

English 110, Composition and Reading
Imperial Valley College (IVC), Fall 2013

Angel F. Sandoval

Email: angel.sandoval@imperial.edu

Tutoring Hours & Days: set up appointment via e-mail.

*Spencer Library is the meeting place.

CRN: 10390

Room: 3200

Time & Days:

8AM – 12:15PM

Saturday

!!!Course Syllabus and (tentative) Calendar will be posted on BlackBoard!!!

Course 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)

Student Learning Outcomes (SLO):

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

1. Demonstrate mastery of research strategies, including appropriate use and correct documentation of research materials (ILO1, ILO4, ILO5)
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining (ILO1, ILO2)
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement. (ILO1, ILO2)
4. Demonstrate command of rules regarding plagiarism and academic ethics. (ILO3)

Minimum Standards for Grade of “C”:

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

1. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.
9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Required Text(s):

1. *Patterns for College Writing: A Rhetorical Reader & Guide* (12th ed., 2011)
by Laurie G. Kirszner & Stephen R. Mandell
Bedford/St. Martin's, Boston. ISBN10: 0312676840
2. *Outliers: The Story of Success* (2011)
by Malcolm Gladwell
Back Bay Books, New York. ISBN10: 9780316017930
3. *Finding Your Element: How to Discover Your Talents & Passions & Transform Your Life* (2013)
by Ken Robinson & Lou Aronica
Viking Adult, New York. ISBN10: 0670022381

Recommended Text(s):

-Paper copy of a college-level dictionary

Other Resources:

The Perdue Online Writing Lab (OWL): <http://owl.english.purdue.edu>

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules.

Memidex online dictionary: <http://www.memidex.com/>

Grade Breakdown (tentative):

Essays 50%

Homework 20%

In-class Participation/Quizzes 10%

Research Paper (Final) 20%

= for a total of 100% of grade.

*NOTE: This course can only be taken for a letter grade.

Essay Assignments: (Dates and other data are tentative and subject to change.)

Essay	Prompt	Rough Draft	Due Date	Possible Pts.	Length (Pgs.)
1 (Definition)	8/24	8/31	9/7	10	2 - 3
2 (Cause/Effect)	9/7	9/14	9/21	10	4 - 5
3 (Argument)	9/21	9/28 10/5	10/12	15	--
4 (Argument)	10/12	10/19 10/26	11/2	15	5 - 7
5 (Research)	11/2	11/9 11/16	11/23	20	10 - 14

****NOTE:** All Essay Assignment drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant.

*****NOTE:** In order to receive full credit on an Essay Assignment, a “Rough Draft” must be turned in on the assigned date. Additionally, the “Rough Draft” must be stapled to the back of the Final Draft prior to submitting the assignment on the due date. Failure to compose the “Rough Draft” or failure to attach the “Rough Draft” to the Final Draft will result in a 10% (or more) grade deduction for that Essay Assignment.

******NOTE:** Because a student is not able to participate if absent (and keeping in mind that class participation makes up 5% of a student’s overall grade), any student who is absent more than two (2) class meetings will get a ZERO (0%) for the class participation category.

Evaluation of Essay Assignments:

Essay Assignments will be scored based on whether they

- + contain a controlling idea (or thesis) that responds to the prompt.
- + support the main idea using fully developed reasons and examples.
- + present a clear organization that avoids repeating ideas, and this includes use of transitions that give continuity and coherence to the prose.
- + demonstrate clear command of grammar and punctuation skills.
- + follow MLA format, paragraph and page length, and other prompt requirements.

In-Class Work:

Students will be required to

- + ask/answer questions.
- + take notes.
- + do small-group class work (this includes peer editing).
- + give individual and group presentations.
- + take practice timed-writing exams.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

Out-of-Class Work:

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
- + doing research for the research paper (assignment five).
- + doing individualized assignments, issued by instructor as needed.
- + composing rough drafts of every Essay Assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, text annotation, and grammar skills.

Cheating and Plagiarism:

“Dishonesty in the classroom is considered a very serious offense. Any form of cheating, turning in work which is not one's own (plagiarism), is grounds for disciplinary action. The consequences of these actions are severe and may include the possibility of expulsion” (*IVC Student Catalog* 34).

DSPS & Mandatory Academic Accommodation:

“Disabled Student Programs and Services is designed to provide supportive services to students with physical disabilities, learning disabilities, psychological disabilities, developmental delay, acquired brain injury, visual impairments, health problems and to students that are deaf and hard of hearing” (www.imperial.edu).

“Students are eligible for accommodations related to their disability under Section 504 of the Rehabilitation Act and the American with Disabilities Act. Any student interested in receiving services must contact the DSPS well before classes start to establish eligibility to insure timely provisions of services. Information can be found on our website: <http://www.imperial.edu/students/dsps>. Participation in the program is voluntary” (*IVC Student Catalog* 24). In accordance with IVC policy, students registered with DSPS should communicate with the instructor immediately about classroom and instructional accommodations needed in order to ensure an equal education opportunity and environment.

Late Work Policy:

Late work is unacceptable. Assignments that are late will either not be accepted or will be penalized a full letter grade (10%) or more.

Attendance:

Attendance for this class is MANDATORY; that is, students are expected to attend every class session. Any student who misses the first class meeting will be dropped. Students may be dropped at instructor’s discretion if they miss more than a week of class hours or are absent and do not contact instructor about their class absence.

If possible, the student should contact the instructor ahead of time to inform him of the planned absence. Moreover, the student is responsible for contacting the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day.

ATTENTION: If a student is absent on the day an Essay Assignment or a major assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment before the scheduled class meeting when that assignment is due. If the instructor does not receive the completed assignment in advance or in a timely manner then Late Work Policy (see above) rules will apply. Furthermore, the absent student must hand-in a hard copy of the assignment to the instructor.

Disruptive Students

Please keep side conversation to a minimum. To preserve a productive learning environment, students who consistently disrupt or interfere with class instruction may be sent out of the room and told to meet with Sergio Lopez, Dean of Student Affairs, before returning to class to continue with coursework. Mr. Lopez will follow disciplinary procedures as outlined in the *IVC General Catalog*.

Cell Phone and Laptop Policy

Put cell phones away and set them on silent mode. If there is a call you must make or receive, please step outside of class to do so. Laptops may be used for the purposes of taking notes and for searching information on the web that is relevant to class discussion. If I determine your laptop use is distracting you or others, I will ask you to put it away.

Food & Drink Policy

In compliance with the rules set by the institution, students will not eat or drink in the classroom. The exception to this rule is that students may bring in and drink water.

Holidays/No School Days that Affect Instruction of this Class:

11/28 – 11/30 Thanksgiving Holiday – No School

Deadline to Drop Full-Term Classes – 11/9

Last Day of Semester – 12/7

Vocabulary Assignment (due every week, starting 8/31)

You will create individualized vocabulary lists. You will get the vocabulary terms from *Outliers* and *Finding Your Element* or articles/essays that are assigned in class. You may also get your terms from any novel or creative writing text you are currently reading on your own or in another class.

Step 1a: Write the **entire/whole/complete** sentence containing the term whose definition you do not know.

Example: “Here was a world that was the purest of meritocracies” (Gladwell 37).

Step 1b: Include correct citation in accordance with MLA formatting rules.

The quotation marks go outside the words being quoted—the final period of the quoted text, however, will appear **AFTER** the parenthetical citation. Within the parenthetical citation you include author’s last name, followed by a space, then the corresponding page number of the text where you found the quotation.

Step 2: Underline the term you will be defining. (See example above.)

Step 3: Provide the part of speech and definition for the underlined term.

Example: 1. meritocracy [pl. –cies] – (n.) a form of social system in which power goes to those with superior intellects.

You will turn in a list of twenty (20) vocabulary terms every Saturday. You may not reuse vocabulary words for any of the following weeks. You may not work with someone else on this assignment—these vocabulary lists are to be “individualized” lists, which means everyone in class will necessarily have different vocabulary lists and definitions.

Tentative Course Calendar
(Schedule is subject to change.)
English 110, Fall '13 (IVC)

Instructor: Angel Sandoval, M.F.A. (Creative Writing)

Email: angel.sandoval@imperial.edu

Required Text: *Outliers: The Story of Success* (SOS) & *Finding Your Element* (FYE)

Week	Reading	Writing
One (8/24)	SOS – Intro.; Ch. 1 & 2	Assignment 1 – Definition Vocabulary 1
Two (8/31)	SOS – Ch. 3 & 4	Rough Draft
Three (9/7)	SOS – Ch. 5 & 6	Assignment 1 Due Assign. 2 – Cause & Effect
Four (9/14)	- TBA -	Rough Draft
Five (9/21)	SOS – Ch. 8 & 9	Assignment 2 Due Assign. 3 – Argument (I)
Six (9/28)	FYE – Ch. 1	Rough Draft – Class Review
Seven (10/5)	- TBA -	Rough Draft – Peer Editing
Eight (10/12)	FYE – Ch. 2 & 3	Assignment 3 Due Assign. 4 – Argument (II)
Nine (10/19)	FYE – Ch. 4 & 5	Rough Draft – Class Review
Ten (10/26)	FYE – Ch. 6	Rough Draft – Peer Editing
Eleven (11/2)	FYE – Ch. 7 & 8	Assignment 4 Due Assign. 5 – Research
Twelve (11/9)	FYE – Ch. 9 & 10	Rough Draft – Class Review
Thirteen (11/16)	- TBA -	Rough Draft – Peer Editing
Fourteen (11/23)	- TBA -	Assignment 5 Due In-class writing
Fifteen (12/7)	--	Instructor Evaluation Quizzes/Extra Credit Opp.