

## Syllabus English 009

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|-------------------|--|---------------------|--|
| Semester:         | <b>Fall 2016</b>                             | Instructor Name:    | <b>Xochitl Tirado</b>  |
| Course Title & #: | <b>English 009</b>                           | Email:              | <b>xochitl.tirado@imperial.edu</b>   |
| CRN #:            | <b>10231</b>                                 | Webpage (optional): |  |
| Classroom:        | <b>3000</b>                                  | Office #:           | <b>2796</b>  |
| Class Dates:      | <b>August 15, 2016-<br/>December 9, 2016</b> | Office Hours:       | <b>Monday: 8:00-9:00PM (online)<br/>Tuesday: 12:45-1:45PM<br/>Wednesday: 11:00-12:00PM (online)<br/>Thursday: 12:45-1:45PM</b> |
| Class Days:       | <b>Tuesday &amp; Thursday</b>                | Office Phone #:     | <b>760-355-6188</b>  |
| Class Times:      | <b>8:00-10:05 AM</b>                         | Emergency Contact:  | <b>760-355-6224</b>  |
| Units:            | <b>4</b>                                     |                     |  |

## 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, nondegree 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 multiple-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement.
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support.
3. Compose a multi-paragraph that uses correctly formed sentences with virtually no sentence-level or grammar errors.
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations.

## Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Develop and apply discovery techniques for expository writing with multi-paragraph essays (5-paragraph or more), 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

### Textbooks:

### Required:

1. *Drive: The Surprising Truth about What Motivates Us* by Daniel Pink
2. *The Power of Habit: Why We Do What We Do in Life and Business* by Charles Duhigg
3. APLIA- Basic Writing 2

### Select One:

- *The Other Wes Moore* by Wes Moore
- *The Distance Between Us* by Reyna Grande
- *My Beloved World* by Sonia Sotomayor

### Other Resources:

- Three-ring Binder
- Highlighters, Pencils, Pen
- Post-it Notes (small)
- Access to a printer (or money in your Paper-Cut account)

### Links:

- Other resources will be available in our Canvas classroom.

## Course Requirements and Instructional Methods

### Instructor Expectations:

1. You are to attend every class session, arrive on time, and stay for the duration of the session.
2. Students who are absent the first day of class are automatically dropped.
3. If you stop attending class, make sure to drop yourself from the class.
4. You must come to class prepared: books, pencil, pen, highlighter, notebook, etc...
5. Work is to be turned in on due date – no late work accepted.
6. Turn off cell phones while in class.
7. You are responsible for knowing and observing due dates for all assignments.
8. In this class you will be using Canvas to complete assignments, submit essays, and **check your grades**. It is important that you become familiar with Canvas.

**APLIA:**

Aplia is required online homework that corresponds to the grammar topics we will be focusing on. We will be using the APLIA version titled: APLIA Basic Writing 2.

**How to pay for your Aplia course:**

You will need to pay for access using one of the options below.

Purchase the APLIA Access Card separately in the bookstore.

Purchase the Aplia Access Card on the Aplia Website.

**\*Free Trial:** Everyone will have a free trial period, which means free access to Aplia. However, the free access period will end on 09/04/2016 at 11:59PM. When the free trial ends you will be required to pay for access. Please note: At the end of the free trial period, your course access will be suspended until your payment has been made. All your scores and course activity will be saved and will be available to you after you pay.

**Late Work and Assignments:**

- In-Class Assignments: Each class meeting is worth 10 points (20 points per week). Points are based on the following criteria:
  - Actual in-class assignments
  - Participation/attendance
  - Group Work
- Out of Class Assignments: The point value on these assignments varies.
- No late work will be accepted under any circumstance. Class work and homework will be collected weekly.
- Note: Incomplete assignments automatically receive a zero.
- If you are absent for a class meeting, you cannot make up the work that was completed in class.

**Embedded Tutor:**

This class is part of the embedded tutor program; therefore, we will have a tutor in our class. The tutor will attend all our class sessions and will be available to assist you. The tutor will also offer weekly review sessions. This is a great opportunity for you to review content presented in the class.

**Quizzes:**

Quizzes will be given on a weekly basis during class. Quizzes focus on grammar skills and assigned readings.

**Final:**

The final exam for this course is a common final. It is an in-class essay that should demonstrate your mastery of the writing skills that you have attained throughout the semester.

**Essay Grading Policy:**

- Essays are graded on a percent of 100.
- Grade reflects the overall quality of the work turned in, how complete the work is and whether the instructions from the assignment were properly followed.
- A rubric will be used to grade each essay.
- A large part of your essay is based on grammar/sentence construction.
- Missing or unsatisfactory essays will be scored “no credit.” This is a 0 (F) and averaged into your grade.
- Each essay has a different overall value; see Grading Policy below for more information.
- **Late essays are not accepted.**

### Essays & Plagiarism:

- You will be writing a total of six essays.
- All essays will be turned in to “Safe Assign” (a plagiarism checker).
- So that your essay is not cited for plagiarism, the “Safe Assign” report should be 15% or less.
- Recycling essays (self-plagiarism) is not acceptable. For more information on this, read the section below: “Academic Honesty”
- Any essay that is suspected of plagiarism will receive a zero.

### Discussions:

- Discussion will be written weekly via Canvas.
- Be aware of discussion due dates.
- Detailed instructions will be given during one of our lab dates.
- Each discussion requires 2 parts:
  - Part 1: Initial Discussion Post -minimum length 300 words
  - Part 2: Respond to two of your peers -minimum length 150 words

### 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

Your final grade will be composed of the following:

|                     |     |
|---------------------|-----|
| Quizzes             | 5%  |
| Assignments         | 10% |
| Discussions         | 5%  |
| APLIA               | 10% |
| Writing Assignments | 70% |

- Essay 1: 10%
- Essay 2: 10%
- Essay 3: 10%
- Essay 4: 15%
- Essay 5: 15%
- Essay 6 (common final): 10%

## 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.
- Recycling Essays or Self-Plagiarism is reusing one’s own work. This is not actually “plagiarism” since the ideas are not taken from someone else, but reusing previously written essays is not acceptable. ALL ESSAYS MUST BE ORIGINAL.

- 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 (subject to change)

|        |   |
|--------|---|
| Week 1 | <p>Introduction</p> <ul style="list-style-type: none"> <li>Syllabus</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>“The Significance of Grit” by Deborah Perkins-Gough and Angela Duckwork</li> <li>“The Key to Success? Grit” Angela Duckworth’s TED talk</li> <li>“Brainology: Transforming Students’ Motivation Learn” by Carol Dweck</li> </ul>             |
| Week 2 | <p>Review the Writing Process</p> <ul style="list-style-type: none"> <li>Formatting an Essay</li> <li>Components of a Paragraph</li> <li>Thesis Statement</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Drive Chp 1, 4 and 5</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Subjects and Verbs</li> <li>Simple, Compound, Complex</li> </ul> |
| Week 3 | <p>Explaining a Concept</p> <ul style="list-style-type: none"> <li>Summarizing</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>Drive Chp 6</li> <li>“I Just Wanna Be Average” by Mike Rose</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>Subrodination (IC DC)</li> </ul>   |
| Week 4 | <p>Exemplification</p> <ul style="list-style-type: none"> <li>Choosing specific examples to illustrate a topic</li> </ul> <p>➤ Essay 1</p>  |
| Week 5 | <p>Process</p> <ul style="list-style-type: none"> <li>Organization and planning</li> </ul>  |

| <b>Anticipated Class Schedule (subject to change)</b> |   |
|---|---|
|   | <p>Reading</p> <ul style="list-style-type: none"> <li>• The Power Of Habit Chps 1-3</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Semicolon</li> </ul>   |
| Week 6  | <ul style="list-style-type: none"> <li>➤ Essay 2 (lab)</li> </ul>   |
| Week 7  | <p>Evaluating</p> <ul style="list-style-type: none"> <li>• Understand how to use your critical voice</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• The Power of Habit Chp 7</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Run-on</li> <li>• Comma Splice</li> </ul> |
| Week 8  | <p>Reading</p> <ul style="list-style-type: none"> <li>• “The Science of Shopping’</li> </ul> <ul style="list-style-type: none"> <li>➤ Essay 3</li> </ul>  |
| Week 9  | <p>Argumentation</p> <ul style="list-style-type: none"> <li>• Methods of Argumentation</li> <li>• Ethos, Pathos, Logos</li> </ul> <p>Reading</p> <ul style="list-style-type: none"> <li>• The Power of Habit Chp 9</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Fragments</li> </ul>    |
| Week 10   | <p>Reading</p> <ul style="list-style-type: none"> <li>• Rat Park</li> </ul> <p>Grammar</p> <ul style="list-style-type: none"> <li>• The Comma</li> </ul>  |
| Week 11   | <p>Research</p> <ul style="list-style-type: none"> <li>• Conducting Research</li> </ul> <ul style="list-style-type: none"> <li>➤ Essay 4</li> </ul>   |
| Week 12   | <p>Literacy Circles</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Other Punctuation Marks</li> </ul>  |
| Week 13   | <p>Literacy Circles</p> <p>Grammar</p> <ul style="list-style-type: none"> <li>• Appropriate Language</li> </ul>   |



**Anticipated Class Schedule (subject to change)**

|         |   |
|---------|---|
| Week 14 | Analyzing Text<br>➤ Essay 5   |
| Week 15 | Persuasion<br>• Persuasion vs Argumentation<br>Grammar<br>• Wordy Sentences |
| Week 16 | Final Essay (Common Final)  |