

Basic Course Information

Semester	Spring 2014	Instructor Name	Karin Deol Eugenio
Course Title & #	English 009: Basic English Composition	Email	Karin.deol@imperial.edu
CRN #	20035	Webpage	http://imperial.blackboard.com
Room	2751	Office	Room 809
Class Dates	1/21/14- 5/16/14		
Class Days	Wednesday		
Class Times	17:30- 21:45		
Units	4		

Course Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, nondegree applicable)

Student Learning Outcomes

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

1. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

Course Objectives

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

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after

recognizing this technique in the writing of others.

8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

Textbook

REQUIRED: Pam Mathis. *Blueprints for Writing: Building Essays*.
Wadsworth/Cengage, 2014.
ISBN 978-0-495-80246-4

Recommended:

Course Requirements and Instructional Methods

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

Course Grading Based on Course Objectives

I don't give out grades. Students earn them. I merely record what the student has earned. Here is the breakdown and the grading scale:

- 900-1000 points = A
- 800-899 points = B
- 700-799 points = C
- 600-699 points = D
- Below 599 points = F

5 QUIZZES (20 points each)	100
5 Journal entries (10 points each)	50
Rough drafts 1-4 (25 points each)	100
Essays 1-4 (100 points each)	400
5 Quizzes (10 points each)	50
Group work/ Classwork	50
Midterm	100
Final	150
Total	1000 Points

Attendance

Students who fail to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See General Catalog for details.

- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online

courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the General Catalog.
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Deadlines Count: Credit will be given for assignments only if they are turned in on time. If you are absent when something is due, you need to contact me immediately.
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.

Academic Honesty

- Plagiarism is to take and present as one’s own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly ‘cite a source’, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the General School Catalog for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment ;(c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment, (e) use of a commercial term paper service

Additional Help

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: There are several ‘labs’ on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning center, study rooms for small groups, and online access to a wealth of resources.

Disabled Student Programs and Services (DSPS)

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. The DSP&S office is located in Building 2100, telephone 760-355-6313 if you feel you need to be evaluated for educational accommodations.

Student Counseling and Health Services

Students have counseling and health services available, provided by the pre-paid Student Health Fee. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Blackboard Website: Log-in Instructions for Students

Students can log-in by visiting <http://imperial.blackboard.com>. Bookmark this site.

For the username, students 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).

Blackboard Assistance

IVC has established Blackboard support, which includes the following:

- **24/7 Phone Support:** Support Representatives are available around the clock every day of the week to provide you with technical support for the Blackboard Learning System and log-in issues.
- **Submit A Ticket:** This web based ticket submission tool allows you to fill out a web form that will get submitted as a ticket to our support representatives.
- **Real-Time Chat:** This tool allows you to contact our support representatives 24/7. You can access this tool from the support portal.
- **Knowledge Base:** Allows you to search or browse the various topics and questions that have already been answered.

To visit the **Blackboard Support Portal** you can:

- Go to <http://bbsupport.imperial.edu>
- Or, from the IVC Homepage, click on the **Faculty & Staff | Blackboard Support** link
- Or call **1-855-532-6983, toll free any time, day or night**

Common Final

The final exam will consist of the Common Final, as administered by all of the English 9 sections at IVC. This will be an argumentative in-class essay that will demonstrate that the student is ready to enter English 110 as the next composition class. Therefore, the essay must show solid development of ideas with a strong thesis statement, topic sentences, and organized text. Details must be strong and specific. The text must be written in correctly formed sentences with virtually no sentence-level or grammar errors. Strong command of diction, verb usage, and standard English is required to pass.

If you pass the Final, you will receive 150 points.

If you do not pass the final, you will receive 0 points.*

*You should look upon the midterm as a practice final. You will learn from the midterm what you need to do to improve to be able to pass the English 9 final. The Common Final is read by two other English 9 instructors. I will review all of the exams as well.

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 1 January 20-24	<ul style="list-style-type: none"> • Syllabus • Introduction • Group Work 	Read Chapters 1, 2 & 41 Study for quizzes
Week 2 January 27- 31	<ul style="list-style-type: none"> • Journal 1 • Quiz 1 • An Overview of the Writing Process • Thesis • Types of Sentences 	Read Chapters 3, 22, 23
Week 3 February 3-7	<ul style="list-style-type: none"> • Journal 2 • Peer Editing • Topic Sentence • Writing about Complex Reading • Nouns and Pronouns • Varying Sentence Structure by combining sentences 	Essay 1 <i>Rough Draft</i> due Read Chapters 4, 10, 24, 42

Date or Week	Activity, Assignment, and/or Topic	Pages/ Due Dates/Tests
Week 4 February 10-14	<ul style="list-style-type: none"> • Journal 3 • Supporting Points • Narration • Verbs • Using Appropriate language 	<i>ESSAY 1 DUE</i> Read Chapters 5, 11, 25 & 43
Week 5 February 17-21	<ul style="list-style-type: none"> • Quiz 2 • Coherence • Description • Adjectives and Adverbs 	Read Chapters 6, 12 & 26
Week 6 February 24-28	<ul style="list-style-type: none"> • Quiz 3 • Unity • Illustration • Prepositions 	Read Chapters 7, 13, & 27

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Week 7 March 3-7	<ul style="list-style-type: none"> • Peer Editing • Introduction • Process • Verbals and Verbal Phrases 	Essay 2 <i>ROUGH DRAFT</i> Due Read Chapters 8, 14, 28
Week 8 March 10-14	<ul style="list-style-type: none"> • Journal 4 • Conclusion • Definition • Clauses 	ESSAY 2 DUE Read Chapters 9, 15, & 29
Week 9 March 17-21	<ul style="list-style-type: none"> • Quiz 4 • Revising, Editing, Proofreading • Comparison/Contrast • Subject-Verb Agreement • Parallelism 	Read Chapters 16, 30 & 33
Week 10 March 24-28	<ul style="list-style-type: none"> • Quiz 5 • Cause/ Effect • Sentence Fragments • Semicolons and Colons 	Read Chapters 17, 31 & 35
Week 11 March 31-April 4	<ul style="list-style-type: none"> • Peer Editing • Classification • Run-On Sentences 	<ul style="list-style-type: none"> • Essay 3 <i>ROUGH DRAFT</i> Due • Read Chapters 18 & 32
Week 12 April 7- 11	<ul style="list-style-type: none"> • Journal 5 • Persuasion • Pronoun Case, Agreement, Reference 	<ul style="list-style-type: none"> • ESSAY 3 DUE • Read Chapter 19 & 20
Week 13 April 14-18	<ul style="list-style-type: none"> • Reading Critically and Responding to a Writing Prompt • Planning and Writing your response to a reading • MIDTERM 	Read Chapters 21, 32
Week 14 April 21-25	NO CLASS: Spring Break	
Week 15 April 28- May 2	<ul style="list-style-type: none"> • Peer Editing • Drawing from two sources • Pronoun Case, Agreement and reference 	Essay 3 <i>ROUGH DRAFT</i> Due
Week 16 May 5- May 9	COMMON FINAL	ESSAY 4 DUE
Week 17 May 12-16		