

Basic Course Information

Semester:	Spring 2017	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English 009	Email:	cynthia.spence@imperial.edu
CRN #:	20233	Webpage (optional):	
Classroom:	402	Office #:	2799
Class Dates:	February 13 - June 9	Office Hours:	Monday, Wednesday 10:30 am – 11:00 am Tuesday – Thursday 11:00 am - 12:30 pm
Class Days:	Tuesday, Thursday	Office Phone #:	760-355-5702
Class Times:	4:10 pm - 6:15 pm	Emergency Contact:	Email or office phone
Units:	4		

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 multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives

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

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

Required Materials: Brandon, Lee and Kelly Brandon (2013). *Paragraphs and Essays: With Integrated Readings* (13th Edition). Houghton Mifflin.

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

Grading Scale 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A

Group Projects	15 X 15	225
Logical Fallacies Quiz	15	15
Works Cited Quiz	15	15
Works Cited Project	25	25
Introductions Quiz	15	15
Compare/Contrast Drafts	15 X 4	60
Compare/Contrast Paper	100	100
Argument Drafts	15 X 4	60
Argument Paper	100	100
Research Drafts	15 X 5	75
Research Paper	100	100
Reading Quizzes	15 X 3	45
Annotations	15 X 3	45
In-Class Final	100	100
In-Class Final Practice	10 X 2	20
Total Points Possible		1000

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.
- **Former Foster Youth**: A Foster Youth Success Initiative (FYSI) Liaison provides individual support to foster youth on campus. Liaisons receive training and technical assistance in order to support foster youth in achieving their educational goals. Contact Information – Alexis Ayala EOPS/FY Specialist. Alexis.ayala@imperial.edu 760-355-5713.

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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 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

Date	Activity, Assignment, and/or Topic	Assignments
Tuesday February 14	Syllabus & Introduction – Critical Thinking	*****
Thursday February 16	Logical Fallacies pages 367-370	*****
Tuesday February 21	Logical Fallacies Review, MLA and Works Cited pages 98, 400-411	*****
Thursday February 23	MLA/Works Cited Review and Quotations pages 416, 541, and 549	Logical Fallacies Quiz 15 points
Tuesday February 28	Plagiarism pages 413-414	*****
Thursday March 2	Grammar Word Choice pages 41-45 and 431-435 and 562-563	Works Cited Quiz 15 points
Tuesday March 7	Annotation pages 89-90 and 105-106, Ben Carson “Do it Better”	*****
Thursday March 9	No Class- Instructor is attending a conference in Sacramento	*****
Tuesday March 14	Words to Avoid handout, Introductions, Titles, and Conclusions handout. Pages 72-75 Malcolm X “Learning to Read”	“Do it Better” Annotation Due with Annotation Chart 15 points
Thursday March 16	Compare/Contrast pages 297-322 and Group One 15 points	“Learning to Read” Annotation Due with Annotation Chart 15 points Works Cited Project Due 25 points
Tuesday March 21	Commas pages 433, 542-546 and Parallelism pages 537-538 and Group Two 15 points	Introductions Quiz 15 Points Introduction of Compare/Contrast Due 15 Points
Thursday March 23	Capitalization 39-41, 430-431, Dangling and Misplaced Modifiers pages 543-5636 Group Three 15 points	Revised Introduction and first supporting paragraph Due 15 Points
Tuesday March 28	Argument pages 364-393 Group Four 15 points	Revised Introduction and first supporting paragraph along with supporting paragraph two 15 Points
Thursday March 30	California Prison System Group Five 15 points	Quiz on Ian Lovett’s “California Prisons Agree to Scale Back Solitary Confinement” pages 248-250 15 Points
Tuesday April 4	Discuss Argument Topics, Spanking, Abortion, Indian Mascots, United States Budget, Group Six 15 points	Quiz Pro/Con: “How Kids Feel the Swats of Spanking” 374-375 and “Shouldn’t Men have Choice

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Date	Activity, Assignment, and/or Topic	Assignments
		Too” 377-379 and Indian Mascots ‘You’re Out” 380-381 15 points Compare/Contrast Conclusion Due 15 points
Thursday April 6	Transitions pages 58, 70, 118, 121 “Dark Day in the Dust Bowl” pages 123-124 Group Seven 15 points	Compare/Contrast Final Paper Due 100 Points and Argument Topic Due 15 points
Tuesday April 11	“Graffiti: Taking a Closer Look” pages 343-347 Group Eight 15 points	Argument Introduction Due 15 points
Thursday April 13	Art in Argument, Satire, Parody, Irony – Extra Credit Assignment	*****
Tuesday April 18 and Thursday April 20	Spring Break – No Class	*****
Tuesday April 25	“When a Nanny State is Necessary” pages 395 Group Nine 15 points	Argument paper revised introduction and two supporting paragraphs Due 15 Points
Thursday April 27	Research Introduction pages 400-424	*****
Tuesday May 2	Men and Women pages 305 Group Ten 15 points	Quiz “Men Are From Mars, Women are from Venus” pages 187-190 15 Points Argument Conclusion Due 15 Points
Thursday May 4	Research topics Fracking, High Fructose Corn Syrup, and Income Inequality	*****
Tuesday May 9	“Dreaming Together on the Day of the Dead” pages 162-163 Group Eleven 15 points	Argument Final Paper Due 100 points and Research Topic Due 15 points
Thursday May 11	“Brainology” by Carol Dweck in class Annotation 15 points	Research Introduction Due 15 points
Tuesday May 16	Culture: “Showing Affection and Cultures” page 324 and “My School Nightmare” pages 145-146 Group Twelve 15 points	Research Supporting Paragraphs Due 15 points
Thursday May 18	Subjects and Verbs pages 454-460 Group Thirteen 15 points	Research Conclusion Due 15 points
Tuesday May 23	In-Class Draft Workshop Group Fourteen 15 points	Final Draft Due 15 points
Thursday May 25	Practice in Class Final 10 points	Research Paper Due 100 points
Tuesday May 30	Practice in Class Final 10 points	*****
Thursday June 1	In Class Final 100 points	*****
Tuesday June 6	Research Paper Grades and Comments Group Fifteen 15 points	*****

*****The Assignment Calendar is Subject to Change, Changes Will Be Announced in Class*****