

# **Course Syllabus**

## **English 110**

### **Imperial Valley College**

#### **Winter 2015**

**Course:** English 110, winter 2015/ Imperial Valley College

**CRN:** 15054

**Room:** 2751

**Class Dates:** January 6 – February 6

**Class Times:** 6:00 – 8:50 PM – Monday through Friday

**Units:** 4

**Instructor:** Jose E. Apodaca

**Contact:**

760-540-1366 – for class business only – Text Message is the most practical manner to get in touch with me.

**E-mail:** joe.apodaca@imperial.edu

#### **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 (in class and out of class), one formal research paper, and participate in a series of exercises designed to assist the student in meeting the objectives. 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 (s) 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.

**Required Textbook:**

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

**Required Materials:**

1. 1 inch 3-Ring Binder with 8 ½ X 11 sheets of paper
2. College Dictionary with Thesaurus
3. Writing instrument: pen and pencil
4. PDF: Death of a Salesman -- [http://www.pelister.org/literature/ArthurMiller/Miller\\_Salesman.pdf](http://www.pelister.org/literature/ArthurMiller/Miller_Salesman.pdf)

**Course Policies:**

***Attendance Policy/Tardiness***

- 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.

NOTE: ARRIVING TARDY TO CLASS WILL RESULT IN ZERO CREDIT FOR THE WARM UP ACTIVITY, AND LEAVING EARLY WILL ALSO RESULT IN ZERO CREDIT.

***Late Assignments:*** Late or missed assignments will not be accepted unless prior arrangements are made with the instructor. If no such arrangements are made, late work will not be accepted. Additionally, simply informing the instructor will not necessarily guarantee acceptance; arrangements must be deemed acceptable and approved by the instructor. Furthermore, any exercises, quizzes, and assessments missed during an absence will not be eligible for credit. If you miss the class, you miss the points.

***Cell Phones/ Electronic Devices:*** As a professional courtesy turn them off or put them on vibrate. Do not use them during class, and do not place them on top of the desks as they are a distraction.

***Food and Drinks:*** Prohibited in the classroom with the exception of water bottles with lids or caps.

***Academic Misconduct:*** Academic misconduct includes misconduct associated with the classroom, laboratory or clinical learning process. Some examples of academic misconduct are cheating and plagiarism. Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff. Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials

*prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the internet and not properly identified is also considered plagiarism. Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral to Sergio Lopez, Dean of Student Development and Campus Events.*

**Accommodations for Disabilities Policy:** “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 the Health Sciences Building, Room 2117. (760) 355-6312”

**Discipline Policy:** “Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution.

An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to Sergio Lopez, Dean of Student Development and Campus Events. During the period of removal the student MAY NOT return without the consent of the instructor.”

**Assignments and Grading:**

**Grades will be based on an accumulation of points for the term. Each assignment will be given a point value and included in the final grade. Assignments will consist of the following:**

**10 In Class Timed Essays/ Paragraphs: 1000 Points (100 Points per Essay)**

**NOTE: IN CLASS ESSAYS WILL CONSIST OF READING A PIECE AND RESPONDING.**

**8 Take Home Essays: 800 Points (100 Points per Essay)**

**NOTE: TO BE ELIGIBLE FOR FULL CREDIT ALL COMPONENTS, SUCH AS DRAFTS AND REVISIONS MUST BE SUBMITTED WITH THE FINAL DRAFT. FAILURE TO COMPLETE ANY COMPONENT, INCLUDING APPROPRIATE FORMAT AND WORKS CITED PAGE, WILL RESULT NO CREDIT FOR THE ASSIGNMENT!**

**NOTE ON ALL WRITINGS AND ESSAYS:**

**BE ADVISED THAT EDITING AND REVISION IS PART OF THE WRITING PROCESS AND NOT THE INTRUCTOR’S RESNPOSIBILITY! STUDNETS ARE EXPECTED TO EDIT AND REVISE ALL WRITING PIECES PRIOR TO FINAL SUBMISSION. PLEASE KEEP IN MIND THAT PIECES WILL NOT BE RETURNED TO STUDENTS FOR “REVISION AND RESUBMISSION.” THE INSTRUCTOR WILL READ ALL PIECES AND SCORE THEM ON A RUBRIC; HE WILL NOT “EDIT” ANY PIECE FOR THE STUDENT. ALL RUBRICS USED IN THE COURSE WILL BE PROVIDED TO STUDENTS. STUDENTS ARE ENCOURAGED AND EXPECTED TO USE ALL RESOURCES FOR EDITING AND REVISION OF “TAKE HOME ESSAYS.” IN CLASS TIMED WRITINGS MUST ALSO BE EDITED; HOWEVER, THE INTRUCTOR WILL TAKE INTO ACCOUNT THE TIME CONSTRAINTS. STUDENTS, HOWEVER, ARE ADVISED TO PLAN ACCORDINGLY AND SET TIME ASIDE FOR PLANNING, EDITING, AND REVISION. STUDENTS MUST MAKE MAXIMUM USE OF THE TIME PROVIDED. IF YOU SUBMIT A PIECE BEFORE THE TIME IS UP, THEN IT IS REASONABLE TO ASSUME THAT THE STUDENT HAS DONE ALL THAT HE OR SHE CAN DO W ITH THE PIECE. USE YOUR TIME WISELY.**

**5 Assessments/ Quizzes: 500 Points (100 Points per Assessment)**

**Final: 500 Points**

**Participation: 100 Points**

**TOTAL POINTS POSSIBLE: 2,900**

**NOTE: PARTICIPATION INCLUDES ALL ASPECTS OF THE COURSE NOT SPECIFIED INCLUDING BUT NOT LIMITED TO TAKING NOTES (WHICH IS REQUIRED). STUDENTS, WHO CHOOSE NOT TO TAKE ADEQUATE NOTES AND REMAIN ENGAGED, WILL EARN A SCORE OF ZERO. ADDITIONALLY, STUDENTS WILL WRITE JOURNALS AND PERFORM EXERCISES IN CLASS AND OUT OF CLASS; THESE EXERCISES WILL BE FOR CREDIT OR NO CREDIT AND POINTS WILL BE DEDUCTED FROM THE PARTICIPATION SCORE. BOTTOM LINE: EXPECT TO KEEP YOURSELF ENGAGED FOR THE DURATION OF THE CLASS AND THE TERM; DO NOT BE LATE; AND MAKE CERTAIN THAT YOU ATTEND ALL CLASSES.**

**ASSESSMENTS:** *THE BULK OF YOUR GRADE WILL BE BASED ON YOUR PERFORMANCE ON THE ASSESSMENTS. THE CLASS LESSONS, PRESENTATIONS, READINGS, AND NOTES WILL PROVIDE THE INFORMATION THAT WILL BE ON EACH ASSESSMENT.*

**IN-CLASS PRACTICE ESSAYS, PARAGRAPHS, AND STRUCTURED RESPONSES:**

These exercises are not included in the grade, but will receive either credit or no credit. No credit will result in a 10 point deduction of the participation score, so it's imperative that students complete each practice essay or paragraph. **STUDENTS CAN EXPECT TO PERFORM "IN CLASS PRACTICE ESSAYS OR PARAGRAPHS" DURING EACH LESSON. STUDENTS CAN ALSO EXPECT "TAKE HOME PRACTICE ESSAYS OR PARAGRAPHS" ON A REGULAR BASIS.**

**JOURNALS:**

*STUDENTS WILL BE ASSIGNED JOURNALS TO WRITE IN CLASS OR AT HOME. EACH JOURNAL OR SET OF JOURNALS WILL RECEIVE EITHER CREDIT OR NO CREDIT – THERE IS NO PARTIAL CREDIT. THERE WILL NOT BE ANY "MAKE UPS" FOR ANY ABSENCES. FAILURE TO SUBMIT THESE EXERCISES WILL RESULT IN A 5 POINT DEDUCTION FROM THE PARTICIPATION SCORE.*

**WARM UPS:** *EACH CLASS WILL BEGIN WITH A TIMED WARM UP. STUDENTS ARE EXPECTED TO COMPLETE EACH EXERCISE IN ITS ENTIRETY – FAILURE TO COMPLETE ANY PART OF THE EXERCISE WILL RESULT IN A 5 POINT DEDUCTION FROM THE PARTICIPATION POINTS. THERE WILL NOT BE ANY MAKE UP WARM UPS FOR STUDENTS WHO ARE ABSENT AND ANY STUDENTS WHO ARE TARDY WILL NOT BE ELIGIBLE FOR THE POINTS.*

**NOTE:** The course syllabus is a working document, and the instructor reserves the right to adjust assignments accordingly by either adding or removing assignments in an effort to best fit the need of the class.

**REMINDER: THIS IS A COURSE IN COLLEGE COMPOSITION; THEREFORE, YOU ARE EXPECTED TO FULLY PARTICIPATE IN ALL IN CLASS AND OUT OF CLASS ACTIVITIES AND ASSIGNMENTS. ALL ACTIVITIES ARE DESIGNED TO HELP YOU BECOME A BETTER WRITER, AND FAILURE TO FULLY PARTICIPATE WILL RESULT IN LOW SCORES ON THE ESSAYS, ASSIGNMENTS, AND QUIZZES WHICH WILL THEREBY RESULT IN A LOW OR FAILING GRADE.**

Your grade will be based on a percentage of points earned throughout the term. You are responsible for keeping track of points earned in class.

**90-100 %=A**

**80-89 %=B**

**70-79%=C**

**60-69%=D**

**50-% or below= F**

**Tentative Weekly Course Map:**

**Week 1:**

- **Introduction to the course**
- **Introduction to the writing process**
- **Sentence Skills Diagnostic Assessment**
- **Article – Read, Write, and Speak**

- **Take Home Essay #1**
- **In Class Essay #1 and #2**
- **Assessment #1**

**Week 2:**

- **Introduction to the week**
- **Combining Sentences and Grammar Review**
- **Article – Read, Write, and Speak**
- **In Class Essay #3 and #4**
- **Take Home Essay #2**
- **Assessment #2**

**Week 3:**

- **Introduction to the week**
- **Combining Sentences and Grammar Review**
- **Article – Read, Write, and Speak**
- **In Class Essay #5 and #6**
- **Take Home Essay #3 and #4**
- **Assessment #3**

**Week 4:**

- **Introduction to the week**
- **Combining Sentences and Grammar Review**
- **Article – Read, Write, and Speak**
- **In Class Essay #7 and #8**
- **Take Home Essay #5 and #6**
- **Assessment #4**

**Week 5:**

- **Introduction to the week**
- **Combining Sentences and Grammar Review**
- **Article – Read, Write, and Speak**
- **In Class Essay #9 and #10**
- **Take Home Essay #7 and #8**
- **Final Exam**