

**Basic Course Information**

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Sacha Sykora</b>
Course Title & #:	<b>English 009</b>	Email:	<b>Sacha.sykora@imperial.edu</b>
CRN #:	<b>10235</b>	Webpage (optional):	<b>N/A</b>
Classroom:	<b>2751</b>	Office #:	<b>N/A</b>
Class Dates:	<b>8/14/17-12/8/17</b>	Office Hours:	<b>N/A</b>
Class Days:	<b>Monday</b>	Office Phone #:	<b>(760) 355-6553</b>
Class Times:	<b>5:30 pm-9:45 pm</b>	Emergency Contact:	<b>(760) 355-6224</b>
Units:	<b>4</b>		

**Course Description**

The course seeks to facilitate your mastery of the short essay at the college level. The course follows in sequence from ENGL 08 and will prepare you for ENGL 110.

This course is web-enhanced and requires the use of Canvas© for assignment information and submission. You will find the link to Canvas© under the “Student” drop-down menu on the IVC website.

**Course Prerequisite(s)**

ENGL 008 or ENGL 098 with a grade of “C” or better or appropriate placement. (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 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.

Lewis, Sinclair. *It Can't Happened Here*. Signet Chase. Signet Chase 1935. ISBN: 978-0-698-15270-0

Technology will be used in conjunction with this class. There will be several in-class discussions.

## 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.

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## Instructor Expectations:

1. Students who are absent the first day of class are automatically dropped from the course.

2. If you stop attending class make sure you drop yourself from the course.
3. Work is to be turned in on due date; late assignments will only be accepted one week after the due date.
4. You are responsible for knowing due dates for all assignments.

**Activities:** In addition to the essays you will be writing for this class, there are a number of other in class assignments that will factor into your final grade.

**Essays:** The essays will be the main form of assessment for the class. There will be two assignments for each essay. One will be for the first draft, and the other will be for the final draft. You will be participating in peer reviews with your first draft. To receive credit on a final draft, you must submit a hard copy of your first draft along with the rubric, peer review, and final draft.

Students will be required to write five main essays in this class (narrative, persuasive, cause and effect, compare & contrast, and research), as well as a research paper. All essays should be a minimum of three pages in length (3-5 optimal). In addition, there will be essay questions from the book to count as the midterm. There will also be various class activities, peer reviews, Blackboard discussions, and projects throughout the semester.

**Reading Quizzes:** Quizzes will be given periodically to ensure students are reading assigned material. The assigned book will also be a part of the final.

\*Missed quizzes may not be made up

\*Not all quizzes are announced

#### **Discussion Forum/Blog:**

1. Every week you will also be required to participate in Blackboard discussions regarding your reading(s).
2. Your discussion forum post must be a minimum of 4-6 sentences.
3. Make sure to answer all questions in the prompt.
4. In your response be sure to use academic language, paragraph structure, sentence structure, and grammar.

#### **Course Grading Based on Course Objectives**

**Essays- 50% (Narrative 10%, Persuasive 10%, Cause & Effect, Compare & Contrast 10%, and Research 10%)**

**Participation-10% (group work, in-class assignments, & quizzes)**

**Canvas Discussions-5%**

**Common Final- 20%**

**Midterm Test-15%**

#### **Essay grading policy**

1. Essays are graded on a percent of a 100.
2. Grades reflect the overall quality of the work turned in, how complete the work is and whether the instructions from the assignment were properly followed.
3. A rubric will be used to grade each essay.

**\*\*\* Late essays are accepted only one week after the due date of the rough draft. A fifty-percent penalty will apply NO EXCEPTIONS !**

**\*There may be an opportunity for extra-credit, I will let you know sometime during 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.
- 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, only students enrolled in the class may attend; children are not allowed.

### 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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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 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 counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### **Veteran's Center**

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### **Extended Opportunity Program and Services (EOPS)**

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

### **Student Equity Program**

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

### **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**

**\*\*\*Tentative, subject to change without prior notice\*\*\***

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 8/14/17	Introduction, syllabus, writing assessments, Canvas, and in-class writing assessment	<b>Buy textbooks</b> <b>Read- <i>It can't Happen Here</i> Ch. 1-3</b> <b>Discussion #1 due: 8/21/17</b>
Week 2 8/21/17	Chapter 1 & 3- The Writing Process Introduction to narrative essay	<b>Read- <i>It can't Happen Here</i> Ch. 4-6</b> <b>Discussion #2 due: 8/28/17</b> <b>Narrative rough draft due 9/11/17</b>
Week 3 8/28/17	In class narrative essay Chapter 4-6-Writing the paragraph, essay, and reading for thinking, discussion & writing	<b>Read- <i>It can't happen here</i> Ch. 7-10</b> <b>Discussion #3 &amp; 4 due: 9/11/17</b> <b>Narrative due final draft due 9/18/17</b>
<b>Holiday</b> 9/4/17	<b>Holiday Labor Day</b>	<b>Read-<i>It can't happen here</i> Ch. 11-14</b> <b>Discussion #5 due: 9/18/17</b> <b>Persuasive rough draft due 9/25/17</b>
Week 4 9/11/17	Narrative in-class essay Chapter 7-Descriptive Narration Peer review narrative essay	<b>Read-<i>It Can't Happen Here</i> Ch. 15-19</b> <b>Discussion #6 due:9/25/17</b> <b>Persuasive final draft due 10/2/17</b>
Week 6 9/18/17	Introduction to Persuasive essay Chapter 15-Argument In class persuasive essay	<b>Read-<i>It Can't Happen Here</i> Ch. 20-24</b> <b>Discussion #7 due: 10/2/17</b> <b>Cause &amp; Effect rough draft due 10/9/17</b>
Week 7 9/25/17	Peer review persuasive essay Chapter 8-Exemplification Chapter 9-Analysis by Division	<b>Read-<i>It can't happen here</i> Ch. 25-30</b> <b>Discussion #8 due- 10/9/17</b> <b>Cause &amp; Effect final draft due 10/16/17</b>
Week 8 10/2/17	Introduction to Cause & Effect Essay In-Class Cause & Effect Essay Chapter 11-Cause & Effect	<b>Read-<i>It can't happen here</i> 31-33</b> <b>Discussion #9 due- 10/16/17</b> <b>Compare &amp; Contrast rough draft due 10/23/17</b>



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Week 9 10/9/17	Peer Review Cause & Effect Essay Chapter 12 Classification Chapter 13 Compare & Contrast	<b>Read-It Can't Happen Here Ch. 34-38</b> <b>Discussion #10 due- 10/23/17</b> <b>Compare &amp; Contrast final draft due 10/30/17</b>
Week 10 10/16/17	<b>TEST BASED ON BOOK/MIDTERM</b> Compare & Contrast In-class essay	
Week 11 10/23/17	Peer Review Compare & Contrast Chapter 10-Process Analysis	<b>Research essay rough draft due 11/13/17</b>
Week 12 10/30/17	Introduction to Research Essay Chapter 16	
Week 13 11/6/17	Research essay using sources MLA Chapter 17-Writing Effective Sentences	
Week 14 11/13/17	Research peer review Practice for Common Final	
Week 15 11/20/17	<b>HOLIDAY THANKSGIVING BREAK</b>	
Week 16 11/27/17	<b>Common Final</b>	<b>Research Paper final draft due 11/27/17</b>
Week 17 12/4/17	<b>Finals Week</b>	