	T 5/17	Quiz: Ch. 12 Peer Review	HW25: Work on Final Draft of Essay #5
		TH 5/19	Individual Conferences	HW25: Work on Final Draft of Essay #5
15	Peer Review	T 5/24	Individual Conferences	HW25: Work on Final Draft of Essay #5
		TH 5/26	Writing Assignment #5 Due	
16	Peer Review	T 5/31	Final Review PART 1	STUDY! STUDY! STUDY!!!!!!!!!!!!!!!
		TH 6/2	Final Review PART 11	STUDY! STUDY! STUDY!!!!!!!!!!!!!!!
17	Peer Review	T 6/7	FINAL!	STUDY! STUDY! STUDY!!!!!!!!!!!!!!!
			NO CLASS!	Enjoy your SUMMER Break!!!!!!!!!!!!!!!

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*****Tentative, subject to change without prior notice*****

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