

English 009: Basic English Composition II
Monday and Wednesdays 7:20-9:25 AM Bldg. 2700 Room 2751
Instructor: Tracy Brooks Hardin
CRN: 20203 Credits 4.00
Class Start Date: 19 FEB 2020
Class End Date: 10 JUNE 2020
Website: <http://imperial.edu>
Email: tracy.hardin@imperial.edu
Phone: (760) 355-6553
Library Office Hours: W: 9:30-11:30 AM

English 009 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. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support.(ILO1,ILO2,ILO3,ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives:

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

1. Develop and write expository essays totaling at least 4,000 words, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to write a paper for an academic audience.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation.
7. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.
8. Understand academic ethics, and avoid plagiarism.

Required Texts:

King, Stephen. *On Writing*. 10th Edition. ISBN Number: [978-1439156810](https://www.amazon.com/dp/9781439156810). Print.
Notebook and binder with folders for class handouts
Composition Book
Stapler
(3) Blue Books
Portfolio supplies to be discussed in class

Course Description:

Preparation for English 110 (English 101, 1A). This course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from English 008.

Class Rules:

1. **English Zone:** This is an English class. Time spent in this class should be devoted to mastering your English reading, writing, and speaking skills. To this end, our classroom is considered an English-only area. From the time you arrive in class to the time you leave, you should speak only English. This includes conversations with your friends before and after class, even when the instructor is not present.
2. **Attendance:** Students are expected to attend every class. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion if they miss more than a week of class hours continuously. Please make arrangements with the instructor or a fellow student to keep up with all assignments in case you cannot attend a class session for any reason.
3. **Preparation, participation, and deadlines:** You are expected to arrive in class with the day's reading already completed or with required assignments ready to be turned in. You should also have the necessary textbooks with you during each class session. The books are small; there's no reason not to bring them to class with you. Late work, unless previously excused by the instructor, will not be accepted. You will be expected to actively participate in class activities that involve reading, discussion, peer response, and group work. *Make sure your cell phone ringer is off before coming into class and do NOT answer your phone during class unless it is an emergency.*
4. **Deadlines Count:** Credit will be given for assignments only if they are turned in on time. If you are absent when something is due, you need to contact me immediately.
5. **Rough Drafts:** Rough drafts for all paragraphs and essays are required. The rough drafts need to be 75% complete when turned in; otherwise, you will not receive credit for the assignment. If you do not turn in a rough draft for a paragraph or essay, then your grade on the final draft will go down by one letter. No papers can be rewritten for a higher grade, and I do not accept late work.
6. **Grade posting:** I will post all grades in Canvas. I will explain how to log in and use Canvas during one of the first class meetings.
7. **Turning In Paragraphs and Essays:** All final drafts will be turned in via Canvas. I will explain how to do this during one of the first class meetings.
8. **Common Final:** All English 009 students at IVC will participate in a common final. The final will consist of a reading selection and a response to that reading. The essays will be

read by different instructors at IVC. The grading of the common final is on a 1-4 scale (1 being lowest, 4 being highest).

9. Disruptive students: Most of you are here to learn, but some students are not serious. To preserve a productive learning environment, students who disrupt or interfere with a class may be sent out of the room and told to meet with Sergio Lopez, Campus Disciplinary officer, before returning to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the General Catalog.
10. Academic honesty: IVC expects honesty and integrity from all students. A student found to have cheated on any assignment or plagiarized will receive a zero for the assignment and be sent to Disciplinary Officer Sergio Lopez. A second occurrence of cheating or plagiarism may result in dismissal from class and expulsion from IVC as outlined in the General Catalog.
11. Office visits: Students are encouraged to visit me during office hours or to make an appointment during other hours. Students should also take advantage of the excellent tutoring available at the Reading/Writing Lab (building 2600).
12. 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. Visit or call DSP&S, Mel Wendrick Access Center, Room 2117, (760) 355-6312.

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 Imperial Valley College Course Syllabus – Eng. 009 Saturday 8:00-12:15pm Rm. 3000 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.

Assignments and Grading:

Graded Assignments

Narrative Paragraph = 25 points
Description Paragraph = 25 points
Example Paragraph = 25 points
Process Paragraph = 25 points
Definition Paragraph = 25 points
Cause and Effect Paragraph = 25 points
Compare and Contrast Paragraph = 25 points
Argument Essay with the use and documentation of sources = 100 points
In-class Timed Essay Midterm = 200 points
King Exam = 25 points
Final Exam: in-class timed essay = 200 points
In-Class Writing Assignments and Homework = 100 points
Final Reflection = 100 points
Final Portfolio = 100 points
TOTAL 1000

Grading Scale:

90 to 100 points = A 79 to 70 = C 80 to 89 points = B 60 to 69 = D

***The goal of this class is to develop your writing skills, so that by the end, you will be prepared for English 101. Start off strong and stay consistent with effort and persistence because this is a quick, 8-week class where we pack a lot in. If you fall behind it will be hard to get caught up. So keep this in mind as we do our work throughout this semester.

Anticipated Class Schedule/Calendar for English 009 for Fall 2019

Week One Feb 19 Introduction, Icebreaker, Syllabus, The Writing Process, Prologue, Prewriting, Writing Paragraphs, Goals, and Norms. Topic Sentences and Paragraphs, Thesis and Support, In-class Writing Prologue, Prewriting Description Paragraph, Homework X-Pages.

Week Two Feb 24, 26 Description Paragraph Due, Example Paragraph Section, Grammar Review, Groups Assigned, Prewriting Strategies for Paragraphs and Essays which include Thesis Statement, Topic Sentences, Clustering (Topic and Support), Outline (Organization), Brainstorming (Verbal or Written), Purpose and Audience. The Topic Sentence and the Paragraph Continued, Narration, Description, Definition, Process, Achieving Coherence, Homework.

Week Three Mar 2, 4 Grammar Exercise, Stafford Exercise, Peer Review Example Paragraph, Quoting, & Avoiding Plagiarism, Summarizing, Paraphrasing, Homework.

Week Four Mar 9, 11 Example Paragraph Due, Preparing for Process Paragraph Introduction, Conclusion, Title, Revising for Consistency and Parallelism, Homework.

Week Five Mar 16, 18 Peer Review Process Paragraph, Fluency, Argument, Persuasion, Strengthening an Essay with Research, Homework.

Week Six Mar 23, 25 Process Paragraph Due, Prewriting of Definition Paragraph, Revising for Sentence Variety, Writing Essays, The Thesis and Essay, Review Focus, Development/Support, Organization, Mechanics, Purpose and Audience, Essay Introductions, Sensory Detail, A through D format, Homework.

Week Seven Mar 30, Apr 1 Peer Review Definition Paragraph, Revising for Language Awareness, Preparing for the Take-Home Comparison and Contrast Essay, Preparing for In-class Essay #1, Homework.

Week Eight Apr 6, 8 Definition Paragraph Due, In Class Timed Essay #1 (Use at least one example paragraph and at least one process paragraph.), Peer Review Rough Draft Due of Argument Essay Titles, Citing Sources, Quoting, Summary, Paraphrase.

Spring Break Apr 13, 15 Homework

Week Nine Apr 20, 22 On Writing by King Exam and Argument Take-Home Argument Essay Due. Preparing for the In-class Essay #2 (Use at least one definition paragraph and at least one cause or effect paragraph.), Prewriting Strategies, Peer Review Cause and Effect.

Week Ten Apr 27, 29 Cause and Effect Paragraph Due, Prewriting Compare and Contrast Paragraph, Support Patterns, Thesis/Supports.

Week Eleven May 4, 6 Peer Review Compare and Contrast Paragraph, Literary Devices, Review Use of Titles, Citing, Quoting, Summary, Paraphrase.

Week Twelve May 11, 13 Compare and Contrast Paragraph Due, Titles, summary, paraphrase, quoting, citing, eight modes, time/space reviewed, experience/observations reviewed. Prewriting Narrative Paragraph.

Week Thirteen May 18, 20 Peer Review Narrative Paragraph, Gather and Review all in-class Writing for Classification Prewriting for Final Reflection Essay.

Week Fourteen May 25, No School May 27 Narrative Paragraph Due, Work on Portfolios and Final Reflection Essay.

Week Fifteen June 1, 3 Work on Portfolios, Writing Under Pressure: The Essay Examination, Peer Review Final Reflection Essay.

Week Sixteen June 8, 10 Finals week, King Exam, Portfolio Presentations, In Class Timed Essay #2 (Use at least one definition paragraph and at least one cause or effect paragraph.)! Bring Blue Book.

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