ENGL 110 – Composition and Reading

Basic Course Information

Semester	**Summer 2019**	Instructor	James Patterson, PhD
Course	CRN 30098	Email	james.patterson@imperial.edu
Time	9:05 a.m. – 12:10 p.m.	Webpage	http://faculty.imperial.edu/james.patterson
Room	2723	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

Frank, Thomas. *10 Steps to Earning Awesome Grades (While Studying Less)*. CreateSpace, 2015.
ISBN: 978-151700446.

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, 2019.

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

- **This is a web-enhanced course.** 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

Written Assignment 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.

<u>Research Papers</u>:

1. Expository paper (30 points) .... First Draft: 400 words and 2 assigned sources
    Academic Writing .... Final Draft: 600 words and 2 assigned sources
    Conduct research and analyze the characteristics of academic writing at the university level.

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    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.

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2. Analytical paper (30 points) .... First Draft: 500 words and 3 assigned sources
    The Art of Procrastination .... Final Draft: 700 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
    1. provides examples of procrastination from your own life,
    2. discusses consequences of procrastination, and
    3. presents a personal strategy to reduce your own procrastination (the *ART* of procrastination).

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    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. *EBSCOHost*.

    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. *EBSCOHost*.

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

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3. Definition paper (30 points) .... First Draft: 600 words and <u>4 credible</u> sources

    A Key Concept in My Career .... Final Draft: 800 words and <u>4 credible</u> sources

4. College/Career Plan (30 points) .... First Draft: 700 words and 4 credible sources

    Personal Five-Year Plan .... Final Draft: 900 words and 4 <u>credible</u> 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:
During the first week of the term, the student will complete a Certificate in Recognizing Plagiarism available at "15 Patterns of Plagiarism" from Indiana University.

Time Management Project:
This project is suggested by "An Innovative Approach for Delivering Academic Writing Courses" by Mihaela Aluas, Camelia Moraru, Markus Rheindorf, Birgit Huemer, Claudiu Filip, Andrei Kelemen, and Rodica Loana Lung. Their research has documented improvement in student academic writing by inclusion of a project management theme added to the curriculum. The student will complete the following tasks:
1. Collect accurate data on current schedule management;
2. Develop plan to improve academic efficiency;
3. Implement plan for 1-2 weeks; and
4. Report on any achievement.

Career Management Project:
This project is suggested by "An Innovative Approach for Delivering Academic Writing Courses" by Mihaela Aluas, Camelia Moraru, Markus Rheindorf, Birgit Huemer, Claudiu Filip, Andrei Kelemen, and Rodica Loana Lung. Their research has documented improvement in student academic writing by inclusion of a project management theme added to the curriculum. The student will complete the following tasks:

1. Identify target bachelor's degree and institution;
2. Meet with IVC counselor to complete a comprehensive education plan for IVC;
3. Research transfer program destination and determine any specific lower-division requirements; and
4. Incorporate any specific lower-division requirements into one's SEP.

"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
post mortem Essays................................. 30 points
Reading Comprehension Quizzes.............. 50 points
Pop Quizzes .... 70 points
Time Mgmt. Project .... 30 points
Career Mgmt. Project .... 30 points
Midterm Examination............................... 30 points
Final Examination.................................... 30 points

Minimum Point Total for a Passing Grade of C: 350 points

"Free education is abundant, all over the Internet. It's the desire to learn that's scarce."
– Naval Ravikant, Entrepreneur

Anticipated Class Schedule / Calendar

Date	Activities	Work Due
June 18	The Research Paper Writing Process Paper 1 Assignment	Guptill, Chapter 1 Williams & McEnerney, Part 1 Patterson: "Academic Writing" & quiz
June 19	Basic Sentence Structures Prewriting Strategies Comprehensive Outlining	Guptill, Chapter 2 Williams & McEnerney, Part 2 Arteaga: "The Research Paper" & quiz
June 20	MLA documentation, introduction Paragraphs	Comprehensive Outline for Paper 1 Handbook, Introduction & "The Art of Reading College Textbooks"
June 24	Peer Review for Paper 1 MLA format	Patterson: "MLA Formatting" & quiz First Draft of Paper 1 Final Draft due in Canvas by 11:30 p.m.
June 25	Planning & Organization Procrastination	
June 26	MLA documentation Punctuation	Read all three assigned articles Develop informal outline for Paper 2
June 27	Academic Literature Critical Errors the Comprehensive Outline	Guptill, Chapter 3 Williams & McEnerney, Part 3
July 1	Learning Strategies Conducting Academic Research	Guptill, Chapter 4 Williams & McEnerney, Part 4 Comprehensive outline for Paper 2
July 2	Midterm Examination Peer Review for Paper 2	"Plagiarism" by Arteaga, and quiz First Draft of Paper 2 Final Draft due in Canvas by 11:30 p.m.
July 3	The Definition Paper (Paper 3)	
July 8	Conducting Research & Taking Effective Reading Notes • Quoting • Paraphrasing	Guptill, Chapter 5 Williams & McEnerney, Part 5

July 9	Plagiarism Review	Guptill, Chapter 6
	Introduction to Argumentation	Plagiarism Certificate due
July 10	Components of an Argument	Guptill, Chapter 7
		Comprehensive Outline for Paper 3
July 11	MLA Documentation Review	First Draft of Paper 3
	Peer Review for Paper 3	Final Draft due in Canvas by 11:30 p.m.
July 15	Argumentative Writing	Select topic for Paper 4
	Types of Evidence	Develop prelim. bibliography for 4
July 16	Argument Analysis	Guptill, Chapter 8
	Intro to Fallacies	Notes for Paper 4
July 17	Deliberate Fallacies Activity	Guptill, Chapter 9
		Comprehensive Outline for Paper 4
July 18	Peer Review for Paper 4	First Draft of Paper 4
		Final Draft due in Canvas by 11:30 p.m.

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.
  - Placing paraphrased material in quotation marks is a form of plagiarism called fabrication.
  - 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.

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.

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.