

**Basic Course Information**

Semester	<b>Fall 2014</b>	Instructor's Name	<b>Prof. Diana Ferrell</b>
Course Title & #	<b>English 110: Composition &amp; Reading</b>	Instructor's Email	<b>diana.ferrell@imperial.edu diaferrell@yahoo.com</b>
CRN #	<b>10063</b>	Office	<b>2799</b>
Room	<b>2751</b>		
Class Dates	<b>Aug. 19 – Dec. 11</b>	Office Hours	<b>Mondays – Thursdays 8:30 a.m. – 9:30 a.m.</b>
Class Days	<b>Tuesdays &amp; Thursdays</b>	Office Phone #	
Class Times	<b>12:40 p.m. – 2:45 p.m.</b>	Office secretary phone number (in case of emergency)	<b>(760) 355- 6224 or you can just email me</b>
Units	<b>4.0</b>		

**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)

**PREREQUISITES:** ENGL 009 with a minimum grade of C or better or ENGL 010 or ENGL 099 with a grade of "C" or better or appropriate placement

**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**

#### **Required Texts:**

1. Kirszner, Laurie. (2011). *Patterns for College Writing: A Rhetorical Reader and Guide*. Bedford/St. Martins. ISBN-10: 0312676840
2. Oates, Joyce Carol. (2000). *The Best American Essays of the Century*. Houghton Mifflin. ISBN-10: 0618155872
3. A college dictionary (The dictionary should include around 70,000 entries, word histories, and biographical information. American Heritage and Random House are good choices.)
4. A folder or binder in which you must save ALL class materials

### **Course Requirements and Instructional Methods**

#### **Classwork, Journals, and Homework**

- Classwork refers to in-class writing or assignments, peer review worksheets, paragraphs, and practice essays. Homework refers to any assigned work (such as worksheets, paragraph drafts, grammar exercises, etc.) that is to be taken home and completed as well as exercises assigned from the textbook. Journals refers to journal writing prompts that may either be assigned as classwork or as homework.
- You must do your homework if you wish to do well in this class. Doing homework prepares you for the day's class, **so I don't accept late homework.**

#### **Quizzes:**

- Quizzes will be based on concepts discussed in class (such as grammar and/or writing patterns or terms) and readings that are assigned. Most quizzes, but not all, will be announced in advance. **You cannot make up an in-class quiz if you are absent or late to class.** At the end of the semester, I will drop your lowest quiz score for just **one** quiz. (Some quizzes may be administered during class while others may be administered over Blackboard. Quizzes assigned through Blackboard will be announced in advance.)

#### **Fallacy Project:**

- Students will work on a fallacy project in small groups. A handout will be provided later in the semester that will explain the project's requirements.

#### **Essays 1, 2, 3, & 4:**

- Students will be required to write four major essays (process essay, cause/effect {mini-research}, compare/contrast {mini-research}, and a persuasive research essay).
- Bluebooks must be purchased for in-class essays. Comments will be made on in-class essays. Make sure you do not miss class on these days because there are no make-ups!
- The outside-class essays will require outlines, rough drafts, and a final draft. If you do not turn in a completed final draft on the date that it is due, you will automatically fail that assignment. [Essay length: 3-5 pages unless otherwise announced].
- The persuasive research paper (Essay 4) will be due near the end of the semester. A handout will

be provided in advance of the due dates. Students will need to submit a rough draft and a works cited list before the final draft is due. The research paper must be between 8,000-10,000 words long and contain at least three sources on the Works Cited list.

- For outside-class essays, final drafts will also need to be submitted to Blackboard’s plagiarism checker, Safe Assign.

**Final Essay:**

- The final will be an in-class essay based on what we have worked on throughout the semester.

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**

**GRADING**

<b>ASSIGNMENTS</b>	<b>% OF GRADE</b>
Classwork, Journals & Homework	10%
Quizzes	15%
Fallacy Project	5%
Essays 1, 2, 3, 4 (10% - 10% - 10% - 20%)	50%
Final Essay	20%
<b>Total</b>	<b>100%</b>

**GRADING SCALE**

<u>Letter</u>	<u>Percent</u>
A =	90-100 %
B =	80-89 %
C =	70-79 %
D =	60-69 %
F =	0-59 %

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

- Should you miss any class, you are responsible for any and all assignments which are due upon your return, including any handouts there may have been during class. Also note that **late assignments will not be accepted**. You must make the effort to discuss any questions or concerns in advance of the due dates.

### **Classroom Etiquette**

- **Electronic Devices:** Turn off all cell phones, iPods, iPhones, etc. Laptops can only be used by students who have registered with disabled student services and who need the laptop to perform in-class work.
- **Classroom Courtesy:** Be courteous, polite, and considerate to all members of the class at all times. Each and every student's voice and opinion is important to class discussions. Furthermore, every comment should be shared and responded to respectfully. Your professional courtesy is expected and appreciated.
- **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.
- **Be Prepared For Class:** Arrive on time, be prepared with all readings, and bring all texts under investigation. You must **bring your own copy** of the text to EVERY class session. Please make the effort to use the restrooms or the telephone before class.
- **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.

### **Blackboard and Due Dates**

#### **Blackboard:**

- Important documents and assignments will be posted regularly on Blackboard (BB). It is also important that you check your email and the Blackboard home page as I often send messages through BB. If you're absent or if you lose a document, go to BB! For certain assignments, you may also be required to submit or turn in your work through BB.

#### **Due Dates: PLEASE READ CAREFULLY:**

- Work is due in class at the beginning of class. If you're late to class, the assignment will also be considered as such. If you are absent and need to email your work, you must email it before the class starts that day; otherwise, the email will be considered late, and late work is not accepted.
- Late or incomplete assignments cannot be made up.

### **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 and Resources**

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

### **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](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/>

### **Classmate Contact Information**

#### **Classmate Contact Info**

If you miss a class, you are responsible for getting the homework for the next class. To do so, call a classmate. Write down the names and phone numbers or emails of three people in the room.

Classmate #1: *Name*:\_\_\_\_\_ *Phone/Email*:\_\_\_\_\_

Classmate #2: *Name*:\_\_\_\_\_ *Phone/Email*:\_\_\_\_\_

Classmate #3: *Name*:\_\_\_\_\_ *Phone/Email*:\_\_\_\_\_

**Tentative Class Calendar**

WEEK	TOPICS	DATE	CLASS PROJECT	ASSIGNMENT DUE
1	<b>Introduction to the Writing Process &amp; Process Essay</b>	T 8/19	Intro to English 101 - Syllabus <i>Patterns</i> Ch. 1 & 2 Becoming a Critical Reader & Intro to the Writing Process & Intro to Process Essay (Ch. 9)	Purchase texts
		Th 8/21	Intro to the Writing Process & Intro to Process Essay cont'd (Ch. 9)	
2	<b>Thesis Statements &amp; Outlines &amp; Process Essay</b>	T 8/26	Thesis Statements & Outlines <i>Patterns</i> Ch. 2 cont'd  Process Essay ( <i>Patterns</i> Ch. 9)	Mark Twain: "Corn-pone Opinions" (Theme: Tradition) W.E.B. Du Bois: "Of the Coming of John" (Theme: Race)
		Th 8/28	Process Essay Review (Ch.9)	Henry Adams: "Law of Acceleration" (Theme: Progress)
3	<b>In-class Process Essay Intro to Cause &amp; Effect  Library Day</b>	T 9/2	<b>Essay 1 (Process) (in-class: Bring Bluebook)</b> Intro to Cause/Effect (Ch. 10)	<b>(Bring Bluebook for in-class essay)</b>
		Th 9/4	<b>Library Orientation</b>	John Jay Chapman: "Coatesville" (Themes: Race/Apathy) & <i>Patterns</i> book: Shirley Jackson's "The Lottery" pg 311-317 (Theme: Apathy/Tradition)
4	<b>Cause &amp; Effect Research</b>	T 9/9	Cause/Effect ( <i>Patterns</i> Ch.10)  Finding & Evaluating Research Sources ( <i>Patterns</i> Ch. 16) Incorporating Sources (Ch. 17)	Zora Neale Hurston: "How It Feels to Be Colored Me" (Theme: Race)
		Th 9/11	Cause/Effect ( <i>Patterns</i> Ch.10) Incorporating Sources Cont'd	<i>Patterns</i> book: "38 Who Saw Murder" pg 127-130 (Theme: Apathy)
5	<b>Cause &amp; Effect Cont'd</b>	T 9/16	<b>Essay 2 (Cause/Effect) Rough Draft Due</b> <i>Peer Review</i>	<b>(Bring 3 copies of Rough Draft)</b> Katherine Anne Porter: "The Future is Now" (Theme: Progress)
		Th 9/18	Cause/Effect ( <i>Patterns</i> Ch.10) Documenting Sources (Ch. 18) Drafting/Revising/Editing (Ch.4-5)	Loren Eiseley: "The Brown Wasps" (Theme: Progress)
6	<b>Intro to Compare &amp; Contrast</b>	T 9/23	<b>Essay 2 (Cause/Effect) Final Draft Due</b> Compare/Contrast (Ch.11) – Prewriting & Outlining Grammar Practice	
		Th 9/25	Compare/Contrast cont'd	Martin Luther King Jr.: "Letter from Birmingham Jail" (Theme: Race/Equality)
7	<b>Compare &amp; Contrast Cont'd</b>	T 9/30	Compare/Contrast (Ch.11) – Incorporating mini-research Outlining cont'd	Maya Angelou: "I Know Why The Caged Bird Sings" (Theme: Race)

**Imperial Valley College Course Syllabus –English 110, CRN 10063, TTh 12:40 p.m.-2:45 p.m.**

		Th 10/2	Compare/Contrast cont'd Outlining cont'd Grammar Practice	<i>Patterns</i> book: "The Case Against Air Conditioning" pg 344-346 (Theme: Progress)
8	<b>Compare &amp; Contrast Cont'd</b>	T 10/7	Compare/Contrast (Ch.11)	
		Th 10/9	<b>Essay 3 (Compare/Contrast) Rough Draft Due</b> Peer Review	<b>(Bring 3 copies of Rough Draft)</b> <i>Patterns</i> book: "Only Daughter" pg 111-114 (Theme: Gender/Culture/Race)
9	<b>Compare &amp; Contrast Cont'd</b>  <b>Intro to Fallacies</b>	T 10/14	Compare/Contrast (Ch.11)	<i>Patterns</i> book: "Myth of the Latin Woman" pg 232-237 (Theme: Gender/Culture/Race)
		Th 10/16	<i>Intro to Fallacy Project (assign groups)</i> Fallacies (Ch 14: pg 537-540)	Maxine Hong Kingston: "No Name Woman" (Theme: Gender/Culture/Race)
10	<b>Fallacy Discussion</b>  <b>Intro to Persuasive Research</b>	T 10/21	<b>Essay 3 (Compare/Contrast) Final Draft Due</b> Argumentation/Persuasion (Ch. 14) Grammar Practice	Gerald Early: "Life with Daughters Watching the Miss America Pageant" (Theme: Gender/Culture/Race)
		Th 10/23	Argumentation/Persuasion cont'd	
11	<b>Fallacy Project</b>  <b>Intro to Rhetorical Appeals</b>	T 10/28	<b>Fallacy Project Due</b> Fallacy Project Presentations	Richard Rodriguez: "Aria: A Memoir of a Bilingual Childhood" (Theme: Language/Culture)
		Th 10/30	Rhetorical Appeals Activity Argumentation (Ch. 14) Incorporating Research into Essay	<i>Patterns</i> book: "Mother Tongue" pg 466-471 (Theme: Language/Culture)
12	<b>Research Cont'd</b>	T 11/4	<b>Essay 4 (Research) Rough Draft Due</b> Peer Review Grammar Practice	<b>(Bring 3 copies of Rough Draft)</b>
		Th 11/6	Argumentation (Ch. 14) cont'd	William Manchester: "Okinawa: The Bloodiest Battle of All" (Theme: War/Memory)
13	<b>Research Cont'd</b>	T 11/11	<i>No Class: Veteran's Day</i>	
		Th 11/13	Argumentation (Ch. 14) cont'd	
14	<b>Research Reading &amp; Writing</b>	T 11/18	<i>Reading / Working with Research</i>	Saul Bellow: "Graven Images" (Theme: Self/Memory)
		Th 11/20	<b>Essay 4 (Research) Final Draft Due</b>	
		T 11/25 Th 11/27	<i>No class: Thanksgiving Holiday</i>	
15	<b>Review</b>	T 12/2	Review for Final Essay	
		Th 12/4	Review for Final Essay cont'd	
16	<b>Final Exam Week</b>	T 12/9	<b>Final Essay (in-class: bring Bluebook)</b>	<b>(Bring Bluebook for in-class essay)</b>
		Th 12/11	<b>TBA</b>	