

**English 110: Composition and Reading**  
**Imperial Valley College**  
**Fall 2013**  
**CRN 10391**

**Class Time: MWF 8:35 a.m. – 9:50 a.m.**

**Class Location: Room 2726**

**Instructor: Mr. Robert Baukholt**

**Office: 2792**

**Live Office Hours: M 12:50 p.m. – 2:50 p.m., WF 12:50 p.m. – 1:20 p.m.**

**Online Office Hour: T 5:00 p.m. – 6:00 p.m. (in the “Office” forum of our BB course shell)**

**Email: Robert.Baukholt@imperial.edu**

**Campus Phone: (760) 355-6159**

Welcome to English 110: Composition and Reading. This class prepares 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.

So what will you learn in this class? The primary goal of this course is to acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. These skills are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. 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 occasionally 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. Failing to incorporate class concepts and ideas into essays will also result in a poor grade.

English 110 SLOs:

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)

### **Class Atmosphere and Requirements**

The majority of our class activities will involve writing and discussion of assigned readings, issues related to essay topics, and other topics relevant to us. We may be discussing controversial issues; please remember to keep an open mind and be respectful of the diverse backgrounds, opinions, and ideas of your peers in your contributions to these discussions.

**Required Texts:**

- A college dictionary
- MLA Handbook for Writers of Research Papers (7<sup>th</sup> Edition)
- *Brave New World* by Aldous Huxley

**Attendance:** Because each class session covers an important aspect of the writing process, it is of vital importance to your writing development that you attend class regularly. Therefore, if any student misses the first regular class session, they will be dropped from the class. Multiple consecutive absences could also result in being dropped. Students whose attendance record is exemplary will receive an extra credit bonus to their grade at the end of the semester:

No Absences = +10 pts

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each class period they are late. College is not just about the quality of assignments. It is also about following instructions and fulfilling responsibilities. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. **DON'T LET THIS HAPPEN TO YOU!**

**Discipline Policy:** 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.

**Discussions:** Discussions are very important in this class. You will be expected to contribute to class discussions on a regular basis. If you are unwilling or unable to participate, your grade will suffer **SUBSTANTIALLY**.

**Cell Phones:** If your cell phone goes off, you lose ten points from your final grade. If I catch you texting, you lose ten points from your final grade. In one of my classes a few semesters ago, a woman lost 80 points through the course of the semester. This is almost an entire essay grade! She failed the class because of these points. **DON'T LET THIS BE YOU!**

**Typed Assignments:** All take-home essay assignments and workshop responses should be typed. This includes all drafts. Don't bother turning in handwritten workshop responses or essay drafts!

**Writing Lab:** Each student will be required to visit the school's writing lab for additional advice on their writing. You will be required to show proof of your visits along with the final drafts of your essays.

**Revisions:** We are going to be working on a number of writing assignments over the course of the semester. Because the revision process is an important part of writing, you will be working on multiple drafts of many of these assignments.

**Plagiarism:** A student who plagiarizes on an assignment will automatically receive a zero on that assignment and a zero in participation, making it virtually impossible to pass the course. There is also the potential for further disciplinary action. We will spend class time learning how to avoid plagiarizing. If you have any questions about how to quote or document sources, please feel free to ask me. In an average semester (five composition classes) I usually fail between 5-10 students for plagiarizing. **DON'T LET THIS BE YOU!** If you aren't sure, **ASK!**

**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, making it very difficult to earn a passing score for the class. It is extremely important that we keep to our workshop schedule.

**Essay Submissions:** The final draft of each essay will need to be submitted twice. You will submit a paper copy in class on the due date, and you will also submit an online copy through Blackboard's SafeAssign (which checks your paper for plagiarism). This copy will also need to be submitted on the due date (before midnight).

**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.

**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**

**Essays:** The essays will be the main form of assessment for the class. There will be two assignments for each essay. One will be for the first draft, and the other will be for the final draft. I will provide ample feedback on your first drafts, but will only assign a grade and comments to the final drafts. To receive credit on a final draft, you must submit a hard copy of your paper directly to me in class and upload another copy of the same paper into Blackboard's SafeAssign essay submission system (accessed through our English 009 course site).

**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. You don't need to save your journals.

**Reading Quizzes:** Quizzes will be given periodically to ensure that students are reading assigned material. These quizzes are easy! If you do your reading, you should receive an A on this part of your grade.

**Whole-Class Workshops:** Each student will be required to have one of his or her 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 and to write 1-2 page written responses to 2/3 of the total number of student workshops we hold over the semester. We will discuss workshops in more detail as the semester progresses (don't worry if you don't understand them from reading this!).

Essay1:	100 points/10%
Essay 2:	100 points/10%
Essay 3:	100 points/10%
Research Essay:	150 points/15%
Workshops:	100 points/10%
Mid-Term:	100 points/10%
Discussions	50 points/5%
Quizzes	100 points/10%
Final:	200 points/ 20%
TOTAL	1000 points/100%

A> 90% B> 80% C> 70% D>60% F<60%

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to talk to me or e-mail me throughout the semester.

# Schedule for English 110

Because English 110 is a skills class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

Please also note that there is a heavy reading component to this class that is not represented in the schedule. The reading assignments and due dates will be given in class and through out blackboard shell. I don't assign these through the schedule because many of them are assigned in response to topics that students generate during the course of the class.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule.

## Week 1

**Monday, August 19<sup>th</sup>** – Go over the syllabus. Introduction game.

**Wednesday, August 21<sup>st</sup>** – Diagnostic essay.

**Friday, August 23<sup>rd</sup>** – Discuss narration. Assign the narrative essay.

## Week 2

**Monday, August 26<sup>th</sup>** – Pre-writing strategies.

**Wednesday August, 28<sup>th</sup>** – Essay organization. Topic sentences. Writing effective essay introductions. Workshop Sign-ups.

**Friday, August 30<sup>th</sup>** – Mock workshops. 1<sup>st</sup> draft of the narrative essay is due.

## Week 3

**Monday, September 2<sup>nd</sup>** – Holiday!

**Wednesday, September 4<sup>th</sup>** – Workshops.

**Friday, September 6<sup>th</sup>** – Workshops, continued.

## Week 4

**Monday, September 9<sup>th</sup>** – Thesis statements.

**Wednesday, September 11<sup>th</sup>** – Thesis statements, continued. Thesis statement group activity.

**Friday, September 13<sup>th</sup>** – Thesis statement group activity, continued. Final draft of the narrative essay is due.

## Week 5

**Monday, September 16<sup>th</sup>** – Cause and effect. Cause and effect group work. Assign the cause and effect essay.

**Wednesday, September 18<sup>th</sup>** – Cause and effect group work, continued. Writing effective essay conclusions.

**Friday, September 20<sup>th</sup>** – In-text citations. Finding source material.

## Week 6

**Monday, September 23<sup>rd</sup>** – Library presentation.

**Wednesday, September 25<sup>th</sup>** – Library source hunt.

**Friday, September 27<sup>th</sup>** – Considering the audience. The first draft of the cause and effect essay is due.

## Week 7

**Monday, September 30<sup>th</sup>** – Audience, continued.

**Wednesday, October 2<sup>nd</sup>** – Workshops.

**Friday, October 4<sup>th</sup>** – Workshops, continued.

### Week 8

**Monday, October 7<sup>th</sup>** – Discuss argumentation. Argumentative topic elections. Final draft of the cause and effect essay is due. Assign the argumentative essay.

**Wednesday, October 9<sup>th</sup>** – Strategies for effective timed writing. Responding to an article.

**Friday, October 11<sup>th</sup>** – Midterm

### Week 9

**Monday, October 14<sup>th</sup>** – Logic. vs. emotion in argument. Logical fallacies.

**Wednesday, October 16<sup>th</sup>** – Five ways of using source material in an argument.

**Friday, October 18<sup>th</sup>** – Library source hunt. First draft of the argumentative essay is due.

### Week 10

**Monday, October 21<sup>st</sup>** – Workshops.

**Wednesday, October 23<sup>rd</sup>** – Workshops, continued.

**Friday, October 25<sup>th</sup>** – Works cited lists.

### Week 11

**Monday, October 28<sup>th</sup>** – Works cited lists, continued. Watch movie in preparation for the final paper: an argumentative essay supported with research.

**Wednesday, October 30<sup>th</sup>** – Movie, continued.

**Friday, November 1<sup>st</sup>** – Movie, continued. Discuss movie. Elect topics for our final essay. Assign the final essay. Final draft of the argumentative essay is due.

### Week 12

**Monday, November 4<sup>th</sup>** – Refutation.

**Wednesday, November 6<sup>th</sup>** – Refutation, continued. Refutation group work.

**Friday, November 8<sup>th</sup>** – Finish refutation group work.

### Week 13

**Monday, November 11<sup>th</sup>** – Holiday!

**Wednesday, November 13<sup>th</sup>** – Library source hunt.

**Friday, November 15<sup>th</sup>** – Tone and Audience. First draft of the final essay is due.

### Week 14

**Monday, November 18<sup>th</sup>** – Tone and Audience, continued.

**Wednesday, November 20<sup>th</sup>** – Workshops.

**Friday, November 22<sup>nd</sup>** – Workshops, continued

### Week 15

**Monday, November 25<sup>th</sup>** – Peer review and optional student-teacher meetings.

**Wednesday, November 27<sup>th</sup>** – Final exam review. Final draft of the final essay is due.

**Friday, November 29<sup>th</sup>** – Holiday!

### Week 16

**Monday, December 2<sup>nd</sup>** – Final exam, part 1.

**Wednesday, December 4<sup>th</sup>** – Final exam, part 2.

**Friday, December 6<sup>th</sup>** – I will be available to answer any questions. Have a great winter break!

I understand the policies laid out in Mr. Baukholt's English 110 Syllabus, and I agree to adhere to those policies.

Name \_\_\_\_\_

Signature \_\_\_\_\_

Date \_\_\_\_\_