

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Karin Deol Eugenio
Course Title & #:	English 9	Email:	Karin.deol@imperial.edu
CRN #:	10239	Class Days	Wednesday
Classroom:	2751	Units	4
Class Dates:	8/15/18- 12/5/18	Class Times	05:30-09:45

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). This course is 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.
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support.
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors.
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations.

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.

Imperial Valley College Course Syllabus

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

Clark, Roy P. *The Glamour of Grammar*. Little Brown & Company, 2011.

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.

Course Grading Based on Course Objectives

Essays	500 points	50%
Homework	250 points	25%
Group activities/participation	250 points	25%
TOTAL:	1000 points =	100%

Superior = A Above average = B Average = C Poor=D Unacceptable = F

90%-100% = A 80%-89% = B 70%-79% = C 60% -69% = D Less than 60% = F

Assignments:

All assignments should be **typed**, double-spaced and in MLA format.

Your class assignments/homework are divided into two categories: **low stakes and high stakes**. Essays 1-4, everything related to essays, and both portfolios are “high stakes”. All other assignments, including journal responses are considered “low stakes.”

Low stakes: Although you should always be conscious of using proper grammar, mechanics and organization, leniency is given here. My priority when assessing this work is your ideas and reflection. These kinds of assignments are imperative in the practice of writing frequently. Practice makes perfect.

High Stakes: In these assignments, you should pay careful attention to details, content, grammar, organization and MLA format.

If you miss a class, it is your responsibility to contact a classmate. Find at least 2 reliable classmates and exchange contact information. Again, this is your responsibility; do not email me for missed classwork.

Classmates’ Contact Information

- 1. _____
- 2. _____

Late Work:

All writing assignments must be completed ON TIME! Absolutely no exceptions!... UNLESS we make prior arrangements.

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 provides 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.

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.

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.

English 9 Body Paragraph Rubric

	Strong	Competent	Developing	Needs Work
Controlling Idea/Thesis	Writer has an insightful, clear controlling idea for the paragraph.	Writer has a clear controlling idea for the paragraph.	Writer needs to clarify and strengthen the controlling idea of the paragraph.	Writer needs to compose a clear controlling idea for the paragraph.
Organization	Writer composes a paragraph with a logical flow of ideas clearly connected to the controlling idea.	Writer composes a unified body paragraph, which overall is connected to the controlling idea.	Writer needs to revise so that the paragraph has a logical flow of ideas with clearer connections to the controlling idea.	Writer needs to compose or substantially revise the paragraph so it contains one main idea and flows logically.
Development	Writer fully supports the paragraph with relevant, specific examples and explains/analyzes their significance.	Writer supports the paragraph with mostly relevant, specific examples and explanation/analysis.	Writer needs to reinforce the paragraph with more relevant, specific examples and explanation/analysis.	Writer needs to provide relevant, specific examples and explanation/analysis in the paragraph.

<p>Language, Mechanics, and Style</p>	<p>Writer uses precise language appropriate to audience and purpose, has a command of a variety of sentence structures, and edits sentence boundary issues and errors that interfere with communication.</p>	<p>Writer uses language appropriate to audience and purpose, uses a variety of sentence structures, and edits most sentence boundary issues and/or errors that interfere with communication.</p>	<p>Writer needs to revise to make language more appropriate to audience and purpose, to add more variety to sentence structures, and to edit sentence boundary issues and/or errors that interfere with communication.</p>	<p>Writer needs to substantially revise to make language more appropriate to audience and purpose, to add variety to sentence structures, and to edit sentence boundary issues and errors that interfere with communication.</p>
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Assignment Fulfillment	Yes		No	
Process Writing	Writer thoughtfully applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.	Writer applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.	Writer needs to apply more stages of the writing process, including pre-writing, organizing, drafting, revising and editing.	Writer needs to practice all stages of the writing process, including pre-writing, organizing, drafting, revising and editing.

Reflection/ Growth Feedback and Other Comments				

English 9 Essay Rubric

	Strong	Competent	Developing	Needs Work
Controlling Idea/Thesis	Writer has an insightful, clear thesis that effectively controls the essay.	Writer has a clear thesis that controls the essay.	Writer needs to clarify the thesis and strengthen its control over the essay.	Writer needs to compose a clear thesis that controls the essay.
Organization	Writer composes unified body paragraphs, each one with one main idea clearly connected to the controlling idea.	Writer composes unified body paragraphs, which overall are connected to the controlling idea.	Writer needs to revise so that each body paragraph contains one main idea, flows logically, and has clearer connections to the controlling idea.	Writer needs to compose or substantially revise body paragraphs, so each one contains one main idea, flows logically, and has clear connections to the controlling idea.
Development	Writer supports all paragraphs with relevant, specific examples and explains/analyzes their significance.	Writer supports paragraphs with mostly relevant, specific examples and explanation/analysis.	Writer needs to reinforce most body paragraphs with more relevant, specific examples and explanation/analysis.	Writer needs to provide relevant, specific examples and explanation/analysis in all body paragraphs.

<p>Language, Mechanics, and Style</p>	<p>Writer uses language appropriate to audience and purpose, uses a variety of sentence structures, and edits most sentence boundary issues and/or errors that interfere with communication.</p>	<p>Writer uses language appropriate to audience and purpose, uses a variety of sentence structures, and edits most sentence boundary issues and/or errors that interfere with communication. While errors are present, they don't interfere with communication.</p>	<p>Writer needs to revise to make language more appropriate to audience and purpose, to add more variety to sentence structures, and to edit sentence boundary issues and/or errors that interfere with communication.</p>	<p>Writer needs to substantially revise to make language more appropriate to audience and purpose, to add variety to sentence structures, and to edit sentence boundary issues and errors that interfere with communication.</p>

Assignment Fulfillment	Yes		No	
Process Writing	Writer thoughtfully applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.	Writer applies multiple stages of the writing process, including pre-writing, organizing, drafting, revising and editing.	Writer needs to apply more stages of the writing process, including pre-writing, organizing, drafting, revising and editing.	Writer needs to practice all stages of the writing process, including pre-writing, organizing, drafting, revising and editing.

Reflection/ Growth Feedback and Other Comments	
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Tentative Class Schedule- Subject to change

UNIT 1: Consumerism

Week 1:

- Introductions/ Ice Breaker
- Review Syllabus
- Watch “They Live” video clip and discuss
- Guided Discussion Group Work. Questions to discuss in groups: What is consumerism? Do you think “Consumerism” is an essential part of American Culture? Explain. Guided Discussion Group Work. Questions to discuss in groups: What is consumerism? Do you think “Consumerism” is an essential part of American Culture? Explain.

Homework:

1. Read Part 1, 2 & 3 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Consumer log: Begin tracking your purchases for 3 weeks (21 days).
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Week 2

- Watch: Story of Stuff Video
- In groups, discuss “The Story of Stuff” video. What observations did you make? Do you agree with the video? Does this seem relevant and similar to your life? Explain and share with the class.

Homework:

1. Read part 4, 5 & 6 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Create an outline and thesis statement for essay 1.
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Week 3

*Basic review of necessary components in essay 1.

Homework

1. Read part 7, 8 & 9 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Work on rough draft due next week.
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Week 4

- Essay 1 peer editing. More in-class Writing.
 - Finalize Consumerism Unit

Homework:

1. Read Part 10, 11 & 12 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Write final draft, due next week!
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Week 5

Unit 2: Food

- **Essay 1 Due! Begin new unit**

Homework

1. Read Part 13, 14 & 15 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Finish Essay 1!!!
-

Week 6

- Discuss: “What role does food play in American society?”
- Watch “Food Matters.” Class Discussion based on this question: How do we ensure the food we consume is safe.”

Homework:

1. Read Part 16, 17 & 18 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.

2. In a one-page summary, write about your reaction to the documentary, “Food Matters?” Did it change your perspective? Do you agree or disagree with its overall message?

Week 7

- Watch Food Documentary
- Introduce Cesar Chavez quote, “If you really want to make a friend, go to someone’s house and eat with him...The people who give you their food give you their heart.”
- Group work based on this question, “Growing up, what role did food play in your family life?” 20 minutes in groups, then share with class.

Homework:

1. Read Part 19, 20 & 21 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 3. “What did you learn today in your groups? Did their experiences with food differ from yours? Or was it surprisingly close to your memories?”
 4. What did you learn about GMOs? How do you feel about GMOs?
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Week 8

- Discuss Cesar Chavez quote in groups of 4 and share with class.
- Read “Health app” article. “As technology evolves in our society, how do you think it will affect our society’s overall health?”
- Give essay 2 assignment! Essay 2 prompt: “As technology evolves in our society, how do you think it will affect our society’s overall health?” 2-3 pages, Works Cited, MLA format
- Brainstorming in groups. Come up with an outline and thesis statement. Share with class.

Homework

1. Read Part 22, 23 & 24 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Create an outline and introductory paragraph for essay #2. Be prepared to work on it in class.
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Week 9

- In- class writing and workshopping.

Homework

1. Read Part 25, 26 & 27 in *The Glamour of Grammar*. Summarize in a minimum of 1 page.
 2. Rough Draft due next week.
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Week 10

- In class: Peer editing

Homework

1. Read Part 28, 29 & 30 in “The Glamour of Grammar.” Summarize in a minimum of 1 page.
 2. Work on Essay 2 Final draft due 10/21!
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UNIT 3: Planet

Week 11

- Essay 2 due!
- Watch Documentary
- Group discussion

Homework

1. Read Part 31, 32 & 33 in “The Glamour of Grammar.” Summarize in a minimum of 1 page.
 2. Summarize the documentary in 1-2 pages. MLA format.
-

Week 12

- In groups, come up with 1 of each kind of evidence for this question: In what ways can reducing our consumption benefit the planet?

Homework

1. Read Part 34, 35 & 36 in “The Glamour of Grammar.” Summarize in a minimum of 1 page.
2. Work on the rough draft for Essay 3, which is due next week.

Week 13

- **Watch Ted Talk**, Jonathan Foley: “The Other Inconvenient Truth.” http://www.ted.com/talks/jonathan_foley_the_other_inconvenient_truth.html
- In groups, discuss this question for 20 minutes: “How do we feed the world without destroying it?”
- Students share group feedback with the rest of class.

Homework

1. Read Part 37, 38 & 39 in “The Glamour of Grammar.” Summarize in a minimum of 1 page.
 2. Finish Essay 3
-

Week 14

- **Essay 3 due!**
- In groups, find a quote online, which addresses, “Climate Warming.” Any variation of this topic is fine.
- In written form, introduce, include and translate it.
- With the rest of class, discuss: Where did you find the quote? Why did you choose it? Was it easier or harder to introduce and translate it then you originally thought?

Homework

1. Read Part 40, 41 & 42 in “The Glamour of Grammar.” Summarize in a minimum of 1 page.

UNIT 4: Community Service Learning

Week 15

- Watch Ted Talk
- http://www.ted.com/talks/bunker_roy.html
- In groups of 3, discuss: What is the importance of Bunker Roy's actions?

Homework

1. Read Part 40- 45 in "The Glamour of Grammar." Summarize in a minimum of 1 page.
 2. Essay 4 Rough Draft; bring 2 copies to class.
 3. Start thinking of somewhere to volunteer or donate.
-

Week 16

- In groups of 3, students share volunteer experience.
 - "Where did you go?"
 - "What did you do?"
 - "How did it make you feel?"
 - Why is your chosen organization important?
- Share feed back with the rest of class.

Homework

1. Read Part 46- 50 in "The Glamour of Grammar." Summarize in a minimum of 1 page.
 2. Work on final draft, due next week!
 3. Last week to volunteer or donate.
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Week 17

- **Last day of Class. Final draft of essay 4 due!**
- 30-45 minute in-class written response to the following prompt: *How have you grown and changed as a writer over the course of the semester? What do you feel are your strengths? What are some areas you feel you can continue to improve?*
- Essay 4 Work-shopping
- Potluck?

Student Questionnaire

1. Name:

(Any nickname you would prefer I call you?):

2. What city do you live in?

3. Email address you check frequently:

4. Do you work? (Circle one) Yes No

5. If Yes, how many hours/week? _____

6. What is your first language?

7. What other languages can you speak fluently (if any)?

8. What were the last two English or Writing classes you've taken? (In High School or Community College)

9. How did decide you to take English 49? (Circle one)

Placement exam

Retaking it

It was the first English class I saw

10. What other classes are you taking this semester?

11. Anything else you would like me to know?

