

Basic Course Information

Semester	Spring 2017	Instructor Name	Kevin Howell
Course Title & #	English 010-English Composition Accelerated	Email	Kevin.Howell@imperial.edu **Best way to reach me. **
CRN #	20248	Webpage (optional)	
Room	1308	Office	Room 2781
Class Dates	2/13/17- 6/9/17	Office Hours	Monday/Wednesday: In office from 7-7:30 a.m. and then 1:00-1:30 Tuesday/Thursday: Online via Zoom from 8-9 a.m.
Class Days	MW	Office Phone #	1. Office: 760-355-5712
Class Times	7:30-10:20 for 10250 10:20- 12:50 for 10248	Office contact if student will be out or emergency	Department Secretary is an option or email me.
Units	4 Units		

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. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

Student 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.

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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.
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 or Links

1. Patterns for College Writing with 2016 MLA Update Laurie G. Kirszner (University of the Sciences) , Stephen R. Mandell (Drexel University) Thirteenth Edition ©2015 ISBN-10: 1-319-08806-6; ISBN-13: 978-1-319-08806-4; Format: Paper Text, 848 pages
2. Hall, Ron, and Denver Moore. *Same Kind of Different as Me*. Nashville: W. Publishing, 2006. Print. ISBN: 9780849919107
3. One Online Access Code- English Essential. This will come with learning center and free ebook. English Essentials Plus - Student Access Kit (printed)(New) 978-1-59194-466-9 \$20.00
4. Online Writing Lab (OWL) from Purdue University- [OWL Purdue MLA Website](#) This is a great resource to use for MLA format. I recommend it highly and use it a lot.

Course Requirements and Instructional Methods

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity-APLIA, No More Red Ink.com

Audio Visual

Computer Assisted Instruction

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

Assignment Descriptors	Percentage
1. Collaborative and In-class Essays (If absent, you will receive a 0 %.)	10
2. Individual Essays with Revisions (2)	15

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Assignment Descriptors	Percentage
3. Midterm Essay Exam(1)	20
4. Final Writing Essay Exam (1)	20
5. Midterm and Final (Textbook, Readings, MLA, Grammar, Usage, and Mechanics)	10
6. Reading Quizzes- from the Langan and Patterns text, articles, and <i>Same Kind</i> (If absent, you will receive a 0 %.)	10
7. Townsend Press Online Homework	10
8. Peer Revising and Editing Workshops	05
Total	100%

Overview of Assignment Descriptors

- 1. Collaborative Writing (not just limited to essays):** Writing with your peers is very beneficial because you can learn from each other. Here are few reasons for participating in collaborative learning:

 - Collaborative groups draw upon the strengths of all their members. Although one student may be stronger in critical thinking skills, another may excel in organizing. By working in groups, you learn from each other while you complete assigned tasks.
 - More and more workplace activities involve project teams. Opportunities to work collaboratively on academic projects can help prepare you for the advantages and pitfalls of collaborative work on the job.
 - By working in collaborative groups, you can take advantage of group members for built-in peer review as you complete writing projects.
 - If you are absent on the day of collaborative writing, you will receive a 0% on the writing. Attending class is very important.
- 2. Individual Essays with Revisions:** There are two individual essays for the semester. Each essay will go through revisions with me and peers.

3. **Peer Revising and Editing Workshops:** If you are absent on that day, you will receive a 0%. If your essay is not ready to be peer-reviewed, you will receive a 0%.
4. **Midterm Essay:** You must be here to write this essay. If you are absent, you will receive a 0%. This is worth 20% of your grade.
5. **Final Essay:** You must be here to write this essay. If you are absent, you will receive a 0%. This is worth 25% of your grade.
6. **Midterm and Final Exams (Readings, MLA, and Grammar, Usage, and Mechanics):** These exams will cover all of the material that we have covered until that point in the semester. If you are absent, you will receive a 0%.
7. **Reading Quizzes:** Most weeks, we will have a reading quiz. If you are absent, you will receive a 0%. These reading quizzes will come from the Langan textbook, the class novel, and outside articles.
8. **Online Homework:** The Townsend Press website will count as 5% of your grade. This website code is 20.00. With this 20.00 purchase, you will receive a copy of the ebook.

Attendance

- A student who fails to attend the first meeting 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 that 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. **Consider:** specifics for your class/program
- 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 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 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) using a commercial term paper service. **Additional Help – Discretionary Section and Language**

- **Blackboard** support center: [Link to Blackboard Support](#)
- **Learning Labs:** There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- **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, 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 [Health](#). 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 [Link to IVC website for Students Rights and Responsibilities](#)

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at [Link to Literacy Tutorials on IVC website](#)

Anticipated Class Schedule / Calendar

The instructor will provide a tentative, provisional overview of the readings, assignments, tests, or other activities for the duration of the course. The faculty may find a table format useful for this purpose. **Although this schedule is very brief, I will be more concise as the semester progresses. I will go over a weekly agenda in class and post it on Canvas as well.**

Date or Week	Activity, Assignment, and/or Topic Pages/ Due Dates/Tests
Week 1- February 13th	<ul style="list-style-type: none"> • Introduction and Overview of the Course • Sign Up for APLIA • Critical Thinking, Reading, and Writing • Sentence Structure (Subject, Verbs, Simple, Compound and Complex Sentences) • Review of Paragraph Writing (Topic sentence and Supporting Details)

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Date or Week	Activity, Assignment, and/or Topic Pages/ Due Dates/Tests
Week 2- February 20	<ul style="list-style-type: none"> • Critical Thinking, Reading, and Writing • Sentence Structure (Subject, Verbs, Simple, Compound and Complex Sentences) • Moving from Par. to Essay (thesis, topic, support, and conclusion) • Start reading the class novel- Same Kind
Week 3 February 27	<ul style="list-style-type: none"> • Critical Thinking, Reading, and Writing <ul style="list-style-type: none"> ○ “Reading with a Pen” Handout • Sentence Structure and Grammar • Collaborative Essay #1 • The Writing Process (Cyclical) • SOAPSTone Strategy: (Writing) Subject, Occasion, Audience, Purpose, Style, Tone
Week 4 March 6	<ul style="list-style-type: none"> • Continue Working on Collaborative Essay #1 • Sentence Structure • Readings from Patterns • Continue to Read <i>Same Kind</i>
Week 5 March 13	<ul style="list-style-type: none"> • Sentence, Structure, and Grammar (Sentence Types Continued) • UPOWER- Strategy for in-class essays • Collaborative Essay #1 Due • Start Individual Essay with Revisions #1 • Readings from Patterns • Continue to Read <i>Same Kind</i>
Week 6 March 20	<ul style="list-style-type: none"> • Run-ons, Comma Splices, Fragments, and Subject-Verb Agreement • Description Paragraphs • Continue with Individual Essay with Revisions #1 • Readings from Patterns • Continue to Read <i>Same Kind</i>
Week 7 March 27	<ul style="list-style-type: none"> • Run-ons, Comma Splices, Fragments, and Subject-Verb Agreement • Individual Essay with Revisions #1 DUE • Midterm Exam on Readings, Grammar, and MLA- Wednesday in the lab.
Week 8 April 3	<ul style="list-style-type: none"> • Midterm Essay Exam will take up both classes.
Week 9 April 10	<ul style="list-style-type: none"> • Moving from Paragraphs to Essays • Thesis Statements • Collaborative Essay #2 • Readings from Patterns • Continue to Read <i>Same Kind</i> • Make Pronouns Reference Clear

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Date or Week	Activity, Assignment, and/or Topic Pages/ Due Dates/Tests
Week 10 April 17- Spring Break April 24 actual	<ul style="list-style-type: none"> • Collaborative Essay #2 • Continue to Read <i>Same Kind</i>
Week 11 May 1	<ul style="list-style-type: none"> • Collaborative Essay #2 Due • Readings from Patterns • Continue to Read <i>Same Kind</i> • Word Choice
Week 12 May 8	<ul style="list-style-type: none"> • Individual Essay with Revisions #2 • Essay Readings from Patterns • Continue to Read <i>Same Kind</i>
Week 13 May 15	<ul style="list-style-type: none"> • **No class on Wednesday for Veterans' Day** • Individual Essay with Revisions #2 • Readings from Patterns • Continue to Read <i>Same Kind</i>
Week 14 May 22	<ul style="list-style-type: none"> • Individual Essay with Revisions #2 is Due • Final Review for Final • Continue to Read <i>Same Kind</i>
Week 15 May 29	<ul style="list-style-type: none"> • Final Essay Exam- will take the entire week.
Week 16 June 5	<ul style="list-style-type: none"> • Final Exam for Readings, MLA, and Grammar, Usage, and Mechanics