

Imperial Valley College Course Syllabus  
**English 008—Basic English Composition I**

**Basic Course Information**

Semester	<b>Spring 2017</b>	Instructor Name	<b>Kathleen Dorantes</b>
Course Title & #	<b>Basic English Composition I English 008</b>	Email	<b>kathleen.dorantes@imperial.edu</b>
CRN #	<b>20209-MW 10:20 a.m.-12:25 p.m. 20211-MW 2-4:05 p.m. 20212-T 5:30-9:45 p.m.</b>	Units	<b>4 Units</b>
Room	<b>20209-Room 2751 20211-Room 2732 20212-Room 2735</b>	Office	<b>2791</b>
Class Dates	<b>February 13 –June 9, 2017</b>	Campus and Online Office Hours	<b>Mon. 4:15-5:30 p.m. (campus) Tues.: 4:45-5:15 p.m. (campus) Wed. 9-10:15 a.m. (campus) Thurs. 10-11 a.m. (online)</b>
Class Days	<b>as noted above</b>	Office Phone	<b>(760) 355-6328 (Email is much more efficient.)</b>

**Course Description**

Preparation for ENGL 009. Provides developmental instruction approaching the college level in paragraph and short essay writing. (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, run-on sentences. (ILO1, ILO2, ILO3, ILO4)
- 4) Compose a multi-paragraph essay that uses standard verb form and tense in response to a reading (ILO1, ILO2, ILO4, ILO5)

**Course Objectives**

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

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

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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 unobscured 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 Readings, by Brandon and Brandon

ISBN: 113359122 or 9781133591924

Cengage Learning, 7<sup>th</sup> edition

Warriors Don't Cry, by Melba Pattillo Beals

ISBN 0-671-86639-7 or 9780671866396 (Be careful **not to order** online a **book with a red cover**. That one is abridged.)

### Course Requirements and Instructional Methods

In the course of the semester, students will read, examine, analyze, and evaluate many short essays and one longer novel or non-fiction work of at least 200 pages. Students will learn basic composition skills, focusing on the sentence and paragraph, leading to a multi-paragraph essay. Students will study vocabulary in the context of reading and writing. This class will provide developmental instruction approaching the college level in paragraph and short essay writing.

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.

Therefore, please be prepared to spend about eight hours working on English 8 assignments out of class each week.

### Course Grading Based on Course Objectives

Course Grading Based on Course Objectives		
Paragraph #1	50 points	<b>GRADING SCALE</b>
Paragraph #2	50 points	900-1000 points—A
Group Exemplification Essay	50 points	800-899 points—B
Individual Admirable Person Essay	100 points	700-799 points—C
In-Class Paragraph #1	50 points	600-699 points—D
In-Class Paragraph #2	50 points	0-599 points—F
In-Class Paragraph #3	70 points	
Draft points	80 points	
In-Class Essay (Final)	150 points	
Quizzes	200 points	
Weekly Journals	150 points	

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**NOTES:**

Sometimes a student misses very easy points such as quizzes, lab work, homework, etc. Toward the end of the semester when the student finally realizes he or she is failing, the student asks me for extra credit to bring up the grade. The time to accumulate good scores to pass the class is when the task or assignment is due. This is how college classes operate. There is no or very little extra credit.

The grade in English 8 is also qualitative. Thirty-two percent of the grade in this class is based on in-class writing. In order to pass English 8, students need to be able to write well enough to move on to English 9.

**Attendance, Enrollment, and Student Expectations**

- 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.
- It is the responsibility of the student to drop a class before the drop date.
- Quizzes will be given sometimes at the beginning of class and/or just before leaving at the end of class. If a student misses a quiz because he/she is late, left early, or absent, the quiz cannot be made up.
- Preparation, participation, and deadlines: Students are expected to arrive in class with the day's reading already completed or with required drafts ready to be turned in. Late work, unless previously excused by the instructor, will not be accepted.
- Students will be expected to actively participate in class activities that involve reading, discussion, peer response, and group work.
- **Materials:** Students are expected to arrive in class with the assigned texts and loose-leaf paper.
- **Saving work:** Essays written in this class will be based on a series of pre-writing activities and drafts. Please save all work and staple new work atop old work when turning in any draft. Purchase a folder devoted to saving all the work from this class.
- **Proper format:** For essays, turn in typed, double-spaced, and stapled drafts. In the top left corner of page 1, please use the following heading style:

Name  
Essay Name (Descriptive Narrative, etc.)  
English 008—Instructor  
Date draft is due

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### Classroom Etiquette

- **Electronic Devices:** Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. These are the numbers for campus security: (760) 483-7411, (760) 355-6306, or (760) 355-6308. Please give these numbers and your room number to your family in case they need to reach you in an emergency. During class time, phones and laptops will be turned off and put away. Anyone seen/heard using a cell phone or laptop will be asked to leave and not return until the next class. Any points, grades, quizzes, assignments, information, etc. lost during this time cannot be made up. The exception to this rule is the student who bought a digital copy of the textbook. If that is the case, please make this known to Mrs. Dorantes and use your laptop only for the textbook when the textbook is being used in class.
- **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 or inappropriate in the context of the academic assignment in question. **Anyone caught cheating 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:
  - **plagiarism**
  - copying or attempting to copy from others during an examination or on an assignment;
  - communicating test information with another person during an examination;
  - allowing others to do an assignment or portion of an assignment
  - use of a commercial term paper service

### Blackboard

This class will use Blackboard for Announcements, Gradebook, and Discussions. Students will be expected to check Blackboard regularly. If I need to contact a student, I will use the email function on Blackboard, so be sure that you have an email on Blackboard that you check regularly.

- If you have never logged into Blackboard before, here are instructions:

**Blackboard website: Login Instructions for Students**

Student can login by visiting: <http://imperial.blackboard.com>

For their username, they will use the first part of their student email address (e.g. jdoe2)

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For their password, they will use their WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If a student does not know his or her IVC email address, these two locations can help him or her find out that information:

- <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)
- <https://my.imperial.edu/student-email/> (Does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes)

### Draft Points

As noted in the class schedule, a total of 80 points will be awarded for drafts if they are turned in at the start of class on the date due. **All drafts must be typed unless otherwise specified.** Handwritten drafts will not be accepted unless that has been specified in the class schedule. Full points will be awarded to drafts of the required length. Drafts must be turned in at the beginning of class, and no late drafts will be accepted for points since we will work on drafts in class. The only exception is if a student is absent, and the draft is emailed to me at [kathleen.dorantes@imperial.edu](mailto:kathleen.dorantes@imperial.edu) BEFORE the class time begins.

### Journals

Every week, a journal will be due. Mrs. Dorantes will give the topic of the journal in class and post it on Blackboard. The journal will most probably be handwritten and double-spaced. Journals should be about 250 words in length. Late journals will be accepted up to one week late.

### Final Essay

We will participate in an English 8 Common Final with other English 8 classes. The date of our final will be on the Monday or Tuesday of Finals Week at the normal class time. You will need to purchase a small (or large) blue examination booklet to write in. These are available in the vending machines around campus or in the campus bookstore.

Unlike other essays, this final essay is an “all or nothing” essay. If you write well enough to move on to English 9, you will earn the complete 150 points allotted to this essay. That will boost many students’ grades. If you do not write well enough to move on to the English 9, you will receive zero points. In some cases, that will result in failing grade, but if the student has enough points, it is very possible a student who fails the final could pass the class.

Your essay will be read by other English 8 instructors, but be assured that I will review every final exam.

### Tutoring

We will have an embedded tutor in our classroom this semester. The tutor will hold scheduled seminars based on what we covered in class. Attendance at the seminars is recommended, but optional. The tutoring schedule will be announced later. In addition, the tutor will hold individual sessions with students. More on the tutoring program will be forthcoming.

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One point of extra credit will be given to students who attend a tutoring session for up to two points per week of the semester. In order to qualify for the extra credit point, the student needs to attend and participate in at least 45 minutes of the tutoring session.

#### **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 760-355-6312 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. 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/>

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**Anticipated Class Schedule / Calendar**

Week and Date	Description of activities (Schedule may be adjusted at any time.)	Due before class time WDC=Warriors Don't Cry
Week 1 Feb. 13-15	Introduction to the class, present-tense verbs, discussion of the paragraph and composition terms, discussion of the writing process, reading in small groups, discussion and vocabulary	Journal #1—to be written in class
Week 2 Feb. 21-22 (Monday is a HOLIDAY. Class will meet on Tuesday and Wednesday)	-Discussion of the descriptive narrative -subjects and verbs -Discussion of Paragraph #1 assignment -reading in small groups, discussion and vocabulary	-WDC Chap. 1-2 Journal #2
Week 3 Feb. 27-Mar. 1	-compound sentences -FANBOYS -Reading in small groups, discussion and vocabulary	-WDC Chap. 3 -Journal #3 -First draft of Para. #1 (10 points)
	-More compound sentences -Recognizing comma splice errors -Reading in small groups, discussion and vocabulary	-WDC Chap. 4 -Second draft of Para. #1
Week 4 March 6-8	-Complex sentences -Subordinating conjunctions and dependent clauses -Verb forms and tenses -modals -Discussion of Paragraph #2 assignment	-WDC Chap. 5 -Journal #4 -Final of Paragraph #1 due in class
Week 5 March 13-15	Review of complex sentences, subordinating conjunctions and dependent clauses, verb forms and tenses, and modals.  -reading in small groups, discussion and vocabulary <b>-In-class paragraph #1 (based on Warriors Don't Cry) (50 points)</b>	-WDC Chap. 6 and 7 -Journal #5 -First draft of Para. #2 due (10 points)
	-Another type of compound sentence -HOTSHOT CAT (conjunctive adverbs) -compound-complex sentences -Combining sentences	-WDC Chap. 8
Week 6 March 20-22	-Review of compound, complex, and complex-compound sentences -Irregular verbs, chart 1	-WDC Chap. 9 -Journal #6 -Second draft of Para. #2 due
	-Comma splices and run-on errors -reading in small groups, discussion and vocabulary	-WDC Chap. 10

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<p><b>Week 7</b> March 27-29</p>	<ul style="list-style-type: none"> <li>-Correcting comma splices and run-ons</li> <li>-relative pronouns</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 11</li> <li>-Journal #7</li> <li>--Final draft of Para. #2</li> </ul>
	<ul style="list-style-type: none"> <li>-Writing the thesis statement</li> <li>-Work on Group Essays</li> <li>-Moving from Paragraphs to Essays</li> <li>-Discussion of <b>Group Exemplification Essay assignment</b>, groups, brainstorming</li> <li>-Irregular verbs, chart 2</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 12</li> </ul>
<p><b>Week 8</b> April 3-5</p>	<ul style="list-style-type: none"> <li>-Review verb forms and tenses</li> <li>-Review correcting comma splices, run-ons, and fragments</li> <li>-Group time to work on essays</li> <li>-reading in small groups, discussion and vocabulary</li> <li>-Writing an introduction</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 13</li> <li>-Journal #8</li> <li>-First draft of body paragraphs for group essay assignment due (10 points)</li> </ul>
	<ul style="list-style-type: none"> <li>-Work on Group Essays</li> <li>-Writing a conclusion</li> <li>-reading in small groups, discussion and vocabulary</li> <li>-relative pronouns review</li> <li>-Combining sentence using relative pronouns</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 14</li> </ul>
<p><b>Week 9</b> April 10-12</p>	<ul style="list-style-type: none"> <li>-Discuss Individual Essay on an Admirable Person</li> <li>-parallelism</li> <li>-reading in small groups, discussion and vocabulary</li> <li><b>-In-class paragraph #2 (based on Warriors Don't Cry) (50 points)</b></li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 15</li> <li>-Journal #9</li> <li>-Memorize verb chart #1</li> <li>-Final draft of group essay due (50 points)</li> </ul>
	<ul style="list-style-type: none"> <li>-Verb form and irregular verb review</li> <li>-Writing the thesis statement, review</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 16</li> <li>-Brainstorming for three admirable people due in class (5 points—Most probably, this will be handwritten, and handwritten notes will be accepted.)</li> </ul>
	<p><b>April 16-April 22—SPRING BREAK!!!!</b></p> 	



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<p><b>Week 10</b> April 24-26</p>	<ul style="list-style-type: none"> <li>-Subject-verb agreement, tense consistency</li> <li>-Checking the thesis statement</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 17</li> <li>-Journal #10</li> <li>-Thesis statement for Admirable Person due (5 points)</li> </ul>
	<ul style="list-style-type: none"> <li>-Pronoun agreement</li> <li>-attribution phrases and direct quotations</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 18</li> <li>-Admirable person interview notes due (10 points—Most probably, this will be handwritten, and handwritten notes will be accepted.)</li> </ul>
<p><b>Week 11</b> May 1-3</p>	<ul style="list-style-type: none"> <li>-Commonly confused words</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 19</li> <li>-Journal #11</li> <li>-First body paragraph of Admirable Person Essay due with at least one direct quotation (5 points)</li> </ul>
	<ul style="list-style-type: none"> <li>-Commonly confused words</li> <li>-paraphrasing</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 20</li> <li>-Second body paragraph of Admirable Person Essay due with at least one direct quotation (5 points)</li> </ul>
<p><b>Week 12</b> May 8-10</p>	<ul style="list-style-type: none"> <li>-Commonly confused words</li> <li>-discussion of introductions and conclusions</li> <li>-Make-up for Verb Charts 1 and/or 2 for absences or low grades</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 21</li> <li>-Journal #12</li> <li>-Third body paragraph of Admirable Person Essay due with at least one direct quotation (5 points)</li> </ul>
	<ul style="list-style-type: none"> <li>-spelling and phrasing</li> <li><b>-In-Class Paragraph #3 (based on Warriors Don't Cry) (70 points)</b></li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 22</li> <li>-Admirable Person Essay introduction (5 points)</li> </ul>
<p><b>Week 13</b> May 15-17</p>	<ul style="list-style-type: none"> <li>-comma usage</li> <li>-proofreading, editing, and revision</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 23</li> <li>-Journal #13</li> <li>-Complete first draft of essay with introduction, conclusion, and transitions due (10 points)</li> </ul>
	<ul style="list-style-type: none"> <li>-comma usage</li> <li>-prepositional phrases</li> <li>-reading in small groups, discussion and vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>-WDC Chap. 24</li> </ul>

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<b>Week 14</b> May 22-24	-Review of sentence types and sentence errors -reading in small groups, discussion and vocabulary	-WDC Chap. 25 -Final draft of Admirable Person Essay due (100 points) -Journal #14
	-Review of verbs	-WDC Chap. 26 -Late deadline to turn in Admirable Person Essay
<b>Week 15</b> May 30-31 (No classes on Monday, May 29)	-Review of sentence types and sentence errors -reading in small groups, discussion and vocabulary -Review for Final	-WDC Chap. 27-28 -Journal #15
<b>Finals Week</b> June 5-6	<b>Final—In-Class Essay (150 points)</b>	