

## Imperial Valley College Course Syllabus

**Basic Course Information**

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

|                  |                          |  |   |
|------------------|--------------------------|--|---|
| Semester         | Spring 2018              | Instructor Name                                    | <b>Judy Cormier</b>                                     |
| Course Title & # | English 09               | Email  | <b>judy.cormier@imperial.edu</b>                        |
| CRNs #           | 20231, 20232             | Webpage  | Available on the IVC home page under faculty websites   |
| Room             | 3600, 203                | Office   | 2797  |
| Class Dates      | Feb.13-June 5, 2018      | Office Hours                                       | M 2:00-3:30, Tu 12:30-1:00<br>W 1:00-2:30, Th 1:00-1:30 |
| Class Days       | TuTh                     | Office Phone #                                     | X6709   |
| Class Times      | 10:20-12:25<br>2:00-4:05 | Office contact if student will be out or emergency | Email   |
| 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, 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. 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

- Ackley, Katherine Anne. *Perspectives on Contemporary Issues* 8<sup>th</sup> ed. Cengage. 2018. ISBN: 13:9781305969377. Print out syllabus outline and handout package.
- Physical dictionary (no electronics).

- Highlighter marker, **black** pens (no Sharpie-type markers), pencils, white-out.
- Paperback secure binder for portfolio materials.
- Standard (large) size Blue Book or Green Book (needed for department exam).
- Loose-leaf 11 x 8 ½" white notebook paper (preferably without plastic striping).  
(Get proper size notebook paper.)

**These materials are required. We will be using them extensively.**

## Course Requirements and Instructional Methods

### English 09 Portfolio

**This is a tentative portfolio. I may add, change or eliminate topics and assignments in order to better serve the needs of the class.**

\*\*\*\*\*

**50%—Various collected essays scored individually and averaged**

**25%—Portfolio: Reader response logs and uncollected essays**

**25%—Research paper and English department essay exam (final exam) averaged**

## Course Grading Based on Course Objectives

- Papers are awarded points based on a six point scale. Points reflect the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed.
- **Papers that do not demonstrate competency in the basic writing skills of grammar, spelling and punctuation will not receive passing scores.** (See essay rubric below for specific grading criteria.)
- Editing and conferencing days are part of your grade for the essays and research paper.

**Scale:** 6.0-5.0=A    4.9-4.0=B    3.9-3.0=C    2.9-2.0=D    1.9-1.0=F    0=Missing or incomplete

## ***Criteria for a High- Quality (A) Paper***

### **ORGANIZATION:**

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

### **DEVELOPMENT:**

Body paragraphs are fully developed with at least seven sentences and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

### **CRITICAL THINKING:**

This paper shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if applicable. Good quality and helpful examples are used. Conclusions avoid summary.

### **RESEARCH:**

This paper follows MLA format precisely. The works cited page is done correctly and includes at least four or five entries. Internal citations match the works cited page. The student demonstrates an emerging ability to evaluate sources by using only good quality sources in the paper. There is no plagiarism in this paper.

### **MECHANICS:**

This paper demonstrates excellent grammar, spelling and punctuation skills. There are few or no GPS errors in this paper. The paper has a variety of sentence types and patterns. The paper shows a good command of the English language and no ESL errors will be found.

Paper is clearly written for an academic audience. It is written informal language and idiomatic expressions are kept to a minimum.

## **Scoring Rubric**

**5.8-6.0 (“A+”) Excellent**

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

**5.0-5.7 (“A”) Very good**

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

**4.0-4.9 (“B”) Commendable**

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

**3.2-3.9 (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs maybe slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

**2.9-3.1 (“D+/C-”) Borderline**

This paper is on the edge and not really acceptable. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

**2.0-2.8 (“D”) Not acceptable: Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

**1.0-1.9 (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

**0 (“F”) Missing or not accepted for scoring**

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Perhaps the paper was not submitted into Canvas properly (if required).

**Homework and Late Work:**

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points. I do not accept incomplete assignments.
- I may make changes in the outline or portfolio as needed.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

## Attendance

**Since much of our work is done in class, there is a close correlation between regular attendance and success.**

- 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.
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- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.

- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

## Classroom Etiquette

- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No soda cups with straws and no coffee cups.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or "street" language during discussions. Don't assume *everyone* in your group uses that kind of language or approves of it. In other words, let's show some *class* in this class!
- 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.
- 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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- **I require cell phones to be not just turned off, but put away off the desk. Do not be using your cell phone during class, or I may ask you to leave.**

## 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.
- 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 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) use of a commercial term paper service

**Bringing prewritten materials from home for in-class writing will be considered cheating and will be handled accordingly.**

### **Additional Student Services and Support**

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.

- **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.

#### ***Resources:***

- The skeleton lecture notes can be found on my website or on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics: <http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or [ww.roanestate.edu/owl](http://ww.roanestate.edu/owl)

- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.
- To submit a paper into Canvas VeriCite: Go to Canvas. Click on appropriate assignment. Click on Submit Assignment. Browse, find file and download. Click on box that says, “I certify that I have read . . .” and submit. To check your similarity score, go to the Grades link. I do not keep grades on line, but this is a way to check the similarity score for your paper.

## 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.

## Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100. Contact them at 760-355-6313 if you feel you need to be evaluated for educational accommodations.

## 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 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](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/>

## Class Anticipated Course Schedule / Calendar

**TuTh**                      **ENGLISH 09 CLASS OUTLINE**                      Spring 2018

This is a tentative outline. I may add, change, or eliminate topics, assignments or due dates in order to better serve the needs of the class. Changes may occur without prior notice.

I do not say in advance which essays will be collected. Essays are turned in at the end of the class period when called for.

*All phones are to be kept off the desk and put away.*

Page numbers reference *Perspectives on Contemporary Issues* 8<sup>th</sup> ed.

### February

Tu 13

DUE:    **Survey**

TOPICS: Introduction to class. Tour of the syllabus  
How we learn (U.R.A.). Long-term & short- term memory  
**Survey conferences**

HW:     Buy text and materials. Print out package materials (near the syllabus)  
Read "Reading Critically" pp. 3-7  
Read "Writing a Critique" pp. 50-59

Th 15

DUE:    -----

TOPICS: How to do the writing portfolio and how to do the reader response logs (should be completed before essay #5). Some of these readings will form the basis for some in-class essays.  
Grammar errors

HW:     Read "Writing a Summary" pp. 41-45  
Read *Establishing Style, Tone and Voice* on Canvas  
(Use this information to help you with the response logs)

Tu 20

DUE:    -----

TOPICS: Punctuation errors

HW:     Work on portfolio  
 *Keep going back to your portfolio and fixing up your papers throughout the semester*  
Read "Writing an Argument" pp. 64-81

Th 22

DUE:    -----

TOPICS: Preliminary evaluation of "Winning"  
Forming and evaluating thesis statements

HW: Work on portfolio  
 Read “Revising Your Paper Globally” and other topics pp. 30-40

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Tu 27

DUE: -----

TOPICS: Focusing and developing paragraphs  
 Eliminating redundancy  
 Superficial vs full development  
 Writing and evaluating point-centered essays

HW: Work on portfolio

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## March

Th 1

DUE: -----

TOPICS: Hallmarks of informal language and other common errors to avoid  
 Forming effective essay introductions

HW: Work on portfolio

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Tu 6

DUE: -----

TOPICS: Essay introductions (continued)  
 Forming effective essay conclusions

HW: Work on portfolio

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Th 8

DUE: -----

TOPICS: Essay conclusions (continued)  
 Re-evaluating “Winning”  
 Working with outlines

HW: Work on portfolio  
 Read Outline Page p.159  
 Read “The Writing Process” pp. 20-29

 *Bring writing materials to next class. NO PHONES OR COMPUTERS.*

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Tu 13

DUE: -----

TOPICS: Introduction to MLA formatting for cursive papers  
 Preparation for essay #1: Brainstorming and outlining  
 Drafting of essay #1

HW: Work on portfolio

➡ REMINDER: ALL DRAFTS AND PREWRITING MATERIALS ARE TO BE TO BE TURNED IN BEFORE YOU LEAVE CLASS. DO NOT TAKE THESE MATERIALS HOME AND DO NOT BRING PRE-WRITTEN MATERIALS FROM HOME. ALL WORK IS TO BE DONE IN CLASS, UNLESS INSTRUCTED OTHERWISE.

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Th 15

DUE: **Essay #1**

TOPICS: Editing, conferencing and final drafting of essay #1

HW: Work on portfolio

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Tu 20

DUE: -----

TOPICS: Preparation for essay #2: Brainstorming and outlining  
Drafting of essay #2

HW: Work on portfolio

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Th 22

DUE: **Essay #2**

TOPICS: Editing, conferencing and final drafting of essay #2

HW: Work on portfolio

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Tu 27

DUE: -----

TOPICS: Preparation for essay #3: Brainstorming and outlining  
Drafting of essay #3

HW: Work on portfolio

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Th 29

DUE: **Essay #3**

TOPICS: Editing, conferencing and final drafting of essay #3

HW: Work on portfolio  
Read "Writing a Research Paper" pp. 121-168

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## April

2-6 Spring break



Tu 10

DUE: -----

TOPICS: Introduction to MLA research papers

HW: Work on portfolio

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Th 12

DUE: -----

TOPICS: Research papers continued      Library?

HW:       **Begin research paper.** *(There will be two formal editing days for this paper. Editing credit is part of your grade.)*

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Tu 17

DUE: -----

TOPICS: Preparation for essay #4: Brainstorming and outlining  
Drafting of essay #4

HW:      Work on portfolio  
Work on research paper

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Th 19

DUE:      **Essay #4**

TOPICS: Final drafting of essay #4

HW:      Finish portfolio  
Work on research paper  
             You may bring a copy of your portfolio readings 1-5 next class

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Tu 24

DUE: -----

TOPICS: Writing argumentative reading response essays  
Guide question discussion and essay outlining of log readings 1-5

HW:      Edit portfolio  
Work on research paper

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Th 26

DUE: -----

TOPICS: Drafting of essay #5

HW:      Edit portfolio  
Work on research paper

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## May

Tu 1

DUE:      **Essay #5**

TOPICS: Final drafting of essay #5

HW:      Edit portfolio  
Work on research paper  
             You may bring a copy of your portfolio readings 6-10 next class

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Th 3

DUE: -----

TOPICS: Writing analytical essays  
Guide question discussion and essay outlining of log readings 6-10

HW: Edit portfolio  
Work on research paper

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Tu 8  
DUE: -----  
TOPICS: Drafting essay #6

HW: Edit portfolio  
Work on research paper

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Th 10  
DUE: **Essay #6**  
TOPICS: Final drafting of essay #6

HW: Edit portfolio  
Finish research paper

➡ Class editing of research paper next class. Bring a printed copy and don't forget to bring the works cited page. ★ (Reminder: Class editing is part of your grade for this paper.)

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Tu 15  
DUE: **Completed research paper for editing**  
TOPICS: Class editing of research paper

HW: Edit portfolio and research paper

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Th 17  
DUE: **Paragraph**  
TOPICS: Using modifiers for description and clarity ("Old House" paragraph). Oral presentations

HW: Edit portfolio and research paper

➡ Individual conferences of research paper next class. Bring a printed copy and don't forget to bring the works cited page. ★ (Reminder: An individual conference is part of your grade for this paper.)

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Tu 22  
DUE: **Research paper for conferencing**  
TOPICS: Individual conferences for research paper

HW: Edit portfolio and research paper

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Th 24  
DUE: **Paragraph**  
TOPICS: Writing a process analysis ("Mousetrap" paragraph). Oral presentations

HW: Edit portfolio and research paper

★ *Research paper is due next class. Submit this paper into Canvas*

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Tu 29

DUE: **Research paper**

TOPICS: Testing tips and practice exam

HW: ➡ *Department exam next class. Bring your large size Blue Book or Green Book*

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Th 31

DUE: **Department test**

TOPICS: English Department final exam

HW: ➡ *Carefully edit reader response logs and other portfolio materials  
Portfolio and logs are due next class. Put them in order in a binder*

★ *Submit your portfolio into Canvas as **one** document*

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## June

5

DUE: **Portfolio** (Response logs, uncollected essays and paragraphs)

TOPICS: Homonyms and homophones. Last day of class



Have a great break!