

Basic Course Information

Semester:	SPRING 2019	Instructor Name:	Kaylene Elliott
Course Title & #:	ENG 10: Accelerated Composition	Email:	Kaylene.elliott@imperial.edu
CRN #:	20247	Office #:	809
Classroom:	3400	Office Hours:	Mondays 1-2 pm, Thursdays 10-11 am
Class Dates:	February 11-June 7, 2019	Emergency Contact:	English Department Secretary: 760-355-6224
Class Days:	Thursdays Hybrid course requires online access	Remind:	www.remind.com/join/f7dgbh Or text @f7dgbh to 81010
Class Times:	7:30 AM-9:00, 9:10-10:00 AM		
Units:	4		

Course Description

Accelerated class that prepares students for transfer-level English composition and associate degree classes. Emphasizes and develops skills in critical reading and academic writing. (Nontransferable, nondegree applicable)

Course Prerequisite(s) and/or Corequisite(s)

There are no Prerequisites for this course.

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 a clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that minimizes 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, ILO4, ILO5)

Course Objectives

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

1. Develop and apply the use of discovery techniques in writing and interpreting readings.

2. Demonstrate an understanding of the difference between connotative and denotative meaning in the study and analysis of others' writings.
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.
4. Write essays totaling at least 4000 words of formal writing that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation.
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.
6. Develop text interpretation supported by citations from the readings.
7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments, comma splices, and fused sentences.
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing

Textbooks & Other Resources or Links

The Power of Habit

Charles Duhigg

Random House

ISBN 978-0-8129-8160-5

Ebook ISBN 9780679603856

The Other Wes Moore: One Name, Two Fates

Wes Moore Spiegel & Grau

ISBN 978-0-385-52820-7

Ebook ISBN 978-1-58836-969-7

Successful College Composition

Kathryn Crowther, et al.

Galileo Open Learning Materials

<https://oer.galileo.usg.edu/cgi/viewcontent.cgi?article=1007&context=english-textbooks>

Access to a computer and printer

Access to Canvas

Course Requirements and Instructional Methods

Instructional Methods

This class will include:

Discussion

Group Activity

Lab Activity

Individual Assistance

Individual Reading

Individual Writing

Digital Assignments

Each week, students will be responsible for completing the required reading, which includes book chapters, articles, textbook chapters, and module pages on Canvas prior to class time. Additionally, students are required to stay on top of assignments in class and on Canvas. Students are expected to participate in all discussions and activities as well as be respectful during lecture. Students that choose not to do so will be asked to remove themselves from the course.

***Please note that this class is a hybrid.** Students must show up to class scheduled on campus. Students must participate in discussions, assignments, and quizzes presented in a digital phase.

Course Requirements

All essays must have proper formatting.

-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font. The first line in each paragraph should be indented .5 inches (half an inch). In the top left corner of page 1, please use the following heading style on all drafts:

Name

Professor Elliott

ENG 10

Date draft is due

Total essay points include prewrites, rough drafts, reviews, and various other assignments relating to the essay. You must take your essay to be reviewed by a tutor. Late Policy: You have seven (7) days after the due date to turn in late work with the exception of Essay #3 which **cannot** be turned in late. All late work will be given half credit. Rough and final drafts must be submitted through Canvas.

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

Assignment	Points Possible	Grading Scale
Essay #1	100	90-100% = A
Essay #2	175	80-89% = B
Essay #3	225	70-79% = C

In Class Writings	50 ea. (150 total)	60-69% = D
Journals	100	0-59% = F
Canvas Discussions/Assignments	100	
Canvas Quizzes	50	
In Class Participation	100	
Total	1,000 points	

Get Out of Jail Free cards- At the beginning of the term, each student will receive one (1) Get Out of Jail Free card. This card can be used to replace one assignment, 3 journal entries, or provide a two (2) day extension on the deadline for one (1) essay. Please note that the Get Out of Jail Free card cannot be used for in class writings or Essay #3. The teacher must be notified that the student plans to use the card ON OR BEFORE the due date, and the student must surrender the card to the teacher. If the Get Out of Jail Free card is not used by the end of the term, the student may submit the card for ten (10) points of extra credit.

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.

*Students should not rely on the instructor to drop them. Students must be responsible for their own education and should drop themselves should they desire to discontinue the course.

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. The first student to point out this sentence to the instructor will receive one point of extra credit. 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 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 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. If a student points out this sentence to the instructor, she will bring store-bought cookies for the entire class (once per semester). 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.

Anticipated Class Schedule/Calendar

Instructor reserves the right to change the schedule with or without notice.

Date	In Class	On Canvas	Reading
Week 1 February 14	Introduction, review syllabus, diagnostic writing, introduce “Brainology” article, Journal #1 “Brainology”	Introduction Discussion, Syllabus Quiz,	1.1 and 2.1 in SCC
Week 2 February 21	Description essay, prewriting strategies, Organizing ideas, Graphic Organizer, Journal #2 TPOH	“Goodbye to My Twinkie Days” Discussion, Prewriting Quiz	“Goodbye to My Twinkie Days”, TPOH pages 1-59, 3.2, 1.5, 1.6, and 2.2 in SCC
Week 3 February 28	Discuss TPOH 1-59, drafting strategies, begin drafting body paragraphs, discuss narrative writing, Journal #3 TPOH	“38 Who Saw Murder Didn’t Call the Police” Discussion, Drafting Quiz	“38 Who Saw Murder Didn’t Call the Police”, TPOH pages 60-126, 1.2, 1.6, and 2.3 in SCC
Week 4 March 7	Discuss TPOH 60-126, drafting introductions and conclusions, format, In Class Writing , Journal #4 TPOH	Introduction/Conclusion Quiz, Submit Typed Rough Draft	TPOH pgs. 127-181,
Week 5 March 14	Rough Draft Materials Due , Discuss TPOH 127-181, discuss Peer Review on Canvas, Self Review and comments, TPOH Journal #5	Complete Peer Review (3 total), “The Myth of the Latin Woman” Discussion, Editing Quiz, Submit Second Rough Draft	“The Myth of the Latin Woman”, TPOH pages 182-244, 2.4 in SCC
Week 6 March 21	Discuss TPOH 182-244, grammar review, track changes, Tutor check and NetTutor, TPOH Journal #6	“Why Chinese Mothers Are Superior” Discussion, Grammar Quiz, Submit Third Rough Draft, Submit Tutor Review	TPOH pgs. 245-286, 3.6 in SCC
Week 7 March 28	Discuss TPOH, discuss compare/contrast writing, review prewriting, discuss Formal Outlines, begin second essay, WM Journal #7	Submit Final Draft , Reflection Assignment, Compare/Contrast Quiz	WM pgs. 1-62, 3.8 in SCC

Week 8 April 4	Discuss WM 1-62, discuss exemplification writing, begin drafting, WM Journal #8	Submit Typed Rough Draft	WM pgs. 63- 122, 4.1 and 4.2 in SCC
Week 9 April 11	In Class Writing, Rough Draft Materials Due , discuss WM 63-122, discuss argumentative writing, review peer review, WM Journal #9	Complete Peer Review (3 total), Argumentative Quiz, Submit Second Rough Draft	WM pgs. 123-171
Week 10 April 18	Discuss WM 123-171, review Grammar and Tutor reviews, Watch <i>13th</i> , WM Journal #10	“Letters from Birmingham Jail” Discussion, Submit Third Rough Draft and Tutor Review	“Letters from Birmingham Jail”, WM 172-186
April 25	Spring Break- No class, campus closed	None	None
Week 11 May 2	Discuss WM, discuss <i>13th</i> , begin third essay, prewrites and formal outline	Submit Final Draft, Reflection Assignment	3.8, 4.3, 4.4 in SCC
Week 12 May 9	Information Literacy, begin drafting, discuss utilizing research, evaluating sources, MLA Works Cited	Sharing (Research) Is Caring Discussion, Works Cited Quiz, Submit Typed Rough Draft	4.6 and 4.7 in SCC
Week 13 May 16	Rough Draft Materials Due , discuss Annotated Bibliography, Begin One-on Ones with Instructor-Bring 1 copy to class	“Why Rational People Buy into Conspiracy Theories” Discussion, Complete Peer Review (3 total), Two Truths and A Lie Discussion, Submit Second Rough Draft	“Why Rational People Buy into Conspiracy Theories”
Week 14 May 23	Final One-on Ones with Instructor-Bring 1 copy to class	Annotated Bibliography Assignment, Submit Third Rough Draft and Tutor Review	4.9 in SCC
Week 15 May 30	Final In Class Review	Final Draft Quiz, Reflection Assignment, Submit Final Draft	
Week 16 June 6	Final In Class Writing	Enjoy Your Summer Break!	

Tentative, subject to change without prior notice