

### Basic Course Information

Semester:	<b>Spring 2019</b>	Instructor Name:	<b>Darren Simon</b>
Course Title & #:	<b>English 9 Basic Comp II</b>	Email:	<b>Darren.simon@imperial.edu</b>
CRN #:	<b>20221</b>	Webpage (optional):	
Classroom:	<b>304B</b>	Office #:	
Class Dates:	<b>Feb. 11 – June 9</b>	Office Hours:	
Class Days:	<b>Monday</b>	Office Phone #:	<b>760.337.1386</b>
Class Times:	<b>5:30 to 9:45</b>	Emergency Contact:	
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. Develop an essay that contains a thesis statement, provides adequate support, and employs 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 or Links**

Book: College Writing Skills with Readings, Ninth edition ISBN13: 9780078036279

A good notebook used solely for this course

A dictionary to be brought to each class

### **Course Requirements and Instructional Methods**

This is writing course so you will do a lot of writing. You will have up to five take-home essays, including a research paper, and two to three in-class essays. Additionally, you will have weekly grammar assignments. You will have quizzes as needed, a mid-term, a common final and grammar final. All out-of-class essays are due at the beginning of class the following week unless otherwise stated. Late work will not be accepted unless the student has made previous arrangements with the teacher.

### **Course Grading Based on Course Objectives**

Take-home writing: (subject to change as necessary during the course)

- One 20 pt short essay
- One 50 pt full essay
- Two 100 pt full essays
- Two to Three 50 pt. in-class essays (in prep for final)
- Research paper 200 pts.
- Quizzes: 20 to 40 pts. each
- Mid-term: 200 pts.

- Essay Final: 300 pts
- Grammar Final: 70 pts.

### 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.
- Excessive tardies or leaving the class early on a continual basis could also lead to a student being dropped from the class.
- 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, no one who is not enrolled in the class may attend, including children.

### 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.** 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. 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 provide 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 therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

### **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.

### **Anticipated Class Schedule/Calendar**

#### **Week 1**

**Roster**

**Syllabus**

**Opening discussion on a paragraph/essay**

**Practice paragraph**

**Open with discussion on run-ons and fragments**

**review parts of speech**

**Assign Practice paper**

**Week 2**

**Buy book**

**Elements of an essay**

**Writing Process**

**Continue on run-ons and fragments**

**Continue Parts of Speech**

**Assign short essay**

**Week 3**

**Turn in short-essay**

**More on parts of speech**

**Assign short response paper on *The Outsiders***

**Week 4**

**Finish parts of speech**

**Move to chapter on subjects/verbs**

**Return short-essay to be re-written**

**Assign Essay 1**

**Week 5**

**Turn in Essay 1**

**Turn in re-write of short essay**

**Continue on subjects and verbs**

**Second short response paper from *The Outsiders***

**Week 6**

**Turn in second response paper to *The Outsiders***

**End subjects and verbs**

**Return Essay 1 to be re-written**

**Week 7**

**Turn in re-write of Essay 1**

**Assign Essay 2**

**Week 8**

**Turn in Essay 2  
Prepare for mid-term**

**Week 9**

**Mid-Term  
Give back Essay 2 to be re-written**

**Week 10**

**Turn in re-write to Essay 2  
Start chapter on clauses/phrases  
Go over mid-term  
Discuss critical response paper  
Assign take-home critical response essay**

**Week 11**

**Turn in take-home critical response essay  
Continue work on clauses/phrases  
Discuss research paper**

**Week 12**

**Give back take-home critical response paper  
Continue discussion of clauses/phrases  
Do in-class critical response paper  
Continue discussion of Research Paper**

**Week 13**

**Give back first in-class critical response paper  
Start chapter on fragments  
Assign Research Paper**

**Week 14**

**Do second in-class critical response paper  
Prepare for grammar final  
Prepare for common final  
Review drafts of Research Papers**

**Week 15**

**Common Final**

**Review second draft of research paper**

**Week 16**

**Turn in final draft Research Paper**

**Grammar Final**

**\*\*\*Tentative, subject to change without prior notice\*\*\***