Syllabus: English 110

Semester:	**Spring 2017**	Instructor Name:	**Justin Behrens**
Course Title & #:	**English 110**	Email:	**justin.behrens@imperial.edu**
CRN #:	**20266**	Webpage (optional):	
Classroom:	**412**	Office #:	
Class Dates:	**February 13 – June 9**	Office Hours:	
Class Days:	**Thursday**	Office Phone #:	
Class Times:	**5:30-9:45pm**	Emergency Contact:	**email**
Units:	**4**		

Course Description

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

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 Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2 Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (ILO1, ILO2)
3 Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4 Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

Course Objectives

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

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.

9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.

10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

The St. Martin's Guide to Writing 11th Edition, Axelrod and Cooper
Bedford/St. Martin's, ISBN-13: 978-1-319-08771-5

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

Grades are determined based on standard 100 –point scale.
Grading Scale: 100-90 = A / 89-80 = B / 79-70 = C/ 69-60 = D / 59-0 = F

Formative Assessments	200
Literary Analysis	200
Formal Essay: Argumentative	150
Formal Essay: Proposal	125
Formal Essay: Evaluation	125
Formal Essay: Narrative	100
Final: Writing Portfolio	100
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

N/A

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.
- Recycling Essays or Self-Plagiarism is reusing one's own work. This is not actually "plagiarism" since the ideas are not taken from someone else, but reusing previously written essays is not acceptable. ALL ESSAYS MUST BE ORIGINAL.
- 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.

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 and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC Student Health Center at 760-355-6310 in Room 2109 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 (subject to change)

Date	Topic / Assignment / Activity
Week 1 (2/16)	Introduction
Week 2 (2/23)	Argumentative Overview: Modes of Persuasion/Appeals (Ethos, Logos, Pathos) Formative Assessment
Week 3 (3/2)	Argument in Action: Class Debate and Utilization of Modes of Persuasion
Week 4 (3/9)	Formative Assessment: Informal Argumentative Essay
Week 5 (3/16)	Modes of Persuasion and Utilization in Formal Essays Formative Assessment Literary Analysis
Week 6 (3/23)	Lecture/Discussion Formal Essay: Argumentative Literary Analysis
Week 7 (3/30)	Formal Essay: Argumentative 1st draft due for Peer Review Writing Workshop
Week 8 (4/6)	Formal Essay: Argumentative final draft due Lecture/Discussion Formal Essay: Proposal Literary Analysis
Week 9 (4/13)	Formal Essay: Proposal 1st draft due for Peer Review Writing Workshop
Week 10 (4/20)	Spring Break (no class)
Week 11 (4/27)	Formal Essay: Proposal final draft due Lecture/Discussion Formal Essay: Evaluation Literary Analysis
Week 12 (5/4)	Formal Essay: Evaluation 1st draft due for Peer Review Writing Workshop

Week 13 (5/11)	Formal Essay: Evaluation final draft due Lecture/Discussion Formal Essay: Narrative Literary Analysis
Week 14 (5/18)	Formal Essay: Narrative 1st draft due for Peer Review Writing Workshop
Week 15 (5/25)	Formal Essay: Narrative final draft due Review for Final: Writing Portfolio Criteria Writing Workshop
Week 16 (6/1)	Final: Writing Portfolio 1st draft due for Peer Review Writing Workshop
Week 17 (6/8)	Final Due: Writing Portfolio