

Basic Course Information

Semester	Fall 2018	Instructor's Name	Nikolai Beope
Course Title & #	English 110	Instructor's Email	nbeope@gmail.com
CRN #	10267	Webpage	Canvas
Room	203	Office	2798
Class Dates	AUG 13 – DEC 08	Office Hours	Tuesday 3:30 – 4:45 PM Thursday 3:30 – 4:45 PM Friday 2:30 – 4:00 PM
Class Days	T/Th	Office Phone #	(760) 355-6328
Class Times	1:00 – 3:05 PM	Who students should contact if emergency or other absence	Instructor
Units	4		

Course Description

English 110 is the standard freshman course in English at IVC. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

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. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Analyze an argumentative text for claim support, and fallacies. (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)

7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Required:

“How the Garcia Girls Lost Their Accents”, Julia Alvarez

“Writing Arguments, A Rhetoric with Readings”, Ramage, Bean, Johnson. Concise 7th Edition. Pearson, 2016

Course Requirements and Instructional Methods

1. In-class writing/group activities: There will be a number of in-class writing assignments and group activities that are required and integral to the class. It is your responsibility to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade. **These exercises cannot be made up.**
- 2) All assignments (homework and essays) are due on the assigned date **at the beginning of class** unless otherwise specified. All essay assignments must be typed and follow current MLA standards.
- 3) Barring emergencies, **late papers and/or emailed papers will not be accepted.** If you have unusual circumstances discuss them with me before assignment due date.
- 4) All assignments must be **completed satisfactorily**. An assignment that does not follow instructions or is incomplete will receive **zero** credit.
- 5) All readings **will be uploaded to Canvas** and found under “files.” All assignments (homework and essays) will be uploaded and found under “pages.”

Assignment #1: Expository essay. (Letter grade)

Assignment #2: Analytical essay. (Letter grade)

Assignment #3: Argumentative research paper. (Letter grade)

Midterm: An in-class essay responding to a prompt, no less than 5 paragraphs in length and aimed at an academic audience. (Quiz grade)

Final: An in-class essay responding to issues found in “How the Garcia Girls Lost Their Accents,” no less than 5 paragraphs in length and aimed at an academic audience. (Quiz grade)

Annotated Bibliography: List sources and describe specifically what part of each is relevant to your research paper and why. (Letter grade)

Presentation: Towards the due date of essays, students will give a 4-6 minute presentation on his or her research topic. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with, to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given beforehand. The audience will be your peers in this class. (Letter grade)

Extra Credit: Throughout the semester there will be many ways to receive extra credit points. These points will **only influence** homework and quiz scores.

Course Grading Based on Course Objectives

15%: Participation (includes in-class writings, rough drafts and peer review)

15%: Homework, midterm, quizzes (unannounced)

10%: Final

15%: First essay assignment

15%: Second essay assignment

15%: Third essay assignment

15%: Final

Grading system:

90 – 100 = A 80 – 89 = B 70 – 79 = C

60 – 69 = D <59 = F

Attendance

- A student who fails to attend the first meeting of a 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 (4)** may be dropped. Students who exceed this number will automatically **receive a failing grade for their participation grade.**
- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.
- Please avoid coming late to class or leaving early. Students who arrive to class more than 30 minutes late or leave more than 30 minutes early **will be marked as absent.** The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If you have unusual circumstances discuss them with me before class.

Classroom & Email Etiquette

- Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones **will lose participation points without warning.** If you find it necessary to use a laptop, you must sit near one of the front rows.

- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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 who are found to be chatting amongst each other—this includes signing—during lecture will also lose participation points. If the problem is consistent they will also be asked to leave the classroom.
- Children and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Email: Please email me at the address found at the top of the syllabus. Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. **Under no circumstances should students email assignments**, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Canvas for handouts, or ask your peers for lecture notes.

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.

Additional Help

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

- **Canvas Support Site.** The Canvas Support Site provides a variety of support channels available to students 24 hours per day.
- **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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

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

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 Schedule

Week 1 **August 14/16**

Intro to course & course materials

Assignment #1 handout, examples and discussion

Analysis

Creating introductions and conclusions

Structuring paragraphs

(Readings*: Syllabus, week 1 Canvas readings)

Homework**: Analysis ex., Paragraphing ex.

* Readings will be quizzed and discussed the following class unless otherwise specified.

**All homework is due the following class meeting unless otherwise specified.

Week 2 **August 21/23**

Rhetorical appeals

Understanding descriptive language

Fallacies

(Readings: *How the Garcia Girls Lost Their Accents* chapter 1, week 2 Canvas uploads, *Writing Arguments* chapters 1, 2, 3

Homework: Fallacy ex. Description Ex.)

Week 3 **August 28/30**

Constructing a thesis statement

Moves of revision

Thursday: Due rough draft assignment #1 (Must meet page count)

(Readings: *How the Garcia Girls Lost Their Accents* chapter 2, week 3 Canvas uploads, *Writing Arguments* chapter 4 & Appendix I)

Week 4 **September 4/6**

Assignment #1 final due

Group 1 presentation

Assignment #2 handout, example and discussion

(Readings: *How the Garcia Girls Lost Their Accents* chapter 3, week 4 Canvas uploads)

Week 5 **September 11/13**

Citing sources

Selecting and integrating material

Summary, paraphrasing and direct quotation

(Readings: *How the Garcia Girls Lost Their Accents* chapter 4, week 5 Canvas uploads, *Writing Arguments* Appendix II

Homework: Citing sources ex.)

Week 6 **September 18/20**

Citing sources cont.

Toulmin warrant

(Readings: *How the Garcia Girls Lost Their Accents* chapter 5, week 6 Canvas uploads, *Writing Arguments* chapters 4, 5 & 6)

Week 7 **September 25/27**

Types of claims

Thursday: Bring two copies of Assignment #2 for Peer Review (Must meet page count)

(Readings: *How the Garcia Girls Lost Their Accents* chapter 6, week 7 Canvas uploads, *Writing Arguments* chapters 10 & 13

Homework: Ethical claims ex.)

Week 8 **October 2/4**

Weeks 1 – 8 review

Assignment #2 final due

Group 2 presentations

Assignment #3 handout, example and discussion

(Readings: *How the Garcia Girls Lost Their Accents* chapter 7, week 8 Canvas uploads)

Week 9 **October 9/11**

Tuesday: Midterm

Types of claims, cont.

Creating a bibliography

Evaluating external/internal credibility

(Readings: *How the Garcia Girls Lost Their Accents* chapter 8, week 9 Canvas uploads, *Writing Arguments* chapters 11

Homework: Evaluative claims ex.)

Week 10 **October 16/18**

Counterarguments

Rogerian counterargument

(Readings: *How the Garcia Girls Lost Their Accents* chapter 9, week 10 Canvas uploads, *Writing Arguments* chapter 5

Homework: Counterargument ex.)

Week 11 **October 23/25**

Types of claims, cont.

Inductive/Deductive reasoning

(Readings: *How the Garcia Girls Lost Their Accents* chapter 10, week 11 Canvas uploads, *Writing Arguments* chapter 12

Homework: Casual claims ex.)

Week 12 **October 30 November 1**

Types of claims, cont.

Thursday: Bring two copies of Assignment #3 for Peer Review

(Readings: *How the Garcia Girls Lost Their Accents* chapter 11, week 12 Canvas uploads, *Writing Arguments* chapter 14

Homework: Policy claims ex.)

Week 13 **November 6/8**

Assignment #3 final due

Group 3 presentations

(Readings: *How the Garcia Girls Lost Their Accents* chapter 12, week 13 Canvas uploads)

Week 14 **November 13/15**

Advanced grammar review: nominalization, passive/active voice, problem verb phrases

(Readings: *How the Garcia Girls Lost Their Accents* chapter 13, week 14 Canvas uploads
Homework: Nominalization ex., Passive/active voice ex.)

Week 15 **November 20/22**

Holiday week, no classes

(Readings: Finish *How the Garcia Girls Lost Their Accents*)

Week 16 **November 27/29**

Semester review

Film: TBA

Finals Week **December 4/6**

Tuesday: optional make-up/extra credit quiz

Thursday: final, in-class essay

Note: Instructor reserves the right to change any scheduled instruction depending on needs or speed of class

