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**Syllabus: English 10**

Semester	<b>Fall 2016</b>	Instructor's Name	<b>Kaylene Elliott</b>
Course Title & #	<b>ENGL10: Accelerated Composition</b>	Instructor's Email	<b>Kaylene.elliott@imperial.edu</b>
CRN #s	<b>10251</b>	Units	<b>4</b>
Rooms	<b>3400</b>	Office contact for emergency—English Dept. Secretary	<b>760-355-6224</b>
Class Dates	<b>Aug. 15, 2016 – Dec. 9, 2016</b>	Classes Days/Times	<b>Tuesday &amp; Thursday 2:00 – 4:30 p.m.</b>

**Course Description**

Accelerated class that prepares students for transfer-level English composition and associate-degree classes. Emphasizes and develops skills in critical reading and academic writing. Strongly recommended: participation in the writing placement (Accuplacer) process. (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. 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**

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

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.

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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.

### **Textbooks & Other Resources**

#### **Patterns of College Writing, 13<sup>th</sup> edition**

Laurie Kirsner, Stephen Mandell  
Bedford/St. Martin  
ISBN-10: 1457666529  
ISBN-13: 978-1457666520

#### **The Other Wes Moore: One Name, Two Fates**

Wes Moore  
Spiegel & Grau  
ISBN 978-0-385-52820-7  
Ebook ISBN 978-1-58836-969-7

#### **Mindset: The New Psychology of Success**

By Carol S. Dweck  
Ballantine Books  
ISBN: 978-0-345-47232-8

#### **Access to a computer and printer**

**A single subject notebook, composition book, or journal to use only for this class**

### **Course Requirements and Instructional Methods**

**-Proper format:** Paragraphs should be double-spaced, Times New Roman, 12 point font. In the top left corner of page 1, please use the following heading style on all drafts:

Name  
Professor Elliott  
ENG 10  
Date draft is due

Total essay points include rough drafts and various other assignments relating to the essay. You must take your essay to be reviewed by a tutor. You have one (1) week after the due date to turn in late work with the exception of Essay #4 which cannot be turned in late. All late work will be given half credit. Rough and final drafts must be submitted through Blackboard/Canvas.

Journals: Students are required to complete a journal. The journal requires three (3) handwritten pages per week based on a subject provided by the instructor.

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. This means that this 4 unit class requires 8 hours of work/week outside of class.

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### Course Grading Based on Course Objectives

		<b>GRADING SCALE</b>
Essay #1	50 points	
Essay #2	100 points	900-1000 points—A
Essay #3	150 points	800-899 points—B
Essay #4	200 points	700-799 points—C
In class writings (4)	50 points each	600-699 points—D
Journal	200 points	0-599 points—F
Participation	100 points	

**Get Out of Jail Free cards-** At the beginning of the term, each students will receive one (1) Get Out of Jail Free card. This card can be used to replace one assignment or provide a three (3) day extension on the deadline for one (1) essay. Please note that the Get Out of Jail Free card cannot be used for in class writings. The teacher must be notified that the student plans to use the card BEFORE the due date, and the student must surrender the card to the teacher. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

### 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.
- 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.
- 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.

### 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.
- 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

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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 – Discretionary Section and Language**

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- 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. 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.
- 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/>

## Anticipated Class Schedule / Course Map

**\*Class schedule subject to change at teacher's discretion. Teacher will provide any necessary notice to students concerning any changes.**

<b>Tuesday</b>	<b>Thursday</b>
<b>Aug. 16:</b> Class Introduction, review syllabus, journal explanation	<b>Aug 18:</b> In class exercise, begin journals, discuss narration, prewriting techniques, organization, <i>Patterns</i> pgs. 29-44, 97-103
<b>Aug. 23:</b> Discuss organization, body drafting, begin journals, <i>Patterns</i> pgs.55-60	<b>Aug. 25:</b> Introduction strategies, Read WM Introduction and CH. 1, <i>Patterns</i> pgs. 43-47, 53-55
<b>Aug. 30:</b> Conclusion strategies, discuss title, discuss description essays type rough draft, <i>Patterns</i> pgs. 60-62, 151-68	<b>Sept. 1: Rough draft due, In class writing,</b> peer review-bring 3 copies, Read WM CH. 2 & 3, <i>Patterns</i> pgs. 67-72, 105-111
<b>Sept. 6:</b> Self review-bring 1 copy, <i>Patterns</i> pgs. 72-76	<b>Sept. 8:</b> Discuss sentence errors, subject-verb agreement, format review, grammar review, Read WM CH. 4 & 5, <i>Patterns</i> pgs. 81-93
<b>Sept. 13: Final draft due,</b> discuss compare/contrast essay, begin essay #2, prewriting, body organizer, <i>Patterns</i> pgs. 369-75	<b>Sept. 15:</b> Body drafting, introduction drafting, Read WM CH. 6 & 7
<b>Sept. 20:</b> Conclusion drafting, type rough draft	<b>Sept. 22: Rough Draft due,</b> Peer review-bring 3 copies, Read WM CH. 8, <i>Patterns</i> pgs. 375-89, <i>Patterns</i> pgs. 375-89
<b>Sept. 27:</b> Self review-bring 1 copy	<b>Sept. 29:</b> Grammar review-bring 1 copy, discuss definition essays, Read WM , Epilogue, Afterward, Call to Action, <i>Patterns</i> pgs. 487-99
<b>Oct. 4: Final Draft due,</b> discuss cause/effect, begin essay #3, prewriting, outline, <i>Patterns</i> pgs. 62-4, 319-28	<b>Oct. 6:</b> Body drafting, introduction drafting, <b>In class writing,</b> Read <i>Mindset</i> Introduction and CH. 1
<b>Oct. 11:</b> Conclusion drafting, type rough draft	<b>Oct. 13: Rough Draft due,</b> Peer review-bring 3 copies, Read <i>Mindset</i> CH. 2, <i>Patterns</i> pgs. 329-34
<b>Oct. 18:</b> Discuss exemplification essays, self review-bring 1 copy, <i>Patterns</i> pgs. 207-221	<b>Oct. 20:</b> Grammar review-bring 1 copy, <b>In class writing,</b> Read <i>Mindset</i> CH. 3
<b>Oct. 25: Final Draft due,</b> discuss argumentation, begin essay #4, prewriting, outline, <i>Patterns</i> pgs. 523-40	<b>Oct. 27:</b> Discuss research, library treasure hunt, Read <i>Mindset</i> CH. 5, <i>Patterns</i> pgs. 713-18
<b>Nov. 1:</b> Discuss Two truths and a lie assignment, body drafting, <i>Patterns</i> pgs.719-28	<b>Nov. 3:</b> Introduction drafting, Read <i>Mindset</i> CH. 6
<b>Nov. 8: Two Truths and a Lie due,</b> conclusion drafting	<b>Nov. 9:</b> Discuss MLA citations, type rough draft, annotated bibliography, Read <i>Mindset</i> CH. 7, <i>Patterns</i> pgs. 729-741
<b>Nov. 15: Rough draft due,</b> Peer review-bring 3 copies, <i>Patterns</i> pgs. 540-47	<b>Nov. 17:</b> Self review and grammar review-bring 2 copies, Read <i>Mindset</i> CH. 8
<b>Nov. 22:</b> <b>Thanksgiving Break- No class</b>	<b>Nov. 24:</b> <b>Thanksgiving Break- No class</b>

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<b>Nov. 29:</b> Final review, discuss <i>Mindset</i>	<b>Dec. 1: Final Draft due, In class writing</b>
<b>Dec. 6: Journals due</b>	<b>Dec. 8:</b> Enjoy your winter break!