

**English 101 - 3 units
Composition and Rhetoric
Spring Semester 2013, Imperial Valley College**

Instructor: Kathleen Dorantes
Classes: Monday, 6:30-9:40 p.m., room 2722, section 20667
Wednesday, 6:30-9:40 p.m., room 2727, section 20672
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Office hours: M – 6-6:30 p.m.
T – 12-1:30 p.m.
W – 6-6:30 p.m.
Th – 12-1:30 p.m.

Course Description and Objectives

In the course of the semester, students will read, examine, analyze, and evaluate several short essays. Students will also learn a number of pre-writing, writing, and revision strategies so that they will be able to write multiple-paragraph essays that demonstrate competence in essay organization, unity, focus, idea development, coherence, and English usage and mechanics. Students will study and identify logical fallacies in relation to essay analysis, as well as analyze essays for tone, purpose, and audience. In addition, students will complete a research paper demonstrating knowledge of research methods, documentation, and paper format.

REQUIRED TEXTS:

- Patterns for College Writing, 12th edition, Kirszner and Mandell, isbn 978-0312676841
- The Money Book for the Young, Fabulous, and Broke, by Suze Orman, isbn 978-1-59448-224-3

STUDENT RESPONSIBILITIES:

1. Attendance: Students should try to arrive early so that they are on time for class. It is the responsibility of the student to drop a class before the drop date. Quizzes will be given sometimes at the beginning of class, at the beginning of class after break, and/or just before leaving in the evening. If a student misses a quiz because he/she is late or absent, the quiz cannot be made up.

2. Preparation, participation, and deadlines: Students are expected to arrive in class with the day's reading already completed or with required drafts ready to be turned in.

Late work, unless previously excused by the instructor, will not be accepted. Students will be expected to actively participate in class activities that involve reading, discussion, peer response, and group work. Students are expected to arrive in class with the assigned texts and loose- leaf paper. Blue books should be purchased for the final essay.

3. Blackboard: This class will use Blackboard for Announcements, Gradebook, some Quizzes, and Assignments. Students will be expected to check Blackboard regularly. If I need to contact a student, I will use the email function on Blackboard, so be sure that you have an email on Blackboard that you check regularly.

If you have never logged into Blackboard before, here are instructions:

Blackboard website: Login Instructions for Students

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

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

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

If a student does not know his or her IVC email address, these two locations can help him or her 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)

4. Saving work: Essays written in this class will be based on a series of pre-writing activities and drafts. Please save all work and staple new work atop old work when turning in any draft. Purchase a folder devoted to saving all the work from this class.

5. Proper format: For essays, turn in typed, double-spaced, and stapled drafts. In the top left corner of page 1, please use the following heading style:

Name

Essay Name (Descriptive Narrative, etc.)/Draft #

English 101—Instructor Kathleen Dorantes

Date draft is due

For the research paper, please follow MLA style for research papers.

6. Academic honesty: Plagiarism is unacceptable. Any work turned in must be yours or must be adequately cited. This class will use the MLA standards for documentation of secondary sources. Plagiarism will result in a failing grade on the specific assignment. All dishonest behavior will be reported to the administration.

7. Office visits: Students are encouraged to visit me during office hours.

8. 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, Room 2117, Health Sciences Bldg., (760) 355-6312.

9. Cell phone and laptop policy: Students will be asked to turn off cell phones and laptops in class. This is the number for campus security: (760) 483-7411, (760) 355-6306, or (760) 355-6308. Please give these numbers and your room number to your family in case they need to reach you in an emergency. Of course, you may always turn your phone and laptop back on during our break. During class time, phones and laptops will be turned off and put away. Anyone seen/heard using a cell phone or laptop will be asked to leave and not return until the next class. Any points, grades, quizzes, assignments, information, etc. lost during this time cannot be made up. The exception to this rule is the student who bought a digital copy of the textbook. If that is the case, please make this known to Mrs. Dorantes and use your laptop only for the textbook when the textbook is being used in class.

10. 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.

11. Student Learning Outcomes for English 101:

- Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials.
- Demonstrate mastery of pre-writing strategies, including brainstorming and outlining
- Develop an essay of multiple pages that effectively presents and strongly supports a clear thesis statement.

12. IVC Writing Lab

Students will be required to visit the IVC Writing Lab once for each paper at some point before submission. Since I work in the lab, I will check the white lab slip the tutors make out to see if you have gone. There is a 10-point penalty for not completing a tutorial visit. Students may not see this penalty for weeks after a paper has been submitted. Students may go to the lab in person to meet with a tutor or schedule an online appointment. To make an appointment (either in person or online), you may go in person to the lab and sign in the appointment book, or you may call 355-6391 and ask for an appointment. If you meet face-to-face with a tutor, do not check the online box.

Tutors are trained to help you become a better writer. They will prioritize problems areas and focus on your writing skills rather than your paper. They are to guide you, not to proofread or edit your paper. That's your job. Conference with a tutor once for each paper, including the Research Paper for a total of four conferences. The best time is after you have completed the first draft and before you have completed the final draft. Please arrive on time and have your paper printed out before arriving at the lab. The lab charges 15 cents per page to print, and the extra time to print may cause you to lose your spot if there is a walk-in.

ONLINE TUTORING:

- 1) Call 355-6391 as indicated above to set your appointment. Make it known that you want an online appointment.
- 2) At least one hour before your scheduled time, copy and paste your paper into an email and send to imperialwritingtutor@hotmail.com. If you do not send your work, the lab will not call you and you will be considered a no-show. Do NOT send an attachment.
- 3) Call the lab at your appointment time. Call the direct number at 355-6352. Have your paper opened up on your computer. All of the rules and methods for face-to-face tutoring will also apply in on-line tutoring. Your tutor will not edit your work but will try to help you become a better writer.

WARNING: Appointments will book up. Plan at least four days ahead of when the final is due. The lack of tutoring appointments is not a valid excuse for not meeting this requirement. It just means you tried to get an appointment too late.

13. My Skills Tutor: Go to www.myskillstutor.com. The user name is your G number (as in G00123456). Your password is also your G number. The site is imperial01 (the word "imperial" and the numbers "01". There is no space between them.

14. Trying Your Best: This expression, "I tried my best," is often misused. One student misused this expression on an in-class essay in English 101. She wrote, "I am sorry, Mrs. Dorantes. I did not do the reading for this essay, but I tried my best." If a student does not complete the reading or adequately study for class, obviously, she did not "try her best." In fact, she "tried her worst!" There's no way to do worse than not do the reading. Please do "try your best," but make that expression mean something. Devote the hours required to this class for the reading, assignments, and study for this class. In fact, better than "try your best" would be to "DO your best."

15. Passing English 101: In a college-level class such as English 101, it is assumed that students will have two hours of outside work for every unit of credit. Since this is a three-unit class, students will have approximately six hours of homework, reading, writing, studying for class each week.

Sometimes a student will try to skim the reading, but that is not adequate. The truth comes out in the reading quizzes, the in-class essays, class discussion, and the final. That student will probably fail the class.

Sometimes a student misses very easy points such as quizzes, lab work, homework, etc. Toward the end of the semester when the student finally realizes he or she is failing, the student asks me for extra credit to bring up the grade. The time to accumulate good scores to pass the class is when the task or assignment is due. This is how college classes operate. There is no or very little extra credit.

Sometimes a student tries to avoid doing the work by plagiarizing on a paper or cheating on the midterm/final. That student will receive a zero for whatever that assignment was and will not likely pass the class.

Keep up with the workload, and you CAN pass English 101!

GRADING	POINTS	GRADING SCALE
First Draft Points	30 (10 points each)	90-100=A
My Skills Tutor Lab Work	70 (7 points each)	80-89.8=B
Descriptive Narrative Essay #1	80 points	70-79.9=C
Compare and Contrast Essay #2	100 points	60-69.9=D
Business Letter	30 points	0-59.9 =F
Works Cited Page	30 points	
Notecards	10 points	
Outline	20 points	
Cause and Effect Research Paper	150 points	
Quizzes	150 points (calculated by percentage)	
In-Class Essays (3)	150 points (50 each)	
Final Exam (Argumentative Essay)	180 points	

CLASS SCHEDULE

This Schedule may be adjusted or expanded at any point in the semester.

Week 1- **Monday Class:** Intro to class, discussion of composition terms, discussion of the writing process, discussion of descriptive narrative, writing the introduction, work with sentence structure
Wednesday Class: Intro to class, discussion of the composition terms, discussion of the writing process, work with sentence structure.

HW: -Patterns, Read:

Cisneros, "Only Daughter," 111
Edmundson, "Pink Floyd Night School," 116
Smith-Yackel, "My Mother Never Worked," 121
Orwell, "Shooting an Elephant," 133
White, "Once More to the Lake," 194

Week 2- **Monday Class: Holiday**
Wednesday Class: In-Class #1 and Vocabulary Quiz based on readings. Discussion of the descriptive narrative, writing the introduction, discussion of readings, continued work with sentence structure.

HW for both classes:

Write: First draft of Descriptive Narrative #1

Week 3- Both classes meet in Writing Lab, Room 2603 for first hour of class (Blackboard and My Skills Tutor). Continued work with sentence structure, editing and revising, peer evaluation/editing, how to answer a college essay question.
Monday Class: In-Class #1 and Vocabulary Quiz based on readings. Discussion of readings.

HW: Write: Final Descriptive Narrative. Submit on Blackboard as an attachment in both SafeAssign and Assignments.
Read: Suze Orman, Chapter 1, "Know the Score"
-My Skills Tutor #1

Week 4- Quiz on Orman, sentence structure. Coherence, unity and writing with transitions. Discuss figurative language, clauses and types of sentences, commas.
HW: Read: Catton, "Grant and Lee," 393
Chua, "Why Chinese Mothers Are Superior," 410
Tannen, "Sex, Lies, and Conversation," 423

Mukherjee, "Two Ways to Belong in America," 404
Read: Suze Orman, Chapter 8, "Buying a Car"
-Conduct interviews for the Compare/Contrast essay
-My Skills Tutor #2

Week 5- In-Class Essay #2. Discussion of the readings, quotation marks, compare/contrast. Intro to MLA documentation.
HW: Write: First draft of Compare and Contrast Essay
-My Skills Tutor #3

Week 6: **Monday Class: Holiday**
Wednesday Class: Peer evaluations of compare/contrast

HW for both classes:

Write: Final Compare and Contrast Essay. Submit on Blackboard as an attachment in both SafeAssign and Assignments.
Read: Suze Orman, Chapter 3, "Give Yourself Credit"
-My Skills Tutor #4

Week 7- Both classes meet in Writing Lab, Room 2603 for first hour of class (research and databases). Usage of the semicolon and other punctuation. Writing in the active voice.
HW: Causal Analysis, 517-521
Read: Hasselstrom, "Why a Peaceful Woman Carries a Gun," 354
Cousins, "Who Killed Benny Paret," 339
Del Toro, "Why Vampires Never Die," 361
-Write Business Letter proposing a topic for Research Paper. Turn in hard copy next class.
-My Skills Tutor #5

Week 8- In-Class Essay #3. Discuss research paper (cause and effect), including "Steps to Writing a Research Paper," Works Cited pages, more MLA.
HW: Write Works Cited Page #1
Read: Suze Orman, Chapter 5, "Save Up"
-My Skills Tutor #6

Week 9- Continued discussion of cause/effect and the research paper. Intro to logical fallacies.
HW: Write Works Cited Page #2
Read: Suze Orman, Chapter 5, "Retirement Rules"
-My Skills Tutor #7

- Week 10- Discuss notecards. Conferences and discussion regarding Works Cited Page. Agreement.
HW: Write Notecards
Read: Suze Orman, Chapter 10, "Love and Money"
-My Skills Tutor #8
- Week 11- Quiz on agreement. Conference re notecards. Discussion of outline. More MLA style. Handbook: Parallel structure.
HW: Write: Paper outlines
Read: Suze Orman, Chapter 2, "Career Moves"
-My Skills Tutor #9
- Week 12- Quiz on parallel structure. Conference re outlines.
HW: Write: First draft of Research Paper.
-My Skills Tutor #10
- Week 13- First draft of research paper due. Peer critiques. Conferences re research paper.
HW: Write: Final draft of Research Paper. Submit on Blackboard as an attachment in both SafeAssign and Assignments.
Read: Suze Orman, Chapter 4, "Student Debt"
Suze Orman, Chapter 7, "Investing Made Easy"
- Week 14- Writing the argument, supporting and opposing evidence, logical fallacies.
HW: Read: Hart, "the Need for Spanking," 262
Axford, "Children Don't Need to be Spanked," 265
Holmes, "Ten Reasons for Believing in Immortality," 440
Haught, "Breaking the Last Taboo," 451
Read: Suze Orman, Chapter 9, "Buying a Home"
- Week 15- Review for final.
HW: Review for final.
- Week 16- **FINALS WEEK**