

### Basic Course Information

Semester:	<b>Fall 2019</b>	Instructor Name:	<b>Jay Lewenstein</b>
Course Title & #:	ENGL 110	Email:	<b>jay.lewenstein@imperial.edu</b>
CRN #:	10275	Webpage (optional):	
Classroom:	411	Office #:	<b>n/a</b>
Class Dates:	19 AUG. 2019 to 14 DEC. 2019	Office Hours:	<b>n/a</b>
Class Days:	<b>Saturdays</b>	Office Phone #:	(Engl Office:) 760-355-6224
Class Times:	0800-1215	Emergency Contact:	
Units:	4.0		

### Course Description

#### I. COURSE/CATALOG DESCRIPTION

The standard course in freshman English. 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. (CSU, UC)

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

#### A. PREREQUISITES, if any:

ENGL 009 or  
ENGL 010 with a grade of "C" or better or appropriate placement.

## Student Learning Outcomes

### GRADING CRITERIA

Letter Grade Only

## Course Objectives

### 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 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
13. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

## Textbooks & Other Resources or Links

### Required Textbook:

Ballenger, Bruce. *The Curious Researcher*. Seventh Edition. ISBN 978-0-312-64736-0

### Required Novel:

Boyle, T.C. *The Tortilla Curtain*. ISBN Number: 978-014-311907-4

### Required Grammar Text:

Hacker, Diana, and Nancy Sommers. *Rules for Writers*. ISBN 978-1-319-32793-4

## 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

### Weekly Grading opportunities –1000 points

- **The Tortilla Curtain – 280 points total**
  - 2 multiple choice quizzes – 40 points each - 80 points total
  - 2 reading response (Surprise) quizzes – 100 points each - 200 points total
- **CANVAS Online Grammar Quizzes – 200 points total**
  - In-class working as group – 60 points
  - Online assignment outside of class – 60 points
  - Hacker exercises –80 points
- **CANVAS Discussion Boards - 100 to 200 points points each**
  - **Grade points include quality of student responses to classmates**
  - **Examples: “Two Truths and One Lie,” “Tattoo Freewrite,” “Community Profile Introduction.”**

- **Group Work – 100 points for each student**
  - **In-Class Reading Response Paragraphs**
  - **Work to be submitted individually on Canvas Assignments**
  - **Same work to be submitted as group on Canvas People**
- **Class Essay Assignments - 100-200 points**
  - **Specific components of essay assignment to be submitted on Canvas Assignments**
  - **Examples: Formal Outlines, Introductory Paragraphs, Summaries, Works Cited Lists....**
- **Class Blog Assignments – 100-200 points**
  - **Weekly Blog Requirements: Professional Banner, “About Me” Page, Reading List, Blogs I Follow**
  - **Two posts per week – selected, copied, and pasted from Canvas – per instructions of instructor.**
- **Jay’s Extra Credit Opportunities – 120 maximum points**
  - **Keep your eyes posted for Jay’s Weekly Extra Credit Announcements**

## Attendance

### Jay’s Canvas Attendance:

- Canvas Roll Call will be conducted within **FIRST FIFTEEN MINUTES OF CLASS.**
- All absences, tardies, etc, will be recorded and reflected in Canvas course grade.

### IVC General Rules:

- 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

### Jay’s Golden Rule:

- Bring your required textbooks to every class – Jay will offer bonus points each week for students who arrive fully prepared.

- Please keep your eye posted for announcements regarding printed materials - Students will be required to share physical components – PRINTED PAGES - of their essays in classroom writers workshops.

### **IVC General Rules:**

- 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](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

#### Jay's English 110 Agenda

- Please consider the following schedule as a tentative outline for your semester.
- Your instructor will make appropriate changes, additions, subtractions according to the needs of the class.

<b>Week #1</b> <b>Date: Aug. 23-24</b>	<b><u>Discussion:</u></b> <i>Introduction, syllabus review of standards</i>	<b><u>Introductory Activity:</u></b> "Two Truths and One Lie"	<b><u>Reading for Writing:</u></b> "Four Tattoos"
<b><u>Tortilla Curtain: part one - chapters 1,2</u></b>	<b><u>Writers Workshop:</u></b> <i>Elements of Freewrite</i>	<b><u>CANVAS:</u></b> <i>Discussion: Two Truths and One Lie</i>	<b><u>Diana Hacker:</u></b>

<b>Week #2</b>  <b>Date: Aug 30-31</b>	<b>Discussion:</b>  <i>Intro to "Tattoo You" Essay</i>	<b>Sentence Skills:</b>  <b>Parts of Speech</b>	<b>Reading for Writing:</b>  <b>"Only a Daughter"</b>
<b><u>Tortilla Curtain:</u> part one - chapters 3,4.</b>	<b>Writers Workshop:</b>  <b>elements of essay –</b>  <b>Thesis statements (TS)</b>  <b>Topic sentences (ts)</b>	<b>CANVAS:</b>  <i>Discussion: "Book out of your Past"</i>	<b><u>Diana Hacker:</u></b>  <b>Section 46: Parts of Speech, pp- 330-338.</b>  <b>Complete exercises</b>  <b>46-1, 46-2, 46-3, 46-4</b>

<b>Week #3</b>  <b>Date: Sept 6-7</b>	<b>Discussion:</b>  <i>elements of essay –</i>  <i>Thesis statements (TS)</i>  <i>Topic sentences (ts)</i>	<b>Sentence Skills:</b>  <i>Combining Sentences:</i>	<b>Reading for Writing:</b>  <b>"Who Killed Benny Paret?"</b>
<b><u>Tortilla Curtain:</u> part one - chapters 5,6.</b>	<b>Writers Workshop:</b>  MLA Format -  Peer Review	<b>CANVAS:</b>  <b>Discussion - Faces of Imperial</b>	<b><u>Diana Hacker</u></b>  <b>Section 49a: Sentence Types, pp 398-400.</b>  <b>Complete exercise 49-1</b>

<b>Week #4</b>  <b>Dates: Sept 13-14.</b>	<b>Discussion:</b>  <b>Paragraph Unity</b>	<b>Sentence skills:</b>  <i>Types of Sentences</i>	<b>Reading For Writing:</b>  <b>Amy Tan's "The Alley"</b>
<b><u>Tortilla Curtain:</u> part one - chapters 7,8.</b>	<b>Writers Workshop:</b>  <b>Intro to Community Profile</b>	<b>CANVAS:</b>  <i>Discussion - Finding the Right Questions</i>	<b><u>Diana Hacker.</u></b>

<b>Week #5</b>  <b>Dates: Sept 20-21</b>	<b><u>Discussion:</u></b>  <b>Annotation</b>	<b><u>Sentence skills:</u></b>  <b>Types of Sentences, Fragments</b>	<b><u>Reading For Writing:</u></b>  <b>“Who Killed Benny Paret?”</b>
<b><u>Tortilla Curtain:</u></b>  <b>_part two - chapters 1,2</b>	<b><u>Writers Workshop:</u></b>  <b>Research Orientation – Intro to Proquest</b>	<b><u>CANVAS:</u></b>  <b>Submission of SNIPS – 2-3 Annotated Research Articles</b>	<b><u>Diana Hacker</u></b>  <b>Section 20: Run-Ons, pp 173-177. Complete exercises 20-1, 20-2, 20- 3.</b>

<b>Week #6</b>  <b>Dates: Sept 27-28</b>	<b><u>Discussion:</u></b>  <b>Summary</b>	<b><u>Sentence skills:</u></b>  <b>Run-Ons, Comma Splices</b>	<b><u>Reading for Writing:</u></b>  <b>The Death of Marilyn Monroe</b>
<b><u>Tortilla Curtain:</u></b>  <b>_part two - chapters 3,4</b>	<b><u>Writers Workshop:</u></b>  <b>Intro to Cause and Effect</b>	<b><u>CANVAS:</u></b>  <b>Summary of Research Article</b>	<b><u>Diana Hacker</u></b>

**Assignments:**

- a. **Writing: Each group member writes one-page support (3/4 page typed).**
- b. **Read Jose Antonio Burciaga’s “Tortillas.” Be prepared for reading response question (20 points).**

<b>Week #7</b>  <b>Date: Oct 4-5</b>	<b><u>Discussion:</u></b>  <b>Summary, Paraphrase, Quotation, Reflection</b>	<b><u>Sentence Skills:</u></b>  <b>‘Communication’</b>	<b><u>Reading for Writing:</u></b>  <b>“Let the Kids Play”</b>
<b><u>Tortilla Curtain:</u></b>  <b>_part two - chapters 5,6</b>	<b><u>Writers Workshop:</u></b>  <b>Jay’s Double-Sided Journaling</b>  - Cause and Effect Analysis	<b><u>CANVAS:</u></b>  <b>Discussion - Jay’s Double Sided Journal and Support Paragraph</b>	<b><u>Diana Hacker:</u></b>  <b>Section 32: Commas, pp 268-285. Complete exercises 32-1, 32-2, 32-3, 32-4, 32-5, 32-6.</b>

<b>Week #8</b> <b>Dates: Oct 11-12</b>	<b>Midterm Essay Exam</b>	<b>Blog Check #1,#2, #3</b>	<b>Midterm Essay Exam</b>
<b><u>Tortilla Curtain:</u></b> <b>_part two - chapters 7,8</b>	<b>Writers Workshop:</b> <b>Quote Sandwich</b>	<b><u>CANVAS:</u></b> <b>Discussion - Anecdote</b>	<b><u>Diana Hacker</u></b> <b>section 34: Semi-colons -</b> <b>pp 286-289</b> <b>Complete ex: 34-1, 34-2.</b>

<b>Week #9</b> <b>Dates: Oct. 18-19</b>	<b><u>Discussion:</u></b>	<b><u>Sentence Skills:</u></b> <b>The colon</b>	<b><u>Reading for Writing:</u></b> <b>“Modern Science”</b>
<b><u>Tortilla Curtain:</u></b> <b>_part three – chapters 1,2</b>	<b><u>Writers Workshop:</u></b> <b>Interview Workshop –</b> <b>Creating Open-ended questions</b>	<b><u>CANVAS:</u></b> <b>discussion - Community Profile Interview</b>	<b><u>Diana Hacker:</u> section 35: the colon - pp 290-291 – compl. ex 35-1.</b>

<b>Week #10</b> <b>Dates: Oct. 25-26</b>	<b><u>Discussion:</u></b> <b>Notecards: summary, paraphrase, quotation</b>	<b><u>Sentence Skills:</u></b> <b>Quotation Marks</b>	<b><u>Reading for Writing:</u></b> <b>“Anna Todd Jennings Scholarship” pp. 576-580</b>
<b><u>Tortilla Curtain:</u></b> <b>_Part three – chapters 3-4.</b>	<b>Writers Workshop:</b>	<b><u>CANVAS:</u></b> <b>MLA Formal Outline</b>	<b><u>Diana Hacker:</u></b> <b>section 37 - quotation marks – 296-302 – complete ex: 37-1, 37-2.</b>

<b>Week #11</b> <b>Dates: Nov 1-2</b>	<b><u>Discussion:</u></b> <b>MLA Workshop;</b>	<b><u>Sentence Skills:</u></b> <b>Misplaced and dangling modifiers</b>	<b><u>Reading for Writing:</u></b> <b>“Price of Driving Drunk”</b>
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<b><u>Tortilla Curtain:</u></b>  <i>part three - chapters 5-6.</i>	<b><u>Writers Workshop:</u></b>  <i>MLA Works Cited List</i>	<b><u>CANVAS:</u></b>  <i>Community Profile Mindmap</i>	<b><u>Diana Hacker:</u></b>  <i>section 12 – misplace modifiers – pp. 122-128 – complete ex: 12-1, 12-2.</i>

<b>Week #12</b>  <i>Dates: Nov. 8-9</i>	<b><u>Discussion</u></b>  <i>Compare and Contrast Essay</i>	<b><u>Sentence skills</u></b>  <i>Parallel Structure</i>	<b><u>Reading for Writing</u></b>  <i>“Being Julia Roberts”</i>
<b><u>Tortilla Curtain:</u></b>  <i>part three - chapters 7-8.</i>	<b><u>Writers Workshop:</u></b>  <i>MLA In-text Citations</i>	<b><u>CANVAS:</u></b>  <i>Project Cover Design</i>	<b><u>Diana Hacker</u></b>  <i>section 9: parallel structure – pp 111-115 – complete ex:9-1, 9-2.</i>

<b>Week #13</b>  <i>Dates: Nov. 15-16</i>	<b><u>Discussion:</u></b>  <i>Tortilla Curtain MVP Argument</i>	<b><u>Sentence Skills:</u></b>  <i>Capitalization</i>	<b><u>Reading for Writing:</u></b>  <i>“Let the Kids Have Fun”</i>
	<b><u>Writers Workshop:</u></b>	<b><u>Canvas:</u></b>  <i>Final Draft</i>	<b><u>Diana Hacker:</u></b>  <i>section 45 – pp 324-328 – complete ex: 45-1.</i>

<b>Week # 14</b>  <i>Dates: Nov 22-23</i>	<b><u>Discussion:</u></b>  <i>Intro to Wiki-Curtain Page and Website</i>	<b><u>Sentence Skills:</u></b>  <i>Conciseness</i>	<b><u>Reading for Writing:</u></b>  <i>“The Love of My Life”</i>
<b>Midterm Exam</b>	<b><u>Writers Workshop:</u></b>	<b>Canvas –</b>  <i>Group members submit Tortilla MVPs</i>	<b><u>Diana Hacker:</u></b>  <i>section 16 – Tighten Wordy Sentences - – pp 145-149– complete ex: 16-1, 16-2.</i>

<b>Week # Thanksgiving</b> <b>Dates: Nov 25-30</b>	<b>Thanksgiving Vacation</b>	<b>No Class</b>	<b>Thanksgiving Vacation</b>
	<b>No Class</b>	<b>Thanksgiving Vacation</b>	<b>No Class</b>

<b>Week #15</b> <b>Dates: Dec 6-7</b>	<b>Discussion:</b> <b>Intro to Tortilla Soundtrack</b>	<b>Design of Display Boards</b>	<b>“This We Believe” Statement</b>
	<b>Development of Group Page in Canvas People</b>	<b>Canvas:</b> <b>Team Contract Assignment</b>	<b>Group Planning Session for Final Exam Presentation</b>

<b>Week #16</b> <b>Dates: Dec 13-14</b>	<b>Student News Conference</b>	<b>Display of Student Work</b>	<b>Student News Conference</b>
	<b>Display of Student Work</b>	<b>Student News Conference</b>	<b>Student News Conference</b>

**Final Grade Determination:**

To achieve a passing grade, students must write with clarity and purpose on the final essay exam. Here students are afforded the opportunity to present the writing and critical thinking techniques taught throughout the semester. Students who lack effective sentence and paragraph development skills will fail the exam, and thus, the course.

***Jay’s Appendix for finding online help:***

**Help with Log-in on CANVAS**

Student can login by visiting: <http://imperial.CANVAS.com>

For username, use the first part of your student email address (e.g. jdoe2)

For password, use your WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If you do not know student email address, these two locations can help you find out that information:

<https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

<https://my.imperial.edu/student-email> (Does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes)

### Getting Additional CANVAS Help for Students

There is also training material available for students:

For Students - <http://ondemand.CANVAS.com/students.htm>

## How to get your Blog on:

This semester, you will be required to maintain a writer's blog throughout the course of the semester.

FIVE TIMES, I will ask you to convert in-class writing , CANVAS work, or parts of your essays into blog posts.

Here is how it should look. Take a look at the following models to create your own:

1. Jay's Museum of College Writing: [http://planetmexicali.typepad.com/jays\\_museum\\_of\\_college\\_wr/](http://planetmexicali.typepad.com/jays_museum_of_college_wr/)
2. Teresa , Queen of Blog: <http://teresaqueenofblog.blogspot.mx/>
3. Pilar's Blog of the Innocents: <http://pzcarrazco.blogspot.mx/>

Here is how you get started.

- 1.** Create a blog on **blogger.com** – It's FREE, It's EAZY, and this way there will be plenty of people around to help you or share new and exciting techniques. In fact, I expect you to teach me a few things. Let's work together. I mean, we are **Friends of the Earth.**

- a. Here is a website with a 20-step plan to get you started:  
<http://www.wikihow.com/Start-a-Blog-on-Blogger>

(Don't Forget: You will have to first **Create a Google Account** before you can **Create a Blogger Account.**)

- b. Here is a site on youtube that will give you a strong visual:  
<http://www.youtube.com/watch?v=n6PuHFpfscA&feature=sharecontrol>

This video goes about 17 minutes. It's kind of slow, but this Mandy, the author of the video ,definitely has a passion for blogging.

## 2. Here are some JAY'S TIPS:

- a. Before you get **CRAZY**, start with a Blogger Template to get started. You can always change it later. Pilar chose Ethereal, and Teresa chose Watermark. It made for easy going.
- b. Once you start on your first post – it should be a brief introduction to who you are and what your are about – you will need to find a way to keep it at the top of your page.

This is what you have to do: you need to change the date of publication to like the year 2024. In this way, it will always be considered the latest blog published; therefore, it will always appear at the top of your page.

### Step 1

Navigate to your blog's Overview page by signing in to Blogger and choosing your blog. Click "Posts" in the navigation pane on the left side of the window.

### Step 2

Click on the post you want to stick at the top of the page. Click "Published on" on the right side of the window to change the date.

**Related Reading:** [How to Post Thumbnail Files on Blogger](#)

### Step 3

Repeatedly click the right side arrow next to the month and year. Continue clicking the arrow until the date displayed is at least a few years in the future.

### Step 4

Choose a day on the monthly calendar and click "Done" under the calendar. Click "Update" at the top of the blog and click "Close." Go to your blog to ensure the post you wanted is at the top.

## 3. Here is something I discovered this year to enhance the look of my blog: **Flickr.com**

- a. develop a library of images
- b. learn to upload your images by copying the embed code (I'll teach you this in class.

## 4. Here is what you need to worry about:

1. First, your writing – rough draft - for the post will be checked and graded in class.
2. Your need to submit your post to be graded on CANVAS.
3. Your post from CANVAS can be copied and customized for presentation on Blogger.
4. At the midterm exam, I will look at your Blogger blog and review at least five assigned posts.
5. All posts must meet deadlines for full credit.



