

English 10: English Composition – Accelerated

Imperial Valley College

Spring 2013

TTh 3:05 – 4:30 p.m.

& 4:40 – 5:30 p.m.

CRN 20358

Instructor: Mr. Robert Baukholt

Office: 2792

**Campus Office Hours: MW 12:15 p.m. - 1:15 p.m., TTh 12:30 p.m. -
2:00 p.m.**

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English 010 Student Learning Outcomes

Upon completion of this course, the student will be able to:

1. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)

Welcome to English 10: Accelerated Learning in English Composition. This is a very special class designed to prepare you for reading, writing, and critical thinking at the university level; it bears little resemblance to the literature and writing classes you may have taken in high school.

A college educated writer must acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. The skills involved in this are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. This semester you will continue developing these skills by discussing ideas, by analyzing rhetorical modes, and by writing "lots" of essays. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade.

Office Hours: I want you to pass my class. If you are having trouble, COME TO MY OFFICE SO THAT WE CAN DISCUSS IT!!!

Workshops: If you do not bring your workshop copies on your assigned day, or if you do not show up on a day you are scheduled to take part in a workshop (barring a verifiable medical excuse), you will receive a zero in workshops and a zero in participation, making it virtually impossible to pass the class. It is extremely important that we keep to our workshop schedule.

Showing Me What you Have Learned: Because this class focuses on improving your writing skills, you will be learning a variety of writing skill strategies throughout the semester. You should always attempt to incorporate these strategies into your essays. A large portion of your grade depends on your ability to prove that you have learned something about the writing process. **THEREFORE, IT IS POSSIBLE TO WRITE A COMPELLING ESSAY WITH FEW GRAMMATICAL ERRORS AND STILL RECEIVE A POOR GRADE!!!** Show me what you have learned.

Grammar: This is a college level class. This means that you should be able to write at a professional level, with few, if any, errors in grammar or sentence structure. Therefore, if any submitted work demonstrates a lack of understanding of the fundamentals of English writing, its grade will suffer substantially.

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.

Special Needs: If you need course adaptations or accommodations because of a disability, if you have information to share with me or if you need special arrangements in case the building must be evacuated, please let me know as soon as possible.

“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. DSP&S is located in the Health Sciences Building, Room 2117. (760) 955-6312

Assignments and Grading

In addition to your drafted essays, there will be a number of other assignments that will factor into your final grade.

Journal: Journal entries will be the most common assignment for this class. Journals should consist of one-two page hand-written responses to the assigned question or questions. Your grade on this journal will be based solely on whether or not it appears you are making a good faith effort to answer the questions being asked.

Reading Quizzes: You will likely be given a reading quiz after many of the readings we do in this class. These quizzes will require you to demonstrate your critical understanding of the reading material by addressing short answer and mini-essay questions.

Whole-Class Workshops: Each student will be required to have one of their essays workshopped by the class. Each student will also be required to facilitate (lead the discussion of) another student's workshop. All students are required to verbally participate in every workshop. We will discuss workshops in more detail as the semester progresses.

In-Class Essays: Many of the essays you write this semester will be timed, in-class writing responses that challenge you to demonstrate the critical reading and writing skills you will have hopefully developed up to that point.

English 10 – Spring 2013 Schedule

Week 1

Tuesday, January 15th – Go over the Syllabus. Introductions.

Thursday, January 17th – Diagnostic Writing Assignment. Pre-Writing Strategies.

Week 2

Tuesday, January 22nd – Pre-Writing Strategies, continued. Process Analysis. Assign Essay # 1.

Thursday, January 24th – Process Analysis, continued.

Week 3

Tuesday, January 29th – Thesis Statements.

Thursday, January 31st – Thesis Statements, continued. Mock Workshops. First Draft of Essay # 1 is Due.

Week 4

Tuesday, February 5th – Workshops.

Thursday, February 7th – Workshops, continued.

Week 5

Tuesday, February 12th – Writing Introductions and Conclusions.

Thursday, February 14th – Introductions and Conclusions, continued. Providing Details. Topic Sentences. Final Draft of Essay 1 is Due.

Week 6

Tuesday, February 19th – Compare and Contrast. Assign Essay 2.

Thursday, February 21st – Compare and Contrast, cont. Reading Presentations.

Week 7

Tuesday, February 26th – Understanding the Audience.

Thursday, February 28th – Timed Argumentation. First Draft of Essay 2 is Due.

Week 8

Tuesday, March 5th – Workshops.

Thursday, March 7th – Workshops. Timed Argumentation Practice.

Week 9

Tuesday, March 12th – Midterm

Thursday, March 14th – Discuss Mindset Topics. Assign Essay 3. Final Draft of Essay 2 is Due. Reading Presentations.

I understand the policies laid out in Mr. Baukholt's English 10 Syllabus, and I agree to adhere to those policies.

Name _____

Signature _____

Date _____