

### Basic Course Information

Semester:	<b>Spring 2019</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 010</b>	Email:	cynthia.spence@imperial.edu
CRN #:	<b>20249</b>	Webpage (optional):	<b>None</b>
Classroom:	<b>3600</b>	Office #:	<b>2799</b>
Class Dates:	<b>February 12- June 4</b>	Office Hours:	Mon 4:00-5:00, Tues 4:00-4:30, Wed 4:00-5:00, Thurs 4:00-5:30
Class Days:	<b>Tuesday, Thursday</b>	Office Phone #:	<b>760-355-5702</b>
Class Times:	<b>1:00-3:30</b>	Emergency Contact:	<b>Email or office phone</b>
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, 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. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, and run- on sentences. (ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay response to a reading. (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**

Gladwell, Malcolm 2008. *Outliers* Little, Brown & Co

**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**

**Grading Scale 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

In-Class Canvas Writing	15 X 10	150
Six Reading Quizzes	6 X 15	90
Malcolm Gladwell Reading Journal	11 X 10	110
Logical Fallacies Quiz		15
Works Cited Quiz		15
Compare/Contrast Essay		100
Argument Topic		25
Argument Essay		100
Research Topic		25
Research Essay		100
Annotations	6 X 20	120
Student Success Essay		100
Malcolm Gladwell Book Presentation		50
Total		1000

**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, no one who is not enrolled in the class may attend, including children.

## 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. Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can't be submitted in this class for a grade. There is an entire plagiarism module available to you in our course Canvas shell if you need more information but you can always feel free to discuss any questions before you submit your assignment.

## 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](mailto: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](mailto: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.

**Anticipated Class Schedule/Calendar**

Date	In-Class Activity, Assignment, and/or Topic	Homework Assignments
Tuesday February 12	Lecture: Syllabus & Introduction – Critical Thinking -Logical Fallacies	*****
Thursday February 14	Lecture: Logical Fallacies Review, MLA and Works Cited and Quotations In-class Canvas MLA Template <b>10 points</b>	*****
Tuesday February 19	Logical Fallacies <b>Quiz 15 points</b> Lecture: Works Cited review, Plagiarism Malcolm Gladwell Introduction “The Roseto Mystery” <b>Journal due 10 Points</b>	*****
Thursday February 21	No Class – Instructor Obligation	*****
Tuesday February 26	Works Cited Quiz <b>15 points</b> Lecture: Annotation, Ben Carson “Do it Better” and Malcolm X “Learning to Read” Malcolm Gladwell Chapter One “The Matthew Effect” <b>Journal due 10 Points</b>	*****
Thursday February 28	Lecture: Grammar Word Choice and Commas. In-Class Canvas Works Cited <b>10 points</b>	*****
Tuesday March 5	“Do It Better” Open Book <b>Quiz 15 points</b> Words to Avoid handout, Introductions, Titles, and Conclusions handout. Compare/Contrast Malcolm Gladwell Chapter Two “The 10,000 Hour Rule” <b>Journal due 10 points</b>	“Do it Better” Annotation Due with Annotation Key <b>20 points</b>
Thursday March 7	“Learning to Read” Open Book <b>Quiz 15 points</b> Lecture: Capitalization, Dangling and Misplaced Modifiers, Parallelism In-class Canvas Compare/Contrast Intro & SP1 <b>10 points</b>	“Learning to Read” Annotation Due with Annotation Key <b>20 points</b>
Tuesday March 12	In-class Canvas Compare/Contrast SP2 & SP3 <b>10 points</b> Chapter Three “The Trouble With Geniuses” <b>Journal due 10 Points</b>	*****
Thursday March 14	Lecture: Compare/Contrast Transitions and Argument Introduction In-class Canvas Compare/Contrast Conclusion <b>10 points</b>	Compare/Contrast Essay Due <b>100 points upload to Canvas by 11:59 p.m.</b>
Tuesday March 19	“The Perils and Promises of Praise” Open Book <b>Quiz 15 points</b> Lecture: Student Success and Argument Topics	“The perils and Promises of Praise” Annotation Due with

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Date	In-Class Activity, Assignment, and/or Topic	Homework Assignments
	Malcolm Gladwell Chapter Four "Louis Terman's Error" <b>Journal due 10 Points</b>	Annotation key <b>20 points</b>
Thursday March 21	Lecture: Argument – Counter Argument and Reply In-class Canvas Argument Intro & Reason One <b>10 points</b>	Argument Topic Due with two annotated EBSCOhost articles and essay plan <b>20 points</b>
Tuesday March 26	Jill Barshay and Adriel Hilton on Dweck Open Book <b>Quiz 15 points</b> Lecture: Student Success Malcolm Gladwell Chapter Five "The Rise of the Jewish Lawyer" <b>Journal due 10 Points</b>	Jill Barshay and Adriel Hilton on Dweck annotation due with annotation key <b>20 points</b>
Thursday March 28	In-class Canvas Argument Reason Two/Counter Argument and Reply <b>10 points</b>	*****
Tuesday April 9	"Aiming Higher" Make College Tuition Free" Open Book <b>Quiz 15 points</b> Lecture: Malcolm Gladwell Chapter Six "Harlan, Kentucky" <b>Journal due 10 Points</b>	
Thursday April 11	In-class Canvas Argument Conclusion <b>10 points</b>	Argument Final Paper Due <b>100 Points upload to Canvas by 11:59 p.m.</b>
Tuesday April 16	"What Matters in College Student Success" Open Book <b>Quiz 15 points</b> Lecture : Student Success Essay Malcolm Gladwell Chapter Seven "The Ethnic Theory of Plane Crashes" <b>Journal due 10 Points</b>	"What Matters in College Student Success" annotation due with annotation key <b>20 points</b>
Thursday April 18	In-class Canvas Writing Workshop of Student Success essay <b>10 points</b>	*****
Tuesday April 23-Thursday April 25	Spring Break	*****
Tuesday April 30	In-class Canvas Writing Workshop of Student Success essay <b>10 points</b> Malcolm Gladwell Chapter Eight "Rice Paddies and Math" <b>Journal due 10 Points</b>	Student Success Essay Due <b>100 points uploaded to Canvas by 11:59 p.m.</b>
Thursday May 2	Lecture: Research	*****
Tuesday May 7	Lecture: Research Malcolm Gladwell Chapter Nine "Marquita's Bargain" <b>Journal due 10 Points</b>	*****

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Date	In-Class Activity, Assignment, and/or Topic	Homework Assignments
Thursday May 9	In-class Canvas Writing Workshop Intro and SP110 points	Research topic due with Two Annotated EBSCOhost articles and essay plan 20 points
Tuesday May 14	In-class Canvas Writing Workshop Malcolm Group Project 10 points Malcolm Gladwell Conclusion "A Jamaican Story" Journal due 10 Points	*****
Thursday May 16	Malcolm Presentations 50 points	*****
Tuesday May 21	Malcolm Presentations 50 points	*****
Thursday May 23	Art in Argument, Satire, Parody, Irony – Extra Credit Assignment	*****
Tuesday May 28	In-class Canvas Writing Workshop 10 points	*****
Thursday May 30	In-class Canvas Writing Workshop 10 points	*****
Tuesday June 4	In-class Canvas Writing Workshop 10 points	Research Paper Due 100 points upload to CANVAS by 11:59 pm

**\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced in Class\*\*\***