

**Basic Course Information**

<i>Semester</i>	<b>SPRING 2015</b>	<i>Instructor's Name</i>	<b>Prof. David R. Zielinski</b>
<i>Course Title &amp; #</i>	<b>English 010: English Composition (Accelerated)</b>	<i>Instructor's Email</i>	<b>david.zielinski@imperial.edu</b>
<i>CRN</i>	<b>20266</b>		
<i>Room</i>	<b>3000</b>	<i>Office</i>	<b>2790</b>
<i>Class Dates</i>	<b>17 Feb to 12 June</b>	<i>Office Hours</i>	<b>M through Th 7:00 to 7:30 a.m. Tu and Th 10:00 to 11:00 a.m.</b>
<i>Class Days</i>	<b>Monday and Wednesday</b>	<i>Office Phone</i>	<b>(760) 355-6470</b>
<i>Class Times</i>	<b>10:15 to 12:45 a.m.</b>	<i>Emergency Contact</i>	<b>English Dept. Secretary (760) 355-6224</b>
<i>Units</i>	<b>4</b>		

**Course Description**

English 010 is an accelerated writing class that prepares developmental students for transfer-level English composition as well as associate-degree classes. In English 010, students will experience a strong emphasis on the development of skills in critical reading and academic writing. Students will practice using rhetorical modes to solve writing problems, and the class will focus on developing argumentation skills. Research strategies will be presented and practiced, also.

**Student Learning Outcomes**

Upon completion of this course, the student will be able to:

1. Compose a multi-paragraph essay that responds to a prompt and is structured around a controlling idea or thesis.
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, commas splices, and run-on sentences.
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials.
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading.

**Course Objectives**

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

- *develop and apply* the use of discovery techniques in writing and interpreting readings, thereby developing an individual point of view for further writing;
- *demonstrate* an understanding of connotative meaning and figurative language in the student's own writing and in the study and analysis of the writings of others;
- *utilize* pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis;
- *write* essays that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation;

- *recognize and identify* various audiences, both general and academic, in order to tailor a written assignment to address a specific audience;
- *develop* text interpretation supported by citations from the readings;
- *practice* a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation;
- *acquire* a level of control over subject-verb agreement and consistent verb tense while avoiding fragments and run-ons;
- *practice and successfully demonstrate* the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

### Required Textbooks

There are three texts required for this class. We will be using all of them, and it is important to bring these texts to class meetings, as assigned. The texts have been chosen for portability (they are small in size), and for cost (they are relatively inexpensive). But above all, these texts are designed to foster the college-level skills necessary for success in English 010 and beyond.

1. We will be using a handbook this semester: Writing in Action by Andrea Lunsford (paperback, 2014, Bedford/St. Martin's). This is a cutting-edge text that will provide guidance and information about grammar, good writing, MLA documentation, research, and more.
2. The next book we will read is The Best American Essays 2014 edited by John Jeremiah Sullivan (paperback, 2014, Houghton Mifflin Harcourt). An ongoing objective for our work in English 010 is to read extensively. This book provides engaging ideas and information that will inspire many of our writing assignments, to include our research efforts.
3. Finally, we will be using a workbook to help develop our writing skills: Rhetorical Devices by Brendan McGuigan (paperback, 2007, Prestwick House). This text provides practice in using classical rhetoric to help us with four basic aims of good writing: to persuade, to inform, to express, and to entertain.

Additionally, a very useful tool for building writing and reading skills is a good college dictionary. A paperback version of the American Heritage dictionary is a good choice, as is Random House. It is strongly recommended that you get hold of a dictionary, one that has been updated within the past few years and that contains around 70,000 entries, biographical information, word histories, and grammar assistance.

### 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 conclusion 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 and argumentation 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 010: improving your writing and sharpening your thinking. Our textbooks will help us focus our efforts and ensure that we fulfill this purpose. In addition, these textbooks provide resources for success in English 010 and beyond. But we also need to use the Internet. Be prepared to work online this semester. You will engage in research throughout the course, and certainly you will do much of your research using the web. Be prepared to go online regularly this semester. A web site has been created especially for this class, and this site will complement our work in the classroom.

*A Message from Management Regarding 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**

<b>Response Papers</b>	<b>25%</b>
<b>Essays</b>	<b>30%</b>
<b>Research Exercises</b>	<b>30%</b>
<b>Final Exam</b>	<b>15%</b>

**Students must earn a final grade of at least 70% in order to pass this class.**

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

**Anticipated Class Schedule / Calendar**

**Calendar for the Semester\***

<b>Week One</b>	<b>Introduction (syllabus); expectations; grammar exercise</b>
<b>Week Two</b>	<b>Introduce “Brainology”; familiarization with course web site</b>
<b>Week Three</b>	<b>More analysis and writing on theme of "Brainology"</b>
<b>Week Four</b>	<b>More analysis and writing on theme of "Brainology"</b>
<b>Week Five</b>	<b>Introduce textbook: BEST AMERICAN ESSAYS 2014</b>
<b>Week Six</b>	<b>More focused writing, reading, and research activities</b>
<b>Week Seven</b>	<b>Essay production; research exercises</b>
<b>Week Eight</b>	<b>Essay production; research exercises</b>
<b>Week Nine</b>	<b>Engaging with rhetorical modes to explore writing topics</b>
<b>Week Ten</b>	<b>More work with rhetorical modes and essay production</b>

Week Eleven	Continuing exploration of BEST ESSAYS 2014
Week Twelve	More focused writing, reading, and research activities
Week Thirteen	Additional focus on argumentative writing
Week Fourteen	Essay production; research; more BEST ESSAYS 2014
Week Fifteen	Conclude focus on BEST AMERICAN ESSAYS 2014
Week Sixteen	FINAL EXAM (argumentative essay written in class)

**\*In addition, we will be working most every week with the book Rhetorical Devices, working through the exercises in strategy, style, and analysis.**

### Attendance

**College policy is clear on 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

**Make every effort to use restrooms and cell phones before class begins. There is no drinking or eating allowed in the classroom. Please do not make appointments that conflict with class time. Make an effort to consider your education a priority. Cases with extenuating circumstances need to be cleared with the instructor. If you do miss a class, you are responsible for any and all assignments due upon your return, to include any handouts. Late papers will not be accepted. The last day to drop the class with a "W" is 16 May 2015.**

### Academic Honesty

**College policy is clear on this topic:**

- *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. 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/>