

Basic Course Information

Semester:	Summer 2019	Instructor Name:	Jay Lewenstein
Course Title & #:	English 009 – Basic Comp.	Email:	jay.lewenstein@imperial.edu
CRN #:	30094	Webpage	
Classroom:	2727	Office #:	Engl. Division Office: 355-6224
Class Dates:	17 JUN 2019 - 25 JUL 2019	Office Hours:	By Appointment
Class Days:	M-Th	Office Phone #:	n/a
Class Times:	09:05 AM - 12:10 PM	Emergency Contact:	Engl. Division Office: 355-6224
Units:	4.00		

Course Description

I. COURSE/CATALOG 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. (Nontransferable, nondegree applicable)

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

II. A. PREREQUISITES, if any:

ENGL 008 with a grade of "C" or better or appropriate placement.

Student Learning Outcomes

III. MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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

1. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear or thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
5. Compose multi-paragraph essays with clear organizational structure and adequate support
6. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
7. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
8. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper

9. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
10. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
11. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
12. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
13. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies
14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Course Objectives

V. CORE CONTENT TO BE COVERED IN ALL SECTIONS:

Lecture Outline

- I. Writing development
 - A. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
 - B. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
 - C. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)
- II. Research
 - A. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper
 - B. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
 - C. Demonstrate an understanding of the rules regarding plagiarism and academic ethics.
- III. Writing process
 - A. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self-editing, peer group editing, and proofreading
 - B. Compose multi-paragraph essays that respond to essay prompts with clear or thesis statements or topic sentences
 - C. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
 - D. Compose multi-paragraph essays with clear organizational structure and adequate support
- IV. Reading and critical thinking
 - A. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
 - B. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
 - C. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies
 - D. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other

Textbooks & Other Resources or Links

Required Text:

Brandon, Lee and Kelly Brandon. **Paragraphs and Essays.** 12th Ed. (please bring to every class!)

Required Novel:

Kaysen, Susanna. ***Girl, Interrupted.*** (Please bring to every class!)

Required materials:

Standard 8x10 hardcover composition book (your writing journal!)

Good, strong 3-ring (1-inch) binder – Writing/reading/study instruments; pens, highlighters, glue sticks... a good college dictionary is recommended.

Required website activities/quizzes/tests

CANVAS – for submission of assignments

Owl Purdue Writing Lab: <https://owl.english.purdue.edu/> - Great site to help your sentence construction, paragraph development, and essay writing.

Blogger.com – you will be responsible for developing your own writing blog.

Course Requirements and Instructional Methods

VIII. ASSIGNMENTS:

Out-of-class

Write a multi-paragraph research paper. For example: Read the following essays on gender and sexism in the workplace. Then write a 4-6 page research paper synthesizing the arguments in the essays and/or research. Offer your opinion along with reasoning on the topic. Make sure to document your sources using MLA guidelines. Also, write a three-page compare/contrast essay. Write other essays using various modes. Out-of-class reading assignments can also be assigned.

Reading and Writing

Canvas writing assignments on given topics or freewriting exercises. Prewriting strategies. For example: Get in groups of 3-4 and develop an argumentative response to topic X. Make sure to list out the pros and cons and develop a clear thesis and supporting points. Present your argument to the class. Quizzes on grammar, sentence structure, research strategies, and MLA. In-class essay assignments focusing on a response to a given text.

Course Grading Based on Course Objectives

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

Jay's Canvas Grading Guidelines/Schedule:

For your effective semester learning, I have arranged the bulk of your assignments on Canvas – **VIEW YOUR COURSE CALENDAR FOR SPECIFIC DATES**

- Take advantage of detailed assignment descriptions
- Submit according to scheduled assignment deadlines listed on Canvas Assignments.
- For grading purposes, I often ask photo of written work to be submitted on Canvas
- Late work will receive 50 percent penalty

Jay's Tip: Grammar Counts! Neatness is Important!

- **Starting Date: Jan. 2 2018** – “Two Truths and One Lie”
- **Ending Date: Feb. 1 2018** - “Girl, Interrupted Group Soundtrack”

Here we go: Jay's Preview of Coming Assignments

1. **Girl, Interrupted** – Bring “Girl” Every Day
 - Daily Multiple-Choice Chapter Quizzes – 60 points each
 - Daily Surprise Reading Response Quizzes – 100 points each
2. **Paragraph and Essays** - Bring “P/E” Every Day

- **Weekly grammar quizzes – uploaded from Cengage Website – 60 points each**
 - **Weekly Group writing assignments – based on textbook essays – 100 points each**
- 3. Discussion Board Assignments**
- **Respond to Jay’s Writing Prompts – 300 words – 60 points each**
 - **Respond to the submissions of two classmates – 50 words each – 20 points each**
 - **Choose your best discussions to publish in your class blog – at least three posts! – 100 points each**
- 4. Class Blog on Blogger.com – 500 points**
- Follow Jay’s Instructions on Canvas Announcements
 - Each post will require a submission of at least 300 words
 - Each post will be graded on format, neatness, content
 - Except for Homepage and About Me Page, each tab will require at least 3 posts.

Here is what you need: Six Menu Tabs – 100 points each

- **Homepage: representative banner – class information**
- **About Me : personal background**
- **Stuff We’ve Been Reading: combination of in-class and out-of class reflections**
- **Mental Illness Encyclopedia: selected paragraphs from research paper**
- **Tuff Stuff Narrative: featured post – complete essay**
- **The Soundtrack of My Life: group collaboration – song – artist – text – this we believe**

5. Essays:

- **Each individual essay component will be submitted and graded on canvas:** freewrite, brainstorming, mindmap, formal outline, quote sandwich, cause and effect chart, intro paragraph, illustration paragraph, etc.... first draft, second draft, final digital version.
- **Final physical version will be graded separately**

Important Dates:

- **Tuff-Stuff Narrative – Final Draft Due Wednesday, Jan. 9 – 300 points**
- **Group Definition Project – Final Draft Due Friday, Jan. 18 – 300 points**
- **Mental Illness Research Paper – Final Draft Due Wed. Jan 30 – 800 points**
- **Group Soundtrack – Final Presentation Due Friday, Feb 1 – 500 points**
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6. Required Group Work – 500 points

- **Each student will be required to join class group – Go to Canvas People – Student Groups**
- **Each week, individual student work will be asked to be arranged in group pages**
- **Each group will be asked to maintain homepage, about “us” page, soundtrack.**

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, 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. 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. 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

Jay's Condensed Schedule of Assignments

- For more detailed information and deadlines, please refer to Canvas Course Calendar.
- Below I provide you a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 June 17 – June 23	Syllabus & Introduction Discussion Board: "Two Truths and One Lie" Discussion Board: "Book Out of Your Past" "Tuff-Stuff" Narrative Essay Canvas Grammar Quizzes: 1A-3B	<i>Girl</i> : Chapters 1-4 – pp. 1-19

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 2 June 24 – June 30	Discussion Board: “Movie Definition” Discussion Board: “Mental Illness Encyclopedia” Paragraphs and Essays: “The Ghetto Made Me Do It” Canvas Grammar Quizzes – 4A-8B	<i>Girl</i> : Chapters 5-15 – pp. 20 - 57
Week 3 July 1– July 7	Research Orientation Workshop – Jay’s Jumpstart Discussion Board – Research Questions and Answers Discussion Board – Summary of Research Article	<i>Girl</i> : Chapters 16-25 – pp 58 - 115
Week 4 July 8 – July 13	Discussion Board: Celebrity Rehab First Draft – Mental Illness Research Paper Canvas Grammar Quizzes – 9A-12B	<i>Girl</i> : Chapters 26 -34 – pp. 116-168
Week 5 July 15 – July 20	Final Draft – Mental Illness Research Paper Group Soundtrack/ Presentation Canvas Grammar Quizzes: 13A-16B	<i>Girl</i> : Chapters 26 -34 – pp. 116-168
Week 6 July 22 – July 27	<i>Girl</i> , Interrupted Soundtrack Project Group Display Boards Canvas People Page	<i>Final Exam Essay: Girl, Interrupted MVP</i>

This is going to be great. You will see.

Paz,

JL