

**IMPERIAL VALLEY COLLEGE, SPRING 2017**  
**ENGLISH 09 -- BASIC ENGLISH COMPOSITION II**

**Basic Course Information**

Semester:	Spring 2018	Instructor Name:	Scott Simpson
Course Title & #:	Basic Composition II	Email:	scott.simpson@imperial.edu
CRN #:	20203 & 20242		
Classroom:	CRN 20203: Rm 2751 CRN 20242: Rm 304B	Office #:	2794
Class Dates:	Feb 12 -- June 8		
Class Days:	M/W	Office Phone #:	760 355-6164
Class Times:	online	Emergency Contact:	English Department secretary
Units:	4		

**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, nondegree applicable)

**Course Prerequisite(s) and/or Corequisite(s)**

ENGL 008 with a grade of "C" or better or appropriate placement.

**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. Develop an essay that contains a thesis statement, provides adequate support, and employs an clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that avoids sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. 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)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance (ILO1, ILO2, ILO3, ILO4)

**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 & Other Resources or Links**

1) Writing Matters 2nd edition by Peter Beidler (**ISBN-10:** 1603811745; **ISBN-13:** 978-1603811743) available electronically for immediate purchase (Kindle edition: [https://www.amazon.com/Writing-Matters-Peter-G-Beidler-ebook/dp/B00D8IPVU0/ref=mt\\_kindle?\\_encoding=UTF8&me=](https://www.amazon.com/Writing-Matters-Peter-G-Beidler-ebook/dp/B00D8IPVU0/ref=mt_kindle?_encoding=UTF8&me=)) for \$6.95 Get this immediately as we will be using it Week One.

2) The National Football League and Brain Injuries by Richard G. Hamermesh and Matthew Preble only available for purchase online at

<https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG>

The National Football League and Brain Injuries case study will be needed for our third essay.

### **Course Requirements and Instructional Methods**

Over the course of this term, students will read, examine, analyze, and evaluate readings, video lectures and a 20-page case study. Students will participate in online discussion threads. Students will learn basic college composition skills, focusing on writing essays, 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.

Be prepared to spend about 12 hours each week on English 9 online. You should plan on logging on to Canvas and working on this class every day. Try to complete at least one task every time you log on to this class.

## Course Grading Based on Course Objectives

### Major Writing Assignments

1. Brainology paragraph (Dweck)	5%
2. Definition Mode Essay (Dweck/Zimbardo)	10%
3. Compare/Contrast Essay (Carl Jung/American Dream)	15%
4. Argument Essay (NFL & Brain Injuries)	15%
*5. Final exam (essay written in class)	20%
6. Mini-Research paper (cause/effect mode/Mass Delusions)	15%

Note: If the Mini-Research paper is not handed in, there will be no opportunity to pass the course. Period. This is not an optional assignment, regardless of your grade up to that point.

No Mini-Research paper = no pass !

Why? The next English class is ENGL 110, and it involves writing research papers from day one, so this experience is necessary and helpful for you!

\* The final exam is basically graded on a pass/fail basis, and there are three possible grades:  
Fail: 0 points   Pass: 150 points   High Pass: 200 points

### Other Assignments

Outlines	5% (3 outlines)
Sentence Writing Exercises	10%
Quizzes (very few!)	5%

### Grading Scale

90 -- 100% = A

80 -- 89 = B

70 -- 79% = C

60 - 69% = D

0 - 59% = F

- Deadlines and late work: A **short** grace period is given for essays and some other assignments.

Expect late work to be docked points.

- Note that plagiarism results in a zero for any assignment and could lead to discipline by the college which could not only dismissal from the class but also permanent expulsion from IVC.
- Also note that the instructor reserves the right to assign a grade of zero to any assignments if the quality of writing is not similar to the quality of writing shown in the final exam.

## **Advice on Grades • Success in Class**

Absolutely do your utmost to complete every assignment. Hand in all the essays. And do your best to complete all of the other assignments as (1) those assignments prepare you to succeed in the weightier assignments and (2) all those points that may not seem so much at first definitely add up to a lot of points by the semester's end.

### **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 on a timely basis 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 the first week and thereafter 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.

## **Communication Policy**

The best way to contact me is via email/message on Canvas. My email address is [scott.simpson@imperial.edu](mailto:scott.simpson@imperial.edu)

Expect a response within 24 hours. Both phone messages and email can be unreliable, so please use the messaging system on Canvas. You may also come to see me on campus during my on-campus office. Even though my office hours are posted above, I am on campus for many additional hours. Write me to make an appointment.

**You should have multiple internet browsers on your computer: Chrome, Firefox, Safari,** etc. as some websites function best with a particular browser. If you have difficulties accessing all the functions for Canvas, try another browser which will probably work perfectly.

## **Mini-Research Paper**

A 3-5 page research paper will be due at 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 be an essay that will demonstrate readiness of the student to enter English 110. 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. There are three possible scores on the final exam: no pass, pass, and high pass. A grade of "no pass" is zero points. A grade of "pass" is 150 points. A grade of "high pass" is 200 points.

The final exam is read by two other English 9 instructors. I will *review* all of the exams as well. (I will grade the ENGL 09 finals written by students in other ENGL 09 classes.)

## **Canvas**

This class will use Canvas for posting class materials. Your responsibility is to access them and complete those assignments.

If you have never logged into Canvas before, here are instructions:

Canvas website: Login Instructions for Students

Students can login by going to [www.imperial.edu](http://www.imperial.edu) and in the Student Menu selecting Canvas.

For your username, you will use the first part of your student email address (e.g. jdoe2)

For your password, you will use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know your IVC email address, these two locations can help you find out that information:

- <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)
- <https://my.imperial.edu/student-email> (This does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes.)

## **Essay Response Time Policy**

Students should expect a reasonable response time to essays of approximately one week from the time of submission. Essays are graded with great care and attention. 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. Submissions are read in the order they are received. All essays are electronically put through a plagiarism checker.

## **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.

Note that the instructor reserves the right to grade assignments handed in electronically as zeroes if the quality of writing is not similar to the quality of writing shown in the final exam.

## 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**

What follows is a week-to-week overview. The weekly schedule will be posted in great detail on Canvas.

Week 1: Understand the College's add and drop policies, and procedures; Read *Brainology* (Dweck) and participate in related online discussion board.

Week 2: Sentence Structure with Simple Sentences; *Writing Matters* textbook: Chapter One-- Do you really need to know how to write well? Chapter Two-- What holds students back from performing well in college writing courses? Chapter Three-- What is an acceptable essay? Understand Carol Dweck's concept of Mindsets more fully by watching an interview with her; Write a college level paragraph on *Brainology* (Dweck).

Week 3: Sentence Structure with Compound Sentences (Coordinating Conjunctions); *Writing Matters* textbook: Chapter 4-- What is a strong thesis statement? Chapter 5-- How can you find your own best writing process?

Week 4: Writing Sentences with Subordinating Conjunctions; *Writing Matters* textbook: Chapter 6-- What makes a strong essay? Chapter 7-- How is writing a process of discovery? Chapter 8-- What are the essential parts of an essay and their purpose?

Week 5: Elements of an Essay; What Is a Definition Mode Essay?; Who is Dr. Phillip Zimbardo?; What Is Your Personal Time Perspective & What Are the Implications?; *Writing*

*Matters* textbook: Chapter Nine-- What makes a compelling essay introduction? Chapter 24-- What does it mean to include concrete details in your essays?

Week 6: Sentence Structure with Complex Sentences; Gaining Background Knowledge for the First Essay (Your Personal Time Perspective vis-à-vis Zimbardo's Time Perspective Inventory; *Brainology*; *Writing Matters* textbook: Chapter Ten-- How deep do I need to go in a college essay? Chapter Thirteen-- Is it okay to use "I" in college essays?

Week 7: Essay Introduction Strategies; Writing Complex Sentences in Context (Conjunctive Adverbs); Writing the Outline for the First Essay; *Writing Matters* textbook: Chapter 11-- What Does Voice Refer to in Academic Writing? Chapter 12-- How Do I Organize My Essays? The First Essay Is Due

Week 8: The Compare/Contrast Essay; Background Knowledge on the American Dream Is Built up as Preparation for the Second Essay; *Writing Matters* textbook: Chapter 14-- What is a compare/contrast essay? Chapter 16-- How do I need to consider my audience when I write a college essay?

Week 9: Carl Jung's Message about the American Dream; Writing Complex Sentences in Context (More with Conjunctive Adverbs); *Writing Matters* textbook: Chapters 19 & 20-- What makes a healthy body paragraph and how to sure a sick one.

Week 10: Outline of Essay #2 Is Due; Self-Analysis Paragraph on Writing Performance, Write Essay #2; *Writing Matters* textbook: Chapter 21-- Critical thinking is necessary in order to write well.

Week 11: The Argument Essay; New Essay Topic/Gather Background Information/Read Case Study *The National Football League and Brain Injuries*; *Writing Matters* textbook: Chapter 15-- How do I approach writing an argument essay?

Week 12: Find Your Argument on the NFL/Brain Injury Topic (essay #3); Outline Essay #3; *Writing Matters* textbook: Chapter 22-- How Can I Develop My Essays?

Week 13: Outline of Essay #3 Is Due; Essay #3 Is Due; Introduction to the Research Paper; *Writing Matters* textbook: Chapter 23-- Choosing the right words to convey exactly what you want to say; Preparation for writing the Mini-Research Paper in Cause/Effect Mode/Gather Background Information/Read About The McMartin Trials and watch the film *Indictment: The McMartin Trial*; Topic of "Mass Delusion" and the Causes of Mass Delusions

Week 14: Further Preparation for writing the Mini-Research Paper; Accessing the Academic Databases for a Research Paper; Citing Sources of Information in Your Research Paper; How to Incorporate Sources of Information into Your Research Paper

Week 15: MLA Style for Research Papers; Works Cited Page; More on Citing Sources in the Text of the Research Paper; Final Exam; Write Outline of Mini-Research Paper

## Week 16: Hand in the Mini-Research Paper; Course Evaluations

All of the above-- Tentative, subject to possible change without prior notice