

Basic Course Information

Semester	Fall 2014	Instructor Name	Elizabeth Kemp
Course Title & #	Engl 110: Comp. and Reading	Email	Elizabeth.kemp@imperial.edu
CRN #	10052	Office	Room 809
Room	2726	Office contact if student will be out or emergency	Sara Hernandez
Class Dates	Aug. 18 – Dec. 13	Units	4
Class Days	MWF	Class Times	10:00 – 11:15 a.m.

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

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)

Course Objectives

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.

Textbooks & Other Resources or Links



1. Miller, James. *Acting Out Culture: Reading and Writing*. Bedford St. Martin. 2011. ISBN: 0312624298
2. Eggers, Dave. *A Heartbreaking Work of Staggering Genius*. Vintage. 2001. ISBN: 978-0375725784
3. Blackboard will be used in conjunction with this class. Course materials may be posted online. If access to the internet is a problem, let me know as soon as possible.

Course Requirements and Instructional Methods

Students will be required to write four main essays in this class (definition, argument, literary response, cause/effect), as well as a research paper. All essays should be a minimum of five pages in length. In addition, there will be in-class essays to count as the midterm, and a final. There will also be various journals, class activities, peer reviews, projects and presentations throughout the semester. A tutoring receipt is required as part of the research paper.

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

Grades will be posted and fairly up to date on Blackboard. Grades will be calculated using a weighted grading system that is as follows:

Essays – 50%	Final – 10%
Research Paper – 10%	Assignments – 15%
Midterm – 10%	Participation – 5%

Attendance

- A student who fails 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.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- 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.

Academic Honesty

- Plagiarism is to take and present as one's own the writings or ideas of others, without citing the source. 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

Expectations

1. This is a college level writing class. Grammar will be considered in the grading of all assignments.
2. Proofreading is expected. Typos, spelling errors, and mechanical issues should be at an absolute minimum.
3. Participation is necessary. This means that asking questions, completing all assignments, utilizing the English lab/tutors, and contacting the instructor if there are any problems is absolutely encouraged.
4. All in-class writing assignments should be written legibly in blue or black ink. All other assignments should be typed, double spaced, and in 12 pt. Times New Roman font.
5. Plagiarism is unacceptable and merits a failing grade for the assignment in which it appeared.
6. Be on time, be respectful, be committed. Writing requires practice and dedication; both are expected from all students.

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/>

Imperial Valley College Course Syllabus – Engl 110: Composition and Reading

	Monday	Wednesday	Friday
Week 1 Aug. 18-22	Introductions Syllabus	Writing Assessment	Grammar review
Week 2 Aug. 25-29	Grammar review Thesis statements	Essay structure Discuss: <i>AOC</i> pgs. 1-20 Write: What is culture?	Definition essay assignment
Week 3 Sept. 1-5	No School	Definition rough draft due Bring peer review sheets	Critical Reading
Week 4 Sept. 8-12	Definition essay due <i>Heartbreaking</i>	Discuss: <i>AOC</i> (intro) and turn in exercises	<i>The Secret</i>
Week 5 Sept. 15-19	Discuss: <i>AOC</i> Write: answer a question at end of one article	Essay 2	<i>Heartbreaking</i>
Week 6 Sept. 22-26	Essay 2	essay rough draft due bring peer review sheets	In-class essay
Week 7 Sept. 29- Oct.3	<i>Heartbreaking</i>	essay 2 due Discuss: <i>AOC</i> Write: answer a question at end of one article	Discuss: <i>AOC</i> Write: answer a question at end of one article
Week 8 Oct. 6-10	Midterm	<i>Heartbreaking</i>	Argument
Week 9 Oct. 13-17	Logical Fallacies	Argument essay rough draft bring peer review sheets	Argument/Logical Fallacies
Week 10 Oct. 20-24	Argument essay due Lit. Response <i>Heartbreaking</i>	Lit. response	<i>Heartbreaking</i>
Week 11 Oct. 27-31	Lit. response rough draft due Bring peer review sheets	<i>Heartbreaking</i>	Lit. Response essay due
Week 12 Nov. 3-7	Discuss: <i>AOC</i> Write: answer a question at end of one article	Discuss: <i>AOC</i> Write: answer a question at end of one article	Discuss: <i>AOC</i> Write: answer a question at end of one article
Week 13 Nov. 10-14	<i>Precious Knowledge</i>	<i>Precious Knowledge</i>	Research presentation RP topic due
Week 14 Nov. 17-21	RP outline due		RP rough draft due
Thanksgiving Break			
Week 15 Dec. 1-5		Research Paper due RP presentations	RP presentations
Week 16 Dec. 8-12	Final		