

### Basic Course Information

Semester	<b>Summer 2018</b>	Instructor Name	<b>Sacha Sykora</b>
Course Title & #	<b>English 009</b>	Email	<a href="mailto:sacha.sykora@imperial.edu">sacha.sykora@imperial.edu</a>
CRN #	<b>30095</b>	Webpage (optional)	
Room	<b>Building 3000/Room 3000</b>	Office	<b>Part-Timers: Room 809</b>
Class Dates	<b>6/18/18-7/25/18</b>	Office Hours	<b>n/a for part-time faculty</b>
Class Days	<b>Monday-Thursday</b>	Office Phone #	<b>Part-time faculty may use dept. secretary phone number.</b>
Class Times	<b>7:30 a.m.-10:35 a.m.</b>	Office contact if student will be out or emergency	<b>Sara Hernandez (760) 355-6337 Tony Gamboa (760) 355-6378</b>
Units	<b>4</b>		

### 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)

### 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, narrative, 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. Brandon, Kelly & Brandon, Lee J. *Paragraphs, and Beyond with Integrated Readings*. Houghton Mifflin 2015 (13<sup>th</sup> ed). ISBN: 978-1-305-65418-1
2. Technology will be used in conjunction with this class. There will be several in-class discussions on Canvas.

### 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. Since this is a four unit class (four credit hours), this means that you should expect to do about eight hours of our of class work every week.

**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.
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 you 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 four main essays in this class (narrative, argumentative, literary response, compare & contrast), as well as a research paper. All essays should be a minimum of three pages in length (3-5 optimal). In addition, there will essay questions from the book to count as the midterm.

**Discussion Forum/Blog:**

1. You will also be required to participate in Canvas discussions.
2. Your discussion forum post must be a minimum of 4 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- 600 points (Narrative 100, Persuasive 100, Compare/Contrast 100, Cause/Effect 100, Literary 100, and Research 100)**

**Participation- (group work, in-class assignments, and quizzes) 200**

**Common Final- 200**

**Essay grading policy**

1. Papers 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 used to grade each essay.
4. 1,000 points total

**Late essays are accepted only one day 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

#### Required Information --Discretionary language

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- 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.

### Academic Honesty

#### Required Language

- 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 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) using a commercial term paper service.

### Additional Help – Discretionary Section and Language

- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Study Skills Center (library). Please speak to the instructor about labs unique to your specific program.
- 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, 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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College Course Syllabus for English 009, Summer 2018

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Imperial Valley College is dedicated to helping 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/>

**Anticipated Class Schedule / Calendar**

**TENTATIVE SUBJECT TO CHANGE**

<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
<b>Week 1</b> 6/18-6/21	-Introduction, syllabus, writing assessments, and Canvas -Introduction to writing a narrative essay -Narrative essay peer review -MLA	<b>Buy textbooks</b> <b>Narrative due</b> <b>-Rough draft due 6/20</b> <b>-Final draft due 6/21</b>
<b>Week 2</b> 6/25-6/28	-Introduction to argumentative/persuasive essay -Paraphrase, summary, and quotation -Persuasive essay peer review	<b>Persuasive Essay</b> <b>-Rough draft due 6/27</b> <b>-Final draft 6/28</b>
<b>Week 3</b> 7/2-7/5	Intro. To compare and contrast Intro. To Outlining -Compare/Contrast peer review	<b>Compare/Contrast</b> <b>-Rough draft 7/5</b> <b>-Final draft 7/9</b>
<b>Week 4</b> 7/9-7/12	-Intro. To cause/effect essay -Cause/Effect peer review -Review MLA	<b>Cause/Effect</b> <b>-Rough draft 7/11</b> <b>-Final draft 7/12</b>
<b>Week 5</b> 7/16-7/19	-Intro. research Essay -Intro. Literary analysis -Peer review literary analysis	<b>Final draft literary analysis due 7/25</b> <b>-Rough draft research due 7/24</b> <b>-Final draft research due 7/25</b>
<b>Week 6</b> 7/23-7/25	-Prepare for common final -Peer review research essay	<b>-Common Final</b> <b>-Research essay due</b>