

English 10: English Composition - Accelerated

CRN 20247

4 Units

Imperial Valley College

Spring 2017

Class Time: TR 7:30 a.m. - 9:00 a.m., 9:10 a.m. – 10:00 a.m.

Class Location: Room 2900

Instructor: Mr. Robert Baukholt

Office Location: 2792

Office Hours: MW 7:20 a.m. - 7:50 a.m., TR 10:10 a.m. - 11:40 a.m.

Email: Robert.Baukholt@imperial.edu

Office Phone: 760-355-6159

Course Description

Welcome to English 10: Accelerated Learning in English Composition. This is a very special class designed to prepare you for reading, writing, and critical thinking at the university level; it bears little resemblance to the literature and writing classes you may have taken in high school.

A college educated writer must acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. The skills involved in this are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. This semester you will continue developing these skills by discussing ideas, by analyzing rhetorical modes, and by writing “lots” of essays. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade.

English 010 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)

Measurable 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.

Class Atmosphere and Requirements

The majority of our class activities will involve writing and discussion of assigned readings, issues related to essay topics, and other topics relevant to us. We may be discussing controversial issues; please remember to keep an open mind and be respectful of the diverse backgrounds, opinions, and ideas of your peers in your contributions to these discussions.

There will also be some homework assignments and readings distributed in class. If you miss class, you will need to contact a classmate or me to find out what you missed.

Required Texts

- A college dictionary
- *MLA Handbook*, 8th Edition - ISBN-13: 978-1603292627
- Online articles, assigned through our blackboard course site.
- *Mindset* by Carol Dweck - ISBN-13: 978-0345472328
- *Space Chronicles: Facing the Ultimate Frontier* by Neil deGrasse Tyson - ISBN-13: 978-0393350371

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. Since this is a four unit class (four credit hours), this means that you should expect to do about eight hours of out of class work every week.

There are a number of assignments that will factor into your final grade:

Essays: The essays will be the main form of assessment for the class. The first two essays will only require one draft. The last two essays will each require two drafts. I will provide ample feedback on your first drafts through conferences, but will only assign a grade and comments to the final drafts. To receive credit

on a final draft, you must submit a hard copy of your paper directly to me in class and upload another copy of the same paper into Blackboard's SafeAssign essay submission system (accessed through our English 10 course site).

Reading Quizzes: Quizzes will be given periodically to ensure that students are reading assigned material. These quizzes are easy! If you do your reading, you should receive an A on this part of your grade. Reading quizzes can be given at any time and on any day. You may not start a quiz if you miss the first five minutes of the quiz. You may not make up quizzes. I will drop each student's lowest quiz score.

Concept Quizzes: Many of the most important concepts covered in the class will focus on specific writing strategies that you will be expected to employ in your essays. You will be given a series of quizzes designed to test your competency with the writing strategies we go over in class, so please pay attention, take notes, and study. Like the reading quizzes, concept quizzes cannot be made up and may not be taken by a student who misses the first five minutes of the quiz. Like the reading quizzes, I will drop the lowest score.

Journal: Journal entries will be the most common assignment for this class. Journals should consist of one- to two-page hand-written responses to the assigned question or questions. Your grade on this journal will be based solely on whether or not it appears you are making a good faith effort to answer the questions being asked. You don't need to save your journals.

Discussions and Participation: Discussions are very important in this class. You will be expected to contribute to class discussions and homework reviews on a regular basis. If you are unwilling or unable to participate, your grade will suffer significantly.

Research Project: You and a group will need to discover a real-world argumentative issue that parallels the themes of one of our books. You will present your findings to the class in an approved format (you will have options for doing this). There will be time to work on this project in class, but you may need to collaborate with your group outside of class as well.

Course Grading Policies

Late Assignments: Assignments that are turned in late will be marked down ten percent for each class session they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. DON'T LET THIS BE YOU!

Typed Assignments: All take-home essay assignments should be typed. This includes all drafts and outlines. Handwritten essay drafts will not be accepted!

Showing Me What you Have Learned: Because this class focuses on improving your writing skills, you will be learning a variety of writing skill strategies throughout the semester. You should always attempt to incorporate these strategies into your essays. A large portion of your grade depends on your ability to prove that you have learned something about the writing process. THEREFORE, IT IS POSSIBLE TO WRITE A COMPELLING ESSAY WITH FEW GRAMMATICAL ERRORS AND STILL RECEIVE A POOR GRADE!!! Show me what you have learned.

Grammar: This is a college level class. This means that you should be able to write at a professional level, with few, if any, errors in grammar or sentence structure. Therefore, if any submitted work demonstrates a lack of understanding of the fundamentals of English writing, its grade will suffer substantially.

Essay Submission Rules: Essays must be submitted in class *and* online via SafeAssign. We will spend time in class learning about how to submit essays through SafeAssign. An essay that is turned in online but

not in person (or vice versa) is not submitted, and will receive a zero or a late penalty (if it is eventually turned in through both forums).

Short Essays: Final essay drafts will suffer a grade penalty of two points for every quarter page they are short. Earlier drafts will suffer a penalty at half that rate.

Office Hours: I want you to pass my class. If you are having trouble, COME TO MY OFFICE SO THAT WE CAN DISCUSS IT!!!

Essays are due at the beginning of class, and must be submitted by the students who wrote them.

Essay1:	5%
Essay 2:	10%
Essay 3:	10%
Essay 4:	15%
Research Project:	10%
Mid-Term:	10%
Discussions	5%
Reading Quizzes	10%
Concept Quizzes	10%
Final:	15%
TOTAL	100%

A> 90% B> 80% C> 70% D>60% F<60%

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to talk to me or e-mail me throughout the semester.

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.

If your cell phone goes off, you lose ten points from your final grade. If I catch you texting, you lose ten points from your final grade. In one of my classes a few semesters ago, a woman lost 80 points through the course of the semester. This is almost an entire essay grade! She failed the class because of these points. DON'T LET THIS BE YOU!

Food and Drink: Food and drinks 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

If you have any questions about how to quote or document sources, please feel free to ask me. In an average semester (six composition and literature classes) I usually fail between 5-10 students for plagiarizing. DON'T LET THIS BE YOU! If you aren't sure, ASK!

If I am not confident that a submitted work of writing is representative of your true capabilities, I may arrange an alternative, timed writing assignment to replace or supplement the original assignment.

Disabled Student Programs and Services (DSPS)

If you need course adaptations or accommodations because of a disability, or if you have information to share with me, please let me know as soon as possible.

“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. The phone number for DSP&S is (760) 955-6310.

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

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/>

Schedule for English 10

Because English 10 is a skills class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

Please also note that there is a heavy reading component to this class that is not represented in the schedule. The reading assignments and due dates will be given in class and through our blackboard course shell. I don't assign these through the schedule because many of them are assigned in response to topics that students generate during the course of the class.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule.

Week 1

Tuesday, February 14th – Handle Attendance. Diagnostic activity and diagnostic essay.

Thursday, February 16th – Go over the syllabus. Introductions. Discuss process-analysis. Assign the process-analysis essay and process-analysis readings.

Week 2

Tuesday, February 21st – Organizing a process-analysis essay. Pre-writing strategies.

Thursday, February 23rd – Pre-writing, continued.

Week 3

Tuesday, February 28th – Topic sentences. Writing effective essay introductions.

Thursday, March 2nd – Thesis statements. Thesis statement group activity.

Week 4

Tuesday, March 7th – Thesis statement group activity, continued. Writing effective essay conclusions.

Thursday, March 9th – Library database presentation. Source scavenger hunt. Essay 1 is due! Assign compare and contrast readings.

Week 5

Tuesday, March 14th – Compare and contrast. Compare and contrast group work. Assign the compare and contrast essay (essay 2).

Thursday, March 16th – Finding source material. In-text citations.

Week 6

Tuesday, March 21st – Creating a list of works cited.

Thursday, March 23rd – Creating a list of works cited, continued. Assign the research project and create research teams.

Week 7

Tuesday, March 28th – Library research opportunity.

Thursday, March 30th – Argumentative topic elections. Assign first argument readings.

Week 8

Tuesday, April 4th – Essay 2 is due. Assign the first argumentative essay (essay 3). Midterm Review.

Thursday, April 6th – Midterm.

Week 9

Tuesday, April 11th – Five ways of using source material in an argument.

Thursday, April 13th – Writing a Refutation.

Spring Break! April 16th - 23rd – Don't do anything that will get you injured or shame your family.

Week 10

Tuesday, April 25th – Refutation, continued.

Thursday, April 27th – Library research opportunity. Essay 3 conferences.

Week 11

Tuesday, May 2nd - Essay 3 peer reviews

Thursday, May 4th – Watch movie in preparation for the final paper: an argumentative essay supported with research. Discuss movie.

Week 12

Tuesday, May 9th – Elect topics for our final essay. Assign the final essay. Assign the final argument readings. Essay 3 is due. Assign Essay 4.

Thursday, May 11th – Understanding Audience.

Week 13

Tuesday, May 16th – Understanding Audience, continued.

Thursday, May 18th – Essay 4 Topic Explorations.

Week 14

Tuesday, May 23rd – Final library research opportunity. Essay 4 conferences.

Thursday, May 25th – Essay 4 peer reviews.

Week 15

Tuesday, May 30th – Holiday! No classes.

Wednesday, June 1st – Research presentations are due. Final Essay is Due! Final Exam review.

Week 16

Tuesday, June 4th – Final Exam!

Thursday, June 8th – Questions? Have a great summer break!

I understand the policies explained in Mr. Baukholt's English 10 syllabus, and I agree to adhere to those policies.

(Please both write and sign your name on the line, above)