

ENGL 110 – Composition and Reading

Basic Course Information

Semester	Winter 2019	Instructor	James Patterson, PhD
Course	CRN 15022	Email	james.patterson@imperial.edu
Time	12:30-3:35 p.m.	Webpage	http://faculty.imperial.edu/james.patterson
Room	313A	Office	Office 406
Units	4 units	Office Hours	by appointment only

Course Description

This is the standard course in first-year English composition. 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.

Course Learning Objectives

To ensure satisfactory completion of the course, students will:

1. Write multiple essays – including one research paper and one final exam – that, together, add up to 6,000 words of formal writing;
2. Demonstrate a command of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading;
3. Compose error-free essays that avoid sentence-level and grammar problems;
4. Compose unified essays that include support for the thesis statement, clear development, and effective transitions;
5. Demonstrate a command of writing patterns by effectively integrating various rhetorical modes such as compare/contrast, definition, cause/effect, and argumentation together to produce sophisticated, college-level essays as appropriate;
6. Demonstrate an ability to adapt writing strategies to the requirements of the writing situation (e.g. in-class writing, research writing, reflective writing) or to tailor a written assignment to address specific audiences (both general and academic);
7. Demonstrate a thorough understanding of research strategies and library skills (including electronic databases) to identify and evaluate resources for a research paper;
8. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines;
9. Demonstrate a command of rules regarding plagiarism and academic ethics;
10. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts;
11. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone;
12. Analyze and evaluate the strategies an author uses to make and support a claim, including the use of fallacies; and
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts.

Textbooks & Other Resources or Links

Guptill, Amy. *Writing in College: from Competence to Excellence*. Open SUNY Textbooks, 2016. ISBN: 978-1-942341-21-5 ebook. <<https://textbooks.opensuny.org/writing-in-college-from-competence-to-excellence/>>.

Patterson, James David. *Academic Writing*. Glenn Paul Press, 2018.

Williams, Joseph M., and Lawrence McEnerney. *Writing in College*. The University of Chicago Writing Program. 2018. <<https://writing-program.uchicago.edu/undergrads/wic0intro>>.

- The student will need access to her/his IVC email account, WebSTAR, and Canvas. Specific instructions and assignments will be available only through Canvas.
- In addition, the student is expected to have access to a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.
- In-class writing assignments must be completed in black or blue ink on standard 8½ x 11 notebook paper with clean edges.

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.

One last point that needs to be made early and often:

There are no shortcuts to good writing.

Course Grading Based on Course Objectives

Essay Development (4 x 10 = 40 points)

The student will provide evidence of pre-writing strategies and outlining skills for each of the assigned research papers. The work will culminate in a comprehensive outline which will be uploaded into Canvas for instructor review and feedback.

Peer Editing (4 x 10 = 40 points)

The student will provide peer editing to the work of other students in the class. Specifically, the student will review grammar, spelling, and punctuation as well as evaluating the thesis statement and essay organization. In order to participate in peer editing sessions in class, the student must submit a first draft of the given assignment.

Research Papers:

1. Expository paper (30 points)..... 500 words and 2 assigned sources
Academic Writing 700 words and 2 assigned sources
Conduct research and analyze the characteristics of academic writing at the university level within your major field of study.

Works Cited

Guptill, Amy. *Writing in College: From Competence to Excellence*. Open SUNY Textbooks, 2016.

Williams, Joseph M. and Lawrence McEnerney. "Writing in College." *The University of Chicago Writing Program*. U of C, 2013.

2. Analytical paper (30 points)..... 600 words and 3 assigned sources
The Art of Procrastination 800 words and 3 assigned sources
Procrastinate: verb. To put off intentionally the doing of something that should be done. Conduct research into the concept of procrastination. Develop a short research paper that
 - defines procrastination,
 - provides examples from your own life, and
 - discusses consequences of procrastination.
 - Develop a strategy to reduce your own procrastination (the *ART* of procrastination).

Works Cited (*in chronological order*)

Lee, Eunju. "The Relationship of Motivation and Flow Experience to Academic Procrastination in University Students." *The Journal of Genetic Psychology*, March 2005. pp. 5-14.

Choi, Jin Nam, and Sarah V. Moran. "Why Not Procrastinate? Development and Validation of a New Active Procrastination Scale." *The Journal of Social Psychology*, April 2009. pp. 195-211.

Seo, Eun Hee. "A Comparison of Active and Passive Procrastination in Relation to Academic Motivation." *Social Behavior and Personality*, 2013. pp. 777-786.

- 3. Definition paper (30 points)..... 700 words and 4 credible sources
 - A Key Concept in My Career 900 words and 4 credible sources
- 4. Argumentative paper (30 points) 800 words and 4 credible sources
 - A Debate in My Field of Study..... 1000 words and 4 credible sources

The first and final drafts for each of the research papers will be submitted through Canvas assignments. The final draft must be saved as a Microsoft Word document (.docx) or PDF and uploaded into Canvas. Documents submitted in any other format (e.g., Google Docs) will remain unread and ungraded until the student submits the draft in the correct format. Penalties for late submissions may apply.

"Be paranoid about verb tense" (Nicole Carter).

post mortem Essays:

The Latin term *post mortem* means *after death*. When each of the first three papers are graded and returned to the student, the student-author will review and evaluate the strengths and weaknesses of the paper. The student will then prepare and submit a short essay describing the strengths and weaknesses and describing – in detail – adjustments to be made in preparing the next assigned paper. The *post mortem* essays should be typed in correct MLA format (or APA format) and sent to the instructor as an email attachment.

Reading Comprehension Quizzes:

Following a reading assignment, the instructor will quiz the student on her/his comprehension of the text. Students may refer to their notes during these quizzes; students may not access the reading assignment itself.

Pop Quizzes:

During the course, the instructor will regularly assess student knowledge regarding grammar and punctuation rules as well as MLA format and documentation guidelines. These quizzes will account for 15% of the overall final grade.

Plagiarism Certificate:

<http://education.indiana.edu/~frick/plagiarism/> to tutorials and tests to attain a Plagiarism Certificate.

"As long as they are well-intentioned, mistakes are not a matter for shame, but for learning"
(Margaret Heffernam, businesswoman).

Plagiarism Certificate.....	30 points
Essay Development.....	40 points
Peer Editing.....	40 points
Research Papers	120 points
<i>post mortem</i> Essays.....	30 points
Reading Comprehension Quizzes	130 points
Pop Quizzes	80 points
Midterm Examination	30 points
Final Examination.....	30 points

Minimum Point Total for a Passing Grade of C: 400 points

Anticipated Class Schedule / Calendar

Week 1	Introduction to Course, begin work on Paper 1
Week 2	Finish Paper 1, begin work on Paper 2
Week 3	Finish Paper 2, begin work on Paper 3, midterm examination
Week 4	Finish Paper 3, begin work on Paper 4
Week 5	Finish Paper 4, begin planning for Spring 2019 semester, final examination

Attendance

- A student who fails to attend the first meeting of the class will be dropped by the instructor on the Opening Day Roster.
- A student who fails to attend the second meeting of the class will be dropped by the instructor on the Census Roster.
- 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.
- 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 may be turned on during class. Please step out of the classroom to make or receive a call. Students who bring laptop computers to class are expected to sit in the back of the classroom so their screens do not distract other students.
- 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

Students should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If the student does not understand how to correctly cite a source, the student must ask for help. There is no difference between accidental and intentional plagiarism.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source.
 - Quoting from a source without identifying the quoted words with quotation marks is plagiarism.
 - Failing to provide accurate and complete bibliographic information for research materials is plagiarism.
- 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, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating 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.

In-Class Quizzes:

Nearly every class period, the student will be given a short quiz based upon material presented in class or the assigned reading. The students will be allowed to *use their notes*. The NOTES referred to are the student's written notes taken during class presentations and/or while reading the assigned material. The notes may be hand-written or typed as the student prefers. Electronic notes will not be allowed.

Emergency Procedures

In the event of an evacuation alarm, students will calmly gather their belongings and proceed in an orderly fashion to the designated staging area to await instructions. All campus roadways should be kept open to allow emergency vehicles to access all areas of the campus. Once the All Clear is sounded, the instructor will provide additional instructions.

In the event of an emergency situation in the classroom, the instructor will ask for two volunteers. One volunteer will be asked to step out of the classroom and call 9-1-1. The second volunteer will be asked to use the classroom phone to dial the campus operator. [The campus operator will notify campus security to provide directions to the classroom for any emergency vehicles and/or personnel. All other students will be asked to help clear the area around the emergency and a clear way to the classroom door. Then the instructor will provide additional instructions.

In the event the classroom emergency is the instructor, a designated class captain will ask for two volunteers to call 9-1-1 and the campus operator. All other students will be asked to gather their belongings and leave the area.

Additional Help

- Login Assistance: use the college's Password Reset Tool here: <http://reset.imperial.edu> or call the Admissions and Records Front Desk @ 760-355-6101 during business hours.
- 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 annex). 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. Information is available [online](#). The IVC Student Health Center is located in the Health Science building in Room 1536, 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](#).

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials [online](#).

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.
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement.
4. Demonstrate command of rules regarding plagiarism and academic ethics.