Imperial Valley College, Summer 2017
English 9—Basic English Composition II

Instructor Information
Kathleen Dorantes
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Best contact: Message on Canvas

Office Hours:
During summer semester, I am available online almost every day. Just write me on Canvas.

Office: 2791 (I will not be in my office very often in the summer.)

Course Information
Basic English Composition II—English 9—4 units—Online
CRNs #30097 and 30144

Class Meetings
We will have two class meetings throughout the summer for the midterm and the final essay. Students will orient themselves to the class by following the directions in Module 1. Students must come to campus to write midterm and the final exam essay.

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, non-degree 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

- Successful College Composition, by Kathryn Crowther, Lauren Curtright, Nancy Gilbert, et al.
  This is a free textbook that you may either use online, download, or print out. Copies of this book have been printed at the bookstore for your convenience and are priced around $18.
  The link for the book is:
  http://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1007&context=english-textbooks
- Battle Hymn of the Tiger Mother, by Amy Chua (any edition)
- Aplia. This is a Cengage software program that you will need to purchase separately. Instructions on how to purchase the program will be given in the first Module: Orientation. Do not try to purchase this program before the class begins and you receive specific instructions! The program is free for the first two weeks.

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 essay, leading to a mini-research paper.

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 we have a four-unit class, students are expected to spend 12 hours per week on online English 9. That includes reading, studying, and completing assignments. Since this is a summer class that is condensed into six weeks, expect to put in about 18-20 hours per week into this class.

Course Grading

Narrative Essay	100 points
Summary/Evaluation #1	25 points
Summary/Evaluation #2	25 points
Summary/Evaluation #3	25 points
23 Quizzes	115 points (5 points each)
15 Discussions	150 points (10 points each)
15 Aplia Lessons	150 points (10 points each)
Business Letter	20 points
Works Cited Page (5 sources)	20 points
Outline	10 points
Notecards	10 points
Research Paper	100 points
In-class midterm essay—Tiger Mother	100 points
Final	150 points

Grading Scale

900-1000 points—A
800-899 points—B
700-799 points—C
600-699 points—D
0-599 points--F

Extra Credit

There are a **total of 3** possible extra credit points.

- There are **three** extra credit points to students who post a photo of themselves as an avatar on Canvas by Friday, June 23. Watch the Screencast on how to post an Avatar on Canvas.

There may or may not be other extra credit throughout the semester for attendance and a short summary of special campus events. Due to the nature of extra credit, no accommodations can be made if a student cannot attend an extra credit event.

Grading Notes:

Sometimes a student misses very easy points such as quizzes, Aplia, discussions, etc. Sometimes a student misses a major assignment such as an essay. Toward the end of the semester when the student finally realizes he or she is failing, the student asks me to consider late work for a deadline that has passed long ago. I have built in generous late deadlines into the course, and I will not open up files and read papers for which deadlines have long since expired. The time to accumulate good scores to pass the class is when the task or assignment is due. This is how college classes operate. **Stay on top of your work by logging in at least FIVE days per week and completing at least one task every time you log on.** Online classes require the same amount of time but require more self-discipline than a face-to-face class.

The grade in English 9 is also qualitative. Twenty-five percent of the grade in this class is based on in-class writing. In-class essays that are not at the English 9 level will be given a zero or very low score. In order to pass English 9, students need to able to write well enough to move on to English 110.

Attendance, Enrollment, and Student Expectations

- A student who does not complete the first several activities of an online class will be dropped by the instructor. 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. For online courses, students who fail to complete required activities for several consecutive days 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.
- Deadlines and late work: Check CALENDAR regularly. All deadlines are posted there. A grace period is given for all essays and the research paper, quizzes, and some assignments. For late deadlines for discussions, as long there is there is a "create thread" button available, you may post your discussion. After the "due date," I will begin reading discussions. Once I read and score all of the discussions, I will close the discussion to New Threads, and you can no longer receive points for that discussion.
- Students are expected to obtain the required books and Aplia program. Not having a book is not an adequate excuse for not finishing an assignment, so without a book, a student is at a huge disadvantage and is in jeopardy of not passing the class. I have made efforts so that your books are affordable. If you cannot afford the texts or Aplia, you may wish to drop the class, save your money, and enroll when you can afford to buy the materials.
- **Proper format:** First drafts will be pasted onto discussion boards. I will comment on every first draft posted, so please review my comments and those of your classmates before revising your essay. Final essays will be submitted via Canvas, and they will be run through "VeriCite," an anti-plagiarism program. Essays should be double-spaced. In the top left corner of page 1, please use the following heading style on both the first draft and the final:

    > Name
    > Essay Name (Descriptive Narrative, etc.)
    > English 009—Instructor
    > Date draft is due
    > *Any final paper not having a heading will receive a 10-point deduction.

- Reading: The student is responsible for reading the texts and information in the Learning Modules. Students who do not complete the readings are unlikely to pass English 009.

- **"Trying Your Best":** This expression, "I tried my best," is often misused. One student misused this expression on a midterm. She wrote, "I am sorry, Mrs. Dorantes. I did not do the reading for this midterm, but I tried my best." If a student does not complete the reading or adequately prepare for assignments and quizzes, obviously, she did not "try her best." In fact, she "tried her worst!" There's no way to do worse on an essay than not do the reading. Please do "try your best," but make that expression mean something.

Devote the hours required for this class to complete the reading, assignments, and studying for this class. In fact, better than "trying your best" would be "DOING your best."

Communication Policy

The best way to contact me is via a message on Canvas. Expect a response to questions within 24 hours. Both phone messages and email are unreliable, so please use the messaging system on Canvas. Please use a moderate level of formality when contacting me. Please begin an email to me with "Dear Mrs. Dorantes," or "Hello, Mrs. Dorantes." Proofread your emails to college instructors.

Learning Modules

Because we don't meet in class, students need to read information rather than receive information through the traditional lecture. There are 15 Learning Modules in this class. Within each learning module, you will find content information, information about assignments, a discussion, at least one quiz, and one Aplia assignment.

Each Learning Module begins with an Overview that lists the unit objectives, learning outcomes, and what students will do to successfully complete the module. Print out these Overviews, and follow the activities under "What you will do."

Some activities in the Learning Module may be informational, and others will require you to complete a task or assignment. Deadlines are listed on the Overview and on Calendar.

Research Paper

A 4-5 page research paper will be due towards the end of the semester. It will require at least four sources from the IVC databases that must be documented according to the Modern Language Association (MLA) guidelines.

Final Exam

The final exam will consist of the Common Assessment Essay, as administered by all of the English 9 sections at IVC. This will be an argumentative in-class essay that will demonstrate that the student is ready to enter English 110 as the next composition class. Therefore, the essay must show solid development of ideas with a strong thesis statement, topic sentences, and organized text. Details must be strong and specific. The text must be written in correctly formed sentences with virtually no sentence-level or grammar errors. Strong command of diction, verb usage, and standard English is required to pass.

If you pass the Final, you will receive 150 points.
If you do not pass the final, you will receive 1 point.*

*Students should look upon the midterm as practice for the final. You will learn from this essay what you need to do to improve to be able to pass the English 9 final. The Common Final Assessment Essay is read by two other English 9 instructors. I will review all of the exams as well.

Discussions

There are 15 class discussions worth ten points each. Students will receive eight points for the original posting and one point for a total of two points for two responses. One point will be deducted for every lower case pronoun "i" in the discussion postings up to four points. Proofread your work

CANVAS

This class will use Canvas for Announcements, Gradebook, and Discussions. Students will be expected to check Canvas regularly. If I need to contact a student, I will use the message function on Canvas.

Essay Response Policy

Students should expect a response to essays in approximately one week from the time of submission. Please read through returned essays and use the comments to improve upon subsequent essays. I read, comment upon, and return essays in order of the time/date of submission. Early submissions are appreciated and are read first.

NetTutor

You will be asked to submit your narrative and research paper to NetTutor. More information will be available in the learning units.

Classroom Etiquette

- Electronic Devices: We will meet only a few times this semester. For these class meetings, cell phones and electronic devices must be turned off and put away. 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.
- 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.

Netiquette

Netiquette is etiquette for the Internet. Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- Don't capitalize all letters while posting a discussion, asking a question, or e-mailing someone. THIS IS CONSIDERED SHOUTING, AND IT IMPLIES THAT YOU ARE ANGRY. Capitalize words only to highlight an important point or to distinguish a title or heading.
- Never use profanity or make hurtful comments toward someone or when referring to someone's work. This is considered flaming.
- Be careful when using humor or sarcasm; you never know how someone else will interpret it.
- Be respectful of diverse opinions.
- Overall, please be courteous to me and to your classmates. Working within a safe, friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to my attention, and I will deal with the situation.

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.
The following acts are considered 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

- VeriCite: All final papers will be submitted via VeriCite, which is an anti-plagiarism software detector. **The point of this class is to improve your writing. You cannot improve your writing if you merely copy other people's writing.**
- 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.

Disabled Student Programs and Services (DSP&S)

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

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/

Course Map/Anticipated Class Schedule

Course Map for English 009: Basic Composition II
(This is the general outline of our class. The detailed schedule with tasks and deadlines is available in Calendar and in the Module Overviews.)

Section 1: Descriptive Narrative and Foundational Writing Skills
Learning Module 1: Understanding Course Navigation, Using Course Features, Aplia, Introductions

Learning Module 2: Writing a Narrative, Using Direct Quotations, Developing Description and Detail, Writing a Narrative Introduction, Understanding Audience, MLA Essay Format, Narrative Assignment

Learning Module 3: Recognizing Comma Splices and Run-on Sentences, using Transitions, Coordinating Conjunctions, Four Types of Sentences

Learning Module 4: Correcting Comma Splices and Run-On Sentences, Editing and Revision, Submission of Final Narratives

Section 2: Secondary Sources, Using the Databases, Reading Critically, Business Letter Format, and More Writing Mechanics
Learning Module 5: Understanding Essay Structure, Using the Databases, Writing summaries, Evaluating Sources

Learning Module 6: Strategies for Reading Critically, Annotating Sources, More on Comma Splices

Learning Module 7: Writing a Business Letter, SIRS Database, Recognizing and Correcting Sentence Fragments

Section 3: Documentation, Citation and Formatting
Learning Module 8: Creating a Works Cited Page, Avoiding Plagiarism, Understanding the Process of Writing a Research Paper, Writing a Thesis Statement

Learning Module 9: Understanding Note Cards as an Organizational Technique, More on Run-on Sentences

Learning Module 10: Writing an MLA Outline, In-Text Citations, Subject-Verb Agreement, Relative Pronouns

Learning Module 11: Direct Quotations and Paraphrasing, Block Quotations, Parallel Structure

Section 4: Argumentation
Learning Module 12: Understanding Argumentation, More on MLA Citations, Writing the Research Paper, Appositives

Learning Module 13: Review of the Thesis Statement, Coherence, First Draft of Research Paper

Learning Module 14: Final Research Paper, Review for the Final, Spelling Rules

Learning Module 15: Course Wrap-Up