

Basic Course Information

Semester	Fall 2014	Instructor's Name	Karin Deol Eugenio
Course Title & #	English 110	Instructor's Email	karin.deol@imperial.edu
CRN #	10066	Room	2726
Room	2726	Class Dates	AUG 18- DEC 13
Class Dates	Aug 18- Dec 13	Class Days	MONDAY
Class Times	5:30-9:45	Who students should contact if emergency or other absence	Sara Hernandez, English Dept. Secretary (760) 355-6224
Units	4		

Course Description

English 110 is the standard course in freshman English composition. In this class, students will be given the opportunity to improve their ability to understand serious and complex prose and to improve their ability to write expository and, later, argumentative prose that is thoughtful and clear. Students will practice using rhetorical modes to solve writing problems, and a research paper is also required.

PREREQUISITE: English 009 or English 010 with a grade of "C" or higher, or appropriate placement. For further course information, refer to the latest IVC college catalog or the current schedule of classes. English 110 transfers to both the UC and CSU systems.

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. Analyze an argumentative text for claim, support, and fallacies (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

This course is designed to serve ten basic learning objectives. In the process of meeting these objectives, students will write a series of major essays, one formal research paper, and an in-class essay for the final exam. In developing writing projects for this course, students will:

1. Read, analyze, and interpret a variety of written texts, including one single-author text;
2. Identify logical fallacies and essay coherence, especially in relation to tone, purpose, and audience;
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing;
4. Demonstrate a command of rhetorical modes, to include comparison/contrast, cause/effect, definition, and argumentation;

5. Practice using connotative and figurative language, while writing for an academic audience;
6. Adapt writing strategies to the requirements of the writing situation, displaying knowledge of the rhetorical situation;
7. Examine and analyze their own writing and that of other students with a view towards improving rhetorical effectiveness;
8. Develop a thoughtful research paper creating accurate citations and utilizing strong library skills;
9. Create a variety of written work, to include at least four essays and one research paper, producing 8,000-10,000 words;
10. Participate in activities deemed appropriate by the instructor, to include online instruction and web-based writing exercises.

Textbooks & Other Resources or Links

1. Kirsznner, Laurie. (2011). Patterns for College Writing: A Rhetorical Reader and Guide. Bedford/St. Martins. ISBN-10: 0312676840
2. 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

As writers, in this course we will gain many specific skills. Mastering these skills is essential for moving on to higher levels of English and for success in your other college classes (e.g., psychology, history, geography, biology). We need to understand the writing process: planning, drafting, revising, editing. We need to be able to organize and develop our ideas, providing support and effective details. We need to appreciate the importance of the beginning, the middle, and the end. Before the end of the semester, we must appreciate the dynamics of the rhetorical situation. We need to understand rhetorical modes such as classification, comparison and contrast, cause and effect, and process. Our writing also needs to reflect critical thinking, as we become more skillful in supporting our main ideas with examples and details while we think through problems logically and reasonably. Research skills need to be sharpened. And we need to gain skill and confidence with sentence structure, basic grammar, punctuation, spelling, and mechanics. The simple purpose of English 110: improving your writing

Our textbook will help us focus our efforts and ensure that we fulfill this purpose. In addition, this Textbook will provide resources for success in English 110 and beyond. But we also need to use the Internet. Be prepared to work online this semester. You will engage in research toward the end of the course, and certainly you will do much of your research using the web.

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

ASSIGNMENTS	% of Grade
Classwork, Homework & Journals	20%
Essays 1, 2 & 3	60%
Final Essay	20%
Total	100%

GRADING SCALE

- 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.

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.

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 – Discretionary Section and Language

- EDMODO <https://www.edmodo.com/home#/group?id=9221429> group code: **m8wb3j**
- 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

Imperial Valley College Course Syllabus – Course Title and number

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/>

Tentative Schedule /Calendar

WEEKS	TOPICS	DATE	CLASS WORK	HOMEWORK
1	Introduction to the Writing Process & Process Essay	AUG 18-22	Intro to English 101 - Syllabus Patterns Ch. 1 & 2 Becoming a Critical Reader & Intro to the Writing Process & Intro to Process Essay (Ch. 9)	Purchase texts
2	Thesis Statements & Outlines & Process Essay	AUG 25-29	Thesis Statements & Outlines -Patterns Ch. 2 cont'd Process Essay (Patterns Ch. 9)	Assigned readings: to be given in class
3	NO CLASS- LABOR DAY			
4	In-class Process Essay Intro to Cause & Effect	SEP 8-12	Essay 1 (Process) (in-class: Bring Bluebook) Intro to Cause/Effect (Ch. 10)	Assigned readings: to be given in class
5	Cause & Effect Research	SEP 15-19	Cause/Effect (Patterns Ch.10) Finding & Evaluating Research Sources (Patterns Ch. 16) Incorporating Sources (Ch. 17)	- Bring 3 copies of Rough Draft for Peer Review
6	Cause & Effect Cont'd	SEP 22-26	-Essay 2 (Cause/Effect) Rough Draft Due Cause/Effect (Patterns Ch.10) Documenting Sources (Ch. 18) Drafting/Revising/Editing (Ch.4-5)	Finalize Essay 2
7	Intro to Compare & Contrast	SEP 29-OCT 3	Essay 2 (Cause/Effect) Final Draft Due Compare/Contrast (Ch.11) -Prewriting & Outlining	Assigned readings: to be given in class

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			Grammar Practice	
8	Compare & Contrast	OCT 6-10	Compare/Contrast (Ch.11) –Incorporating mini-research Outlining cont'd Grammar Practice	Bring 3 copies of Rough Draft for next class
9	Compare & Contrast Cont'd	OCT 13-17	Compare/Contrast (Ch.11) Essay 3 (Compare/Contrast) Rough Draft Due Peer Review	Assigned readings: to be given in class
10	Intro to Fallacies	OCT 20-24	Fallacies (Ch 14: pg 537-540)	Finalize Essay 3
11	Intro to Persuasive Research	OCT 27-NOV 31	Essay 3 (Compare/Contrast) Final Draft Due Argumentation/Persuasion (Ch. 14) Grammar Practice	Assigned readings: to be given in class
12	Intro to Rhetorical Appeals	NOV 3-7	Argumentation (Ch. 14) Incorporating Research into Essay	Bring 3 copies of Essay 4 rough draft for Peer review
13	Research cont'd	NOV 10-14	Essay 4 (Research) Rough Draft Due -Peer Review -Grammar Practice Argumentation (Ch. 14) cont'd	Assigned readings: to be given in class
14	Research cont'd	NOV 17-21	Argumentation (Ch. 14) cont'd	Finalize essay 4
15	Reading based on Writing	NOV 24-28	Reading / Working with Research Essay 4 (Research) Final Draft Due	TBA
16	Review	DEC 1-5	Review for Final Essay	Bring Bluebook for final in-class essay
17	Final Exam	DEC 8-12	Final Essay (in-class: Bring Bluebook)	Enjoy your winter break!