

Syllabus

English 09-Basic English Composition II

Summer 2013

Instructor: Judy Cormier, Associate Professor of English

CRN: #30079

Office: 2798

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Class time: 2:00-4:50 room 2751

Office hours: No office hours during summer.

Phone: No phone during summer. Use e-mail.

Materials:

Get materials right away (this includes the textbook). In summer we don't have much time. We will start using them on the first day.

Mathis, Pam. *Blueprints for Writing: Building Essays*. 1st ed. Boston: Cengage, 2014. Print.

ISBN: 978-0-495-80246-4

Print out handout package from website or Blackboard (near the syllabus).

Dictionary or spell-checker.

Highlighter marker, **black** pens (no Sharpie-type markers), pencils, white-out.

Standard size Bluebook or Greenbook (needed for department exam).

Loose-leaf 11 x 8 ½" white notebook paper (preferably without plastic stripping).

(Get proper size notebook paper.)

Mangled paper torn out of spiral notebooks is definitely **not** acceptable!

Bring these materials to every class meeting.

Class Description:

English 09 is a developmental writing class designed to facilitate students' mastery of the short essay at the college level and prepare students for English 110. Appropriate placement on the English placement test or satisfactory completion of English 08 is required. Concurrent enrollment in an appropriate reading class is also strongly recommended.

Expectations:

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 98, 51 and 59. We will do a review of these subjects, but if you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 09. The primary purpose of this class is to form different kinds of essays, increase critical thinking skills and prepare students for college-level writing (English 110). However, if you need help with any specific sentence problems, I will be happy to work with you individually.

Before ending this class the student will be able to demonstrate a variety of composition skills, including the following **Student Learning Outcomes:**

- The student will be able to compose a multi-paragraph essay that uses a strong thesis statement.
- The student will be able to compose a multi-paragraph essay that uses text with properly conjugated and properly used verbs.
- The student will be able to compose a multi-paragraph essay that uses correctly formed sentences with virtually no fragment, comma splice and run-on errors.

----- IVC Arts, Letters and Learning Services Division

Attendance Policy:

More than three absences is considered excessive. If you choose to stop attending class, *you* are responsible for dropping yourself officially through the computer. It is expected that college students will come on time and stay until the class is dismissed. If you leave early or come in too late, you may be marked ½ day absent.

It is your responsibility to sign the roll sheet. If you forget to sign the roll sheet, you will be marked absent. Do not let anyone else sign you in.

Attendance: Students are expected to attend every class session. Any student who misses the first class will be dropped. Students may be dropped at instructor discretion . . . 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.

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Grading Policy:

Each assignment is worth points and scored on a scale of 1.0 to 6.0. Scores are averaged in three groups. (See portfolio page for individual assignments and point distribution.) Points are awarded based on the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed. Grammar, spelling, punctuation and neatness *do* count at least 50%. See essay rubric for specific grading criteria. (Watch out for missing assignments. 0's are grade killers!)

Keep all graded papers. These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing we can do and the grade will stand as is.

You must take the English department common final essay exam.

Homework Policy and Late Work:

I reserve the right to refuse to accept late work or to give make-up tests. If I do accept late work, I may take points off. Homework due dates are listed in the class outline. I may make changes in the outline.

Out-of-class essays need to be submitted through SafeAssign in Blackboard **before** you give me your hard copy. I will not read an at-home paper, until it has been processed in Blackboard. Submit your paper at least a day in advance to allow time for processing.

We will be doing many assignments in class. If you are absent on the day an in-class paper is due, that could be a problem as I have no office hours during summer. Try to make arrangements in advance with me.

All homework is to be typed.

Please do not e-mail late papers to me.

Also, do not leave them in my mail box. (I seldom check my physical mailbox in summer.)

Hand late papers to me at the next class meeting.

To access my website go to the IVC homepage. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

Papers can only be submitted once in Blackboard. To access Blackboard and submit a homework paper into SafeAssign:

- Go to the **IVC homepage**.
- Click on **Students**.
- Click on **Blackboard**.
- Type in the first part of your email address (example: msmith123) and your password.
- Find **our class** and click on that.
- From the menu on the left click on **Assignments (assignments and instructions)** .
- Find the **appropriate assignment** and click on that (Look for the big green check mark.)
- From the Browse box click on **Browse**, find your file, click on it and then click **open**.
- Click **Submit**.

Plagiarism and Cheating:

As a student you are able to benefit by finding valuable and credible information for your own work. However, academic honesty requires that you “give credit where credit is due,” and document your sources. This is true of direct quotations, indirect quotations, summaries, and paraphrases. Any time you get information from a source other than general knowledge from your own head, you need to document it. If you do not cite your sources, this is called plagiarism. Plagiarism can result in very severe academic consequences, including failure of the paper, failure of the class, or disciplinary action by the college. (Yes, it happens.) I will show you how to avoid this problem. Please refer to the college catalog for further information about cheating and plagiarism. **If the writing skills and vocabulary level of out-of-class work are substantially higher than those shown in your in-class work, I reserve the right to drop that score when calculating your final grade.** *Some* help is fine. *Too much* “help” is not.

Cheating and Plagiarism: 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 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.

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Disabilities:

If you have a disability, let me know the first day of class, and bring verification from the Disabled Student Programs and Services office as soon as possible. Any papers that are to be written in the disabled center need the proper forms sent to me, and you need to arrange all of this at *least* a week in advance. Let me know about this ASAP.

Disabled Student Programs and Services: 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

Classroom Courtesy:

- No food in the classroom.
- No drinks with lids that will come off *when* the cup hits the floor!
- Please use the bathroom and cell phones before or after class. Unless you have a biological emergency, it is rude to just get up and walk out.
- Bring your own writing supplies and don't be borrowing from people.
- Please turn your cell phone **off!** Thank you.

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.

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WELCOME!

Instructor reserves the right to add, change or eliminate assignments in order to better serve the needs of the class. Page numbers reference *Blueprints for Writing: Building Essays*.

June

M 24

TOPICS: Introduction to class. Competency vs facility. Timed test. How we learn (U.R.A.) Long-term & short-term memory. Strategy for success paragraph.

HW: Buy text and materials. Print out package materials from website (near the syllabus).
Type up paragraph (strategy for success).

Keep all of your paragraphs in a safe place. They will be turned in as a portfolio at the end of the summer session. Do a back-up on a flash drive.

Tu 25

DUE: **Paragraph #1 (strategy for success) for conferencing.**

TOPICS: Hallmarks of informal language. Grammar review.

HW: Read *Establishing Style, Tone and Voice*

(This can be found on my website under **Using Language** or on Blackboard under **miscellaneous lectures**).

Work on grammar and punctuation review in your book pages 373-613.

We will have a grammar test at the end of the summer session. It will be based on material from the book and the lecture.

If you feel that you need more practice, check out this O.W.L. (Online Writing Lab.) for more grammar practice: <http://owl.english.purdue.edu/>. Click on **non-Purdue instructors and students**.

W 26

DUE: -----

TOPICS: Grammar review.

HW: Work on grammar.

Th 27

DUE: -----

TOPICS: Grammar review.

HW: Read pages 4-125 on the writing process and various writing topics.

Work on grammar.

July

M 1

DUE: -----

TOPICS: Sentence combining and sentence variety.

HW: Work on sentence combining handout.

Tu 2

DUE: _____

TOPICS: Forming and evaluating thesis statements. In-class exercise.

HW: Work on sentence combining.
Work on grammar.

W 3

DUE: **Paragraphs #2 and #3 drafting.**

TOPICS: Developing paragraphs. Evaluating quality. Paragraphs #2 and #3 drafting (argumentative- on the moon).

HW: Type up paragraphs.
Work on sentence combining.
Work on grammar.

Th 4



Fourth of July

M 8

DUE: _____

TOPICS: The writing process. Essay introductions (PowerPoint). Essay conclusions.

HW: Work on grammar.

Sentence combining is due next class.

Tu 9

DUE: **Sentence combining.**

TOPICS: Introduction to basic MLA protocol and formatting. Writing and evaluating point-centered essays. Review scoring criteria. Outlining strategies. How to write argument and persuasion essays using critical thinking.

HW: Read pages 275-292 on persuasion writing.
Work on grammar.
Do assigned reading and critical thinking essay (essay #1) along with formal outline.

We will be having an in-class essay next class. Bring writing materials.

W 10

DUE: **Rough draft of essay #2.**

TOPICS: Draft essay #2 (argument).

HW: Work on essay #1 (critical thinking essay and outline.)
Work on grammar.

Th 11

DUE: **Final draft of essay #2.**

TOPICS: Editing and final drafting of essay #2.

HW: Work on essay #1 (critical thinking essay and outline.)
Read pages 222-238 on contrast writing.
Work on grammar.

M 15

DUE: Rough draft of essay #3.

TOPICS: How to write compare and contrast essays. Read and discuss "RC" and "MC." Do T charts for comparison and contrast. Prep. for essay #3. Draft essay #3 ("RC" and "MC").

HW: Work on essay #1 (critical thinking essay and outline.)
Work on grammar.

Tu 16

DUE: Final draft of essay #3.

TOPICS: Editing and final drafting of essay #3.

HW: Read pages 733-764 on writing MLA research papers.
Read pages 239-256 on cause and effect writing.
Work on grammar.

Essay #1 is due next class. → Submit into SafeAssign.

W 17

DUE: Essay #1 (Critical thinking essay and outline.)

TOPICS: Instructions for essay #4 (research paper). Writing research papers.

HW: Work on essay #4 (research paper). Don't forget the works cited page.
Work on grammar.

Th 18

DUE: -----

TOPICS: How to write research papers continued.

HW: Work on essay #4 (research paper).
Read pages 207-221 on definition writing
Work on grammar.

M 22

DUE: Paragraph #4 drafting.

TOPICS: How to do guide questions. How to write definition papers. Read "Autumn" and "Hyperliving" articles. Paragraph #4 drafting (definition).

HW: Type up paragraph.
Work on essay #4 (research paper).
Work on grammar.
Do "The Cask of Amontillado" guide questions.

Tu 23

DUE: Paragraph #5 (business letter) drafting.

TOPICS: Writing business letters (letters of interest/application.) Draft business letter.

HW: Work on essay #4 (research paper).
Type up business letter. (Sample on page 792)
Read pages 189-206 on process writing.
Work on grammar.
Work on "Amontillado" guide questions.

W 24**DUE: Paragraph #6 drafting.**

TOPICS: Spelling. Writing process analysis papers. Paragraph #6 drafting (process analysis).

HW: Type up paragraph.

Work on grammar.

Work on essay #4 (research paper.)

Work on "Amontillado" guide questions.

Editing of research paper next class. This is "grade-saver" day.

Don't forget the works cited page!

Th 25**DUE: Completed draft of research paper (essay #4) for editing.**

TOPICS: Class editing of research paper.

HW: Finish essay #4 (research paper).

Work on grammar.

Work on "Amontillado" guide questions.

Editing #4 (research paper) is due next class → Submit into SafeAssign.

M 29**DUE: Essay #4 Research paper. Paragraph #7 drafting.**

TOPICS: Evaluating advertising. Paragraph #7 (evaluation of advertisement).

HW: Type up paragraph.

Work on grammar.

Work on "Amontillado" guide questions.

Tu 30**DUE: Guide questions for "The Cask of Amontillado." Paragraph #8 drafting.**

TOPICS: Writing description papers. Using sensory language. Using modifiers for description and clarity.

"The Cask of Amontillado" discussion of guide questions.

HW: Work on grammar.

Type up paragraph.

Paragraph portfolio is due next class.

W 31**DUE: Homonym worksheet. Paragraph portfolio.**

TOPICS: Understanding idioms. Review of homonyms / homophones and troublesome words. Do worksheet.

HW: Study for grammar test.

Don't forget your bluebook and dictionary for department final next class!

August

Th 1

DUE: Grammar test. Essay #5 (department final).

TOPICS: Final exam grammar test. Essay #5 (department final)

Last day of class.



Have a great break!

English 09 Portfolio

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Instructor reserves the right to make changes in this portfolio. Assignments are scored 1.0 to 6.0 and averaged.

Assignment Group 1 (33% of final grade)

- _____ **Essay #1** (critical thinking essay and formal outline.)
 _____ **Essay #2** (persuasion)
 _____ **Essay #3** (compare and contrast "RC and MC")
 _____ **Essay #4** (cause and effect research paper. This is worth double points.)

 _____ (Add up points and divide by 5.)

Assignment Group 2 (33% of final grade)

- _____ **Sentence combining**
 _____ **Guide questions for "The Cask of Amontillado"**
 _____ **Paragraph portfolio**
- Paragraph #1 (strategy for success)
 - Paragraphs #2 and #3 (argument- On the moon)
 - Paragraph #4 (definition)
 - Paragraph #5 (business letter)
 - Paragraph #6 (process analysis)
 - Paragraph #7 (advertising evaluation)
 - Paragraph #8 (description)

_____ (Add up points and divide by 3.)

Assignment Group 3 (33% of final grade)

- _____ **Grammar test** (class final exam)
 _____ **Essay #5** (English department final exam). This is required.
 _____ (Add up points and divide by 2.)

ENGLISH 09

Cormier

*Essay Criteria and Scoring Rubric****Criteria for a High- Quality (A+) Paper*****ORGANIZATION:**

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

DEVELOPMENT:

Body paragraphs are fully developed and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

CRITICAL THINKING:

This paper shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if applicable. Good quality and helpful examples are used. Conclusions avoid summary.

The conclusion may include:

- A judgment about the overall value of the topic
- A general comprehensive statement or closing thought-provoking question
- Evaluation of the subject itself
- Suggestions/ recommendations to the reader
- An "educated guess" as to the future of the topic
- Other methods of showing critical thinking about the subject.

RESEARCH:

This paper follows MLA format precisely. The works cited page is done correctly and includes at least five entries. Internal citations match the works cited page. The student demonstrates an emerging ability to evaluate sources by using only good quality sources in the paper. There is no plagiarism in this paper.

MECHANICS:

This paper demonstrates excellent grammar, spelling and punctuation skills. There are few or no GPS errors in this paper. The paper has a variety of sentence types and patterns. The paper shows a good command of the English language and no ESL errors will be found.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You *rock!*

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some *serious* studying!

2.0-2.8 (“D”) Not acceptable: Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism. Perhaps it was not submitted into SafeAssign on time (if required).