

Basic Course Information

Semester	Spring 2015	Instructor Name	Kevin Howell
Course Title & #	English 110 Reading and Composition	Email	
CRN #	20883	Webpage (optional)	
Room	For the three face-to-face classes, they will be in room 801.	Office	Room 2751
Class Dates	February 17- June 12 2015	Office Hours	**For Mondays and Wednesdays= Online via Email or Skype from 8:00-9:00 a.m. SKYPE Address is kevin.howell138 or Google Voice. **For Tuesdays and Thursdays in Room 205 from 7:00-7:30 and in my Office from 2:45-3:45
Class Days	Thursday, 2/19 Thursday, 4/16 Thursday, 6/11	Office Phone #	Office= 760-355-5712 Google Voice= 760-848-7913
Class Times	Online Three face-to-face classes from 3:00-5:00	Office contact if student will be out or emergency	
Units	4 Units		760-355-6224 (Dept. Secretary)

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

Required Information:

1. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 12 edition New York: Bedford/St. Martin's, 2012. ISBN 978-0-312-53975-7
***Make sure you get this copy with this listed ISBN because you will need Video Central, which comes free with this ISBN. Please do not forget this version. If you buy a use copy, you can buy the Video Central from the publisher.



2. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House. ISBN 0345514408



3. I use Blackboard a lot, so please be familiar with its login procedures. You can access Blackboard @ [Link to Blackboard](#) **Once you have been directed to the page, log in directions are below the username and password boxes.**
4. Access to US History.org for Article @ [Link to US History Website](#)
5. Access to Purdue Online Writing Lab (OWL) @ [Link to Purdue OWL](#)
6. Highly recommend that you buy Reference Guide for Research with MLA formatting

Course Requirements and Instructional Methods

1. **Collaborative Essays:** Writing essays with your peers is very beneficial because you can learn from each other. Here are few reasons for participating in collaborative learning:
 - Collaborative groups draw upon the strengths of all their members. Although one student may be stronger in critical thinking skills, another may excel in organizing. By working in groups, you learn from each other while you complete assigned tasks.
 - More and more workplace activities involve project teams. Opportunities to work collaboratively on academic projects can help prepare you for the advantages and pitfalls of collaborative work on the job.
 - By working in collaborative groups, you can take advantage of group members for built-in peer review as you complete writing projects.
 - We will use Blackboard Wikis for all collaborative essays. (See number 8 below for description of a Wiki.)
 - There are two collaborative essays worth 10% of your grade.
2. **Midterm Essay:** Since this course only meets three times during the semester, it is imperative that you be here for each class. If you are absent for either the Midterm In-class Essay or the Final In-class Essay, you will receive a 0. This is worth 15% of your grade.
3. **Final Essay:** You must be here to write this essay. If you are absent, you will receive a 0%. This is worth 20% of your grade.
4. **Research Paper:** Detailed guidelines will be given on the steps to complete the research paper. We will use the essay rubric with a few alterations. An annotated bibliography will be required. We will also use a Wiki for peer evaluations of both the first and second drafts of your research paper. In week 4, paraphrasing, direct quoting, and summarizing will be introduced. (See number 8 below for description of a Wiki.)
5. **Individual Essay:** This will be written and submitted through Save Assign. This paper is worth 10% of your grade. No late papers will be accepted.
6. **Reading Quizzes:** We will have a reading quizzes. If they are not completed by midnight (Pacific Time) on Sunday, you will receive a 0%. These reading quizzes will come from watching the “Video Central” videos, readings from *Caged Bird*, and readings from the *Patterns* textbook. The videos from Video Central are located on the Student Companion website. The transcript for the videos are included in Blackboard. However, if there is no transcript available, the videos are optional. You can either watch the video or print the transcript of the video. It may be best to do both: First, print the transcript, and then annotate the transcript as you watch the video.
7. **Homework Assignments:** The *Patterns* textbook comes with a free Student Companion website. It also comes with free access to Video Central. If you do not buy the book, you will have to purchase the Video Central access separately at [Link to Pattern's Student Companion Website](#). On the Student Companion website, you can practice and complete grammar, video, writing, and reading comprehension assignments. However, to receive credit the assignments must be completed on Blackboard by midnight (Pacific Time) on Sunday, or you will receive a 0%.
8. **Discussion Boards:** There will be weekly Discussion Board (DB) assignments. They are important because they will help you with better comprehension of the readings and material covered in this class. Since journals/notebooks are optional, I will use these DB’s to assess your writing instead. Each week you will receive a DB prompt. Make sure that you answer all questions that are in the prompt.

Your answers/replies should be written in a formal manner- grammar, usage, and mechanics will be graded and should contain at least 200 words. Also, if the prompt requires the use of MLA format, it must be used as you cite resources to support your DB postings. Read the DB rubric for a better understanding of the requirements. I will go over this in class, but it can also be found on Bb under the rubrics tab. The DB posting instructions include the following:

- Make your initial post on Wednesday by midnight (Pacific Time).
- Reply to two other posts on Friday by midnight (Pacific Time).
- Respond to two others who responded to your post by midnight (Pacific Time).
- **I will also check in to add comments and to answer questions.**

9. **Wiki:** Wikis allow course members to contribute and modify one or more pages of course related materials, providing a means of sharing and collaboration. Users can create and edit pages quickly, while tracking changes and additions, allowing for effective collaboration between multiple writers. You can create one or more wikis for all course members to contribute to and wikis for specific groups to use to collaborate. In my class, we will use Wikis for Collaborative Essays and Peer Review of Research Paper 1st and 2nd drafts. It is important to note that I will be able to see the amount of work that students have contributed to their group’s collaborative writings. Therefore, not all students in your group may receive the same grade on a writing if their contribution to the process is insufficient. I will explain more about this later in the course when you write your first collaborative essays. Watch the Blackboard Tutorials on Wikis if you need more information. These assignments must be completed by midnight (Pacific Time) on Sunday, or you will receive a 0%. **I will check in to add comments and to answer questions.**
10. **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.

Online Classroom Netiquette

- Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for Blackboard discussions.
- Read existing follow-up postings and don’t repeat what has already been said.
- Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
- Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
- Do not use all caps in an online environment. Using all caps is considered SHOUTING.
- Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
- Remember that there are other human beings reading your postings, so treat everyone with respect. Don’t post anything you wouldn’t be willing to communicate face to face.
- Be sure to include relevant information in the Subject line of emails.

Course Grading Based on Course Objectives

Assignment Descriptors	Percentage
1. Collaborative Essays: Exemplification (600-800 words/Week 4) Persuasive (600-800 words/Week 10)	10
2. Individual Compare and Contrast Essay (800-1000 words/Week 7)	10
3. Compare and Contrast In-Class Midterm Essay Exam (800-1000 words/Week 8) (No make-ups)	15
4. Research Paper (2800-3000 words/Due week 15)	20
5. Final In-Class Essay Exam/Persuasive (800-1000 words/Week 16) (No make-ups)	20
6. Reading/Grammar Quizzes (If not completed, you will receive a 0%.)	10
7. Homework Assignments (Grammar and Reading Assignments, Peer Editing, and Self-Evaluation) (If not completed, you will receive a 0%.)	05
8. Discussion Boards	10

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 taking and presenting 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 ‘cite a source’ correctly, 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 that 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) using a commercial term paper service.

Additional Help – Discretionary Section and Language

- Blackboard support center: [Link to Blackboard Support Center](#)
- 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 Study Skills Center (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 Study Skills 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. 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 [Link to Student Counseling and Health Services at IVC](#). 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 [Link to Student Rights and Responsibilities](#)

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at [Link to IVC Library for Literacy Tutorials](#)

Anticipated Class Schedule / Calendar

This is a tentative schedule and may change if there is a need. This course is broken into the following three units:

Unit 1: Exemplification Weeks 1-4

Unit 2: Compare and Contrast Weeks 5-8

Unit 3: Persuasion and Research Weeks 9-16. Writing persuasive essays and a persuasive research paper are the bulk of this class.

Schedule for Online Class 110

Unit	Unit Agenda & Assignments	
Unit 1: Introduction and Exemplification Week 1 2/17-2/22	Topic:	Course Introduction: Review Syllabus, Critical Reading, and Reading Strategies (before, during, and after)
	Quizzes:	1. Quiz on Blackboard and Syllabus 2. Quiz on Critical Reading and Reading Strategies
	Reading Assignments:	1. Read "Introduction" in <i>Patterns</i> , pages 1-10 2. Read "Reading to Write: Becoming a Critical Reader" in <i>Patterns</i> , pages 13-27 3. Read document on Reading Strategies 4. "What's in a Name" by Henry Louise Gates Jr. <i>Patterns</i> , pages 2-9 5. "Cutting and Pasting: A Senior Thesis by (Insert Name)" by Brent Staples. <i>Patterns</i> , pages 17-20 6. "A Supreme Sotomayor: How My Country Has Caught Up to Me" by Maria Hinojosa. <i>Patterns</i> , pages 21-23
	Video Assignments:	1. Boyle T. Coraghessan- <i>Analyzing Text</i> (Video Central) 2. Anokye, Akua- <i>Reading Critically: Student Writers</i> (Video Central) 3. Video Overview of Critical Reading (Kevin) 4. Watch videos on Blackboard Tutorials (Discussion Boards, Quizzes, and Grades)
	Homework Assignments:	1. Comprehension Homework Assignment- Introduction: How to Use this Book <ul style="list-style-type: none"> • "What's in a Name" by Henry Louise Gates Jr. <i>Patterns</i>, pages 2-9 2. Comprehension Homework Assignment- Reading to Write: Becoming a Critical Reader <ul style="list-style-type: none"> • "Cutting and Pasting: A Senior Thesis by (Insert Name)" by Brent Staples <i>Patterns</i>, pages 17-20 • "A Supreme Sotomayor: How My Country Has Caught Up to Me" by Maria Hinojosa <i>Patterns</i>, pages 21-23

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Reply to two people who responded to you by Sunday.
Unit 1: Exemplification Week 2 2/23-3/1	Topic:	Writing Process-Emphasis on Prewriting Strategies, Activating Prior Knowledge for the class novel- <i>I Know Why the Caged Bird Sings (Caged Bird)</i>, and Story Elements
	Quizzes:	<ol style="list-style-type: none"> 1. Quiz on Caged Bird Chapters 1-6, other assigned readings, and story elements 2. Quiz on Prewriting Strategies
	Reading Assignments:	<ol style="list-style-type: none"> 1. Read chapters 2- Inventions in <i>Patterns</i>, pages 29-43 (Stop at thesis statements because we will concentrate on those more closely next week.) 2. Read chapters 1-6 of <i>Caged Bird</i> 3. Read Guiding Questions for Chapters 1-6 of <i>Caged Bird</i> 4. Read poem, "Sympathy" by Paul Laurence Dunbar 5. Read Two Documents about Maya Angelou and her novel 6. Read 9 short articles that will give background for <i>Caged Bird</i>
	Writing Assignments:	<ol style="list-style-type: none"> 1. Write in Journal by using the guiding questions as reference. (Optional)
	Video Assignments:	<ol style="list-style-type: none"> 1. Butler, Olen Robert- <i>On Reading Literature as a Writer</i> (Video Central) 2. Berkow, Peter- <i>I Don't Like Reading</i> (Video Central) 3. Video PPT of Story Elements (by Kevin) 4. Video of Writing Process with emphasis on prewriting strategies (by Kevin)
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Reply to two people who responded to you by Sunday.
Unit 1: Exemplification Week 3 3/2-3/8	Topic:	Writing Process (Thesis Statements and Introductory Paragraphs), Sentence Types, and Exemplification
	Quizzes:	<ol style="list-style-type: none"> 1. Quiz on Sentence Types and Problems
	Reading Assignments:	<ol style="list-style-type: none"> 1. Read chapter 5 in <i>Patterns</i>, pages 81-93 (Focus on Subject-Verb Agreement, Run-ons, Comma Splices, and Fragments) 2. Read chapter 8 in <i>Patterns</i>- pages 211-224 3. Read Chapter 2-5 Pages 43-77 (The Writing Process Continued) 4. Read PowerPoints that cover grammar points for this week. 5. Read "Sentence Types" Document 6. Read "Helpful Hint for the Writing Process of Essays" Document- Emphasis on Thesis Statements and Introduction Paragraphs
	Video Assignments:	<ol style="list-style-type: none"> 1. Video of Topic Sentence to Thesis Statement. 2. Video of Two Exemplifications Essays
	Homework Assignments:	<ol style="list-style-type: none"> 1. Ex 19-3 and Ex 19-4 Fragments 2. Ex 20-4 and Ex 20-5 Run-on Sentences 3. Ex 21-3 and Ex 21-4 Subject-Verb Agreement
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Reply to two people who responded to you by Sunday.
Unit 1: Exemplification Week 4 3/9-3/15	Topic:	Exemplification Collaborative Essay, In-text Citations (Direct Quotes, Paraphrasing, Summarizing), Annotating "Reading with a Pen", Writing Process (Body and Conclusion)
	Reading Assignments:	<ol style="list-style-type: none"> 1. Visit Purdue OWL @ Link to Purdue OWL MLA Format 2. Read Chapter 18- Documenting Sources: MLA, pages 723-744 in <i>Patterns</i> 3. "Steps and Hints for Collaborative Writing" Document

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
		<ol style="list-style-type: none"> 4. Review "Helpful Hint for the Writing Process of Essays" Document- Emphasis on Body Paragraphs and Conclusions 5. Read the Annotation PowerPoint 6. Read the "Reading with a Pen" Annotating Document 7. Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space" <i>Patterns</i>, pages 240-245 8. Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" <i>Patterns</i>, pages 232-239 9. Read "Reading and Writing Basics" PowerPoint
	Writing Assignments:	<ol style="list-style-type: none"> 1. Collaborative Exemplification (Wiki) 600-800 words
	Video Assignments:	<ol style="list-style-type: none"> 1. Buscemi, Santi- <i>Highlighting and Annotating</i> (Video Central) 2. "Why We Cite" Video 3. "How We Cite" Video
	Homework Assignments:	<ul style="list-style-type: none"> • Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public" <i>Patterns</i>, pages 240-245 • Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" <i>Patterns</i>, pages 232-239
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Reply to two people who responded to you by Sunday.
<p>Unit 2: Compare & Contrast Week 5 3/16-3/22</p>	Topic:	Introduction to Compare and Contrast, MLA format, and Writing Strategies (Before, During, and After), and Caged Bird
	Quizzes	<ol style="list-style-type: none"> 1. Quiz on Cage Bird, Chapters 7-12
	Reading Assignments:	<ol style="list-style-type: none"> 1. Chapter 11 in <i>Patterns</i>, pages 371-390 2. Chapters 7-12 in <i>Caged Bird</i> 3. Read the Guiding Questions for <i>Caged Bird</i> 4. Read "Helpful Hint for the Writing Process of Essays" Document- Emphasis on Thesis Statements and Introduction Paragraphs 5. David J. Birnbaum, "The Catbird Seat"-<i>Patterns</i>, pages 228-231 6. Deborah L. Rhode, "Why Looks Are the Last Bastion of Discrimination"-<i>Patterns</i>, pages 246-252 7. Jamaica Kincaid, "Girl"-<i>Patterns</i>, pages 258-260 8. Zev Chafets, "Let Steroids into the Hall of Fame"-<i>Patterns</i>, pages 253-257
	Video Assignments:	<ol style="list-style-type: none"> 1. Video Overview of Compare/Contrast
	Writing Assignments:	<ol style="list-style-type: none"> 2. Write in your Journal Responding to the Guiding Questions (optional)
	Video Assignments:	<ol style="list-style-type: none"> 1. Compare and Contrast Overview YouTube Video (Kevin)
	Homework Assignments:	<ol style="list-style-type: none"> 2. Homework Assignments: <ul style="list-style-type: none"> • David J. Birnbaum, "The Catbird Seat"-<i>Patterns</i>, pages 228-231 • Deborah L. Rhode, "Why Looks Are the Last Bastion of Discrimination"-<i>Patterns</i>, pages 246-252 • Jamaica Kincaid, "Girl"-<i>Patterns</i>, pages 258-260 • Zev Chafets, "Let Steroids into the Hall of Fame"-<i>Patterns</i>, pages 253-257
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday.

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
		3. Reply to two people who responded to you by Sunday.
Unit 2: Compare & Contrast Week 6 3/23-3/29	Topic:	Compare/Contrast, Clear Sentences, Commas, Parallelism, Review (Comma Splices, Run-ons, and Fragments), Metacognition, and Self-Assessment
	Quizzes:	<ol style="list-style-type: none"> 1. Quiz on Parallelism 2. Quiz on Comma Usage 3. Quiz on Semicolons
	Reading Assignments:	<ol style="list-style-type: none"> 1. "I'm Your Teacher, Not Your Internet-Service Provider" by Ellen Laird from <i>Patterns</i>, pages 417-422 2. "Sex, Lies, and Conversation" by Deborah Tannen- <i>Patterns</i>, pages 423-429 3. Parallelism PowerPoint 4. Comma Usage PowerPoint
	Writing Assignment:	<ol style="list-style-type: none"> 1. Strat working on Individual Compare and Contrast Essay that is due for Week 7.
	Video Assignments:	<ol style="list-style-type: none"> 1. Video of Parallelism and Commas 2. Bertsh, Michael- <i>Compare and Contrast</i> (Video Central) 3. Divakaruni, Chitra Banerjee- <i>Compare and Contrast: Real-World Writers</i> (Video Central)
	Homework Assignments:	<ol style="list-style-type: none"> 1. Editing and Proofreading- Clear Sentences <ul style="list-style-type: none"> • Ex. 89 and 90 (Parallelism) 2. Editing and Proofreading- Punctuation <ul style="list-style-type: none"> • Ex. 32-8, Ex. 32-9, Ex. 33-3, and Ex. 33-4 (Commas) 3. Editing and Proofreading Homework from Chapter 5- Review <ul style="list-style-type: none"> • Ex. 19-5 and 19-6 Fragments • Ex. 20-6 and Ex. 20-7 Run-on Sentences • Ex. 21-5 Subject-Verb Agreement 4. "I'm Your Teacher, Not Your Internet-Service Provider" by Ellen Laird from <i>Patterns</i>, pages 417-422 5. "Sex, Lies, and Conversation" by Deborah Tannen- <i>Patterns</i>, pages 423-429
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Reply to two people who responded to you by Sunday.
Unit 2: Compare & Contrast Week 7 3/30-4/5	Topic:	Individual Compare and Contrast Essay, <i>Caged Bird</i> chapters 13-17, Semicolons, Colons and Commas
	Quizzes:	<ol style="list-style-type: none"> 1. Quiz on Chapters 13-17 of Caged Bird
	Reading Assignments:	<ol style="list-style-type: none"> 1. Read Chapters 13-17 of Caged Bird 2. "Suicide Note" by Janice Mirikitani <i>Patterns</i>, page 366 3. Amy Chua, "Why Chinese Mothers Are Superior" by Amy Chua <i>Patterns</i>, pages 410-416 4. "Only Daughter" by Sandra Cisneros- <i>Patterns</i>, pages 111-114 5. "My Field of Dreams" by Tiffany Forte- <i>Patterns</i>, pages 103-106 6. Read "Commas and Semicolons" PowerPoint
	Writing Assignments:	<ol style="list-style-type: none"> 1. Individual Compare and Contrast Essay due this week. 2. Guiding Questions for <i>Caged Bird</i> 13-17 (optional)
	Homework Assignments:	<ol style="list-style-type: none"> 1. Ex. 34-3 and Ex. 34-4 Semicolon and Comma Usage 2. Ex. 35-2 Colon, Semicolon, and Commas 3. "Suicide Note" by Janice Mirikitani <i>Patterns</i>, page 366 4. Amy Chua, "Why Chinese Mothers Are Superior" by Amy Chua <i>Patterns</i>, pages 410-416
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Respond to two people who responded to your post by Sunday.
Unit 2: Compare/Contrast	Topic:	Compare and Contrast Essay Exam and <i>Caged Bird</i> 18-21

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
<p align="center">Week 8 Midterm Essay Exam 4/13-4/19</p> <p>**There are no classes from 4/6-4/12- Spring Break**</p>	Quiz	1. Quiz on <i>Caged Bird</i> 18-21
	Reading Assignments:	<ol style="list-style-type: none"> 1. Read Chapters 18-21 of <i>Caged Bird</i> 2. Guiding Questions for <i>Caged Bird</i> Chapters 18-21 3. Bharati Mukherjee, "Two Ways to Belong in America" <i>Patterns</i>, pages 404-409 (Read before Midterm) 4. "Mother Tongue" by Amy Tan- <i>Patterns</i>, page 466 (Read before Midterm)
	Writing Assignments:	<ol style="list-style-type: none"> 1. In-class Compare and Contrast Essay 2. Write in journal referring to the guiding questions for <i>Caged Bird</i> (optional)
	Video Assignments:	<ol style="list-style-type: none"> 1. <i>Writing for an Essay Exam: Student Writers-</i> (Video Central- Essay Exam) 2. <i>Studying for an Essay Exam: Students Writers-</i> (Video Central- Essay Exam)
	Homework Assignments:	<ul style="list-style-type: none"> • Homework Assignments for Compare and Contrast: • Bharati Mukherjee, "Two Ways to Belong in America" <i>Patterns</i>, pages 404-409 • "Mother Tongue" by Amy Tan- <i>Patterns</i>, page 466
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Respond to two other people who responded to your post by Sunday.
<p align="center">Unit 3: Persuasion and Research Week 9 4/20-4/26</p>	Topic:	Introduction to Argumentation/Persuasive Writing and Collaborative Writing
	Quizzes:	1. Quiz on Argumentation
	Reading Assignments:	1. Read Chapter 14 in <i>Patterns</i> , pages 525-549 and 582-600
	Writing Assignments:	<ol style="list-style-type: none"> 1. Start writing your collaborative argumentation essay. It is not due until next week, though. 2. Keep notes on this week's readings because you will need to include citations to support your argument.
	Video Assignments:	1. Overview of Argumentation
	Companion Website Homework Assignments:	<ol style="list-style-type: none"> 1. Comprehension Quizzes for Argumentation: <ul style="list-style-type: none"> • Anya Kamenetz, Take This Internship and Shove It • Jennifer Halperin, No Pay? Many Interns Say, 'No Problem' • Linda Chavez, The Case for Birthright Citizenship • George F. Will, An Argument to Be Made about Immigrant Babies and Citizenship
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Tuesday. 2. Reply to two other posts by Thursday. 3. Respond to two replies to your initial post by Sunday.
<p align="center">Unit 3: Persuasion and Research Week 10 4/27-5/3</p>	Topic:	Argumentative Collaborative Writing
	Reading Assignments:	1. Read pages 605-647
	Writing Assignments:	1. Argumentative Collaborative Writing
	Companion Website Homework Assignments:	<ol style="list-style-type: none"> 1. Comprehension Quizzes for Argumentation: <ul style="list-style-type: none"> • Daniel Engber, Let Them Drink Water! • David Leonhardt, Fat Tax • Jeff Ousborne, Does This Tax Make Me Look Fat? • Scott Carney, The Case for Mandatory Organ Donation • Alex Tabarrok, The Meat Market • Richard F. Daines, A Tax That Invests in Our Health • Charles Krauthammer, Yes, Let's Pay for Organs

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
		<ul style="list-style-type: none"> Virginia Postrel, The Surgery Was Simple; the Process Is Another Story
	Discussion:	<ol style="list-style-type: none"> Make your initial post by Tuesday. Reply to two other posts by Thursday. Respond to two replies to your initial post by Sunday
Unit 3: Persuasion and Research Week 11 5/4-5/10	Topic:	Finding and Evaluation Sources for a Research Paper
	Quizzes	<ol style="list-style-type: none"> Quiz on library tutorials for conducting research Quiz on Caged Bird, Chapters 22-24
	Reading Assignments:	<ol style="list-style-type: none"> Read Chapter 16, Finding and Evaluating Sources pages 705-710 in Patterns Read Chapters 22-24 in Caged Bird Read Guiding Questions for Caged Bird Chapters 22-24 Read overview for Purdue OWL Website on Conducting Research Direct Link to Conducting Research at Purdue OWL <ul style="list-style-type: none"> Please look over all of the links, except the Archival Research. Start finding articles, research resources for your own paper. Remember to have your topic approved by me first.
	Writing Assignments:	<ol style="list-style-type: none"> Choose a topic for your research paper and get it approved Write in journal referring to the guiding questions for Caged Bird
	Video Assignments:	<ol style="list-style-type: none"> Watch the following videos from the Imperial Valley College's Library Tutorials on how to conduct research and get your research paper started Link to Library's Research Tutorials: <ul style="list-style-type: none"> Deciphering Your Assignment Developing a Topic Generating Search Terms Internet Searching Tips Evaluating Internet Sources What is a Library Database? Video Overview of Writing a Research Paper and Guidelines for my class
	Homework Assignments:	<ol style="list-style-type: none"> Look over the sample research paper to have an overview of what you will be doing. <ul style="list-style-type: none"> MLA Paper (Click Sample Documents in Design, Click on Humanities, and then Click on MLA Paper) Ex. 37-3 and Ex. 37-4 Quotation Marks (Editing and Proofreading, Diane Hacker's Grammar Exercises, and Punctuation) Blakeslee, Sarah- <i>Researched Writing: Finding Resources</i> (Video Central) Search Reliable Resource Links- Browse by Research (Choose a topic and find links to that specific topic here) **Not graded only a resource for research papers**
Discussion:	<ol style="list-style-type: none"> Make your initial post by Tuesday. Reply to two other posts by Thursday. Respond to two replies to your initial post by Sunday. Prompt will be given in class. 	
Unit 3: Persuasion and Research Week 12 5/11-5/17	Topic:	Annotated Bibliography, Integrating Sources and Avoiding Plagiarism
	Quizzes:	<ol style="list-style-type: none"> Quiz on Direct Quoting, Paraphrasing (Indirect Quoting), and Summarizing
	Reading Assignments:	<ol style="list-style-type: none"> Overview of Annotated Bibliography from Purdue OWL Direct Link to Annotated Bibliography at Purdue OWL Read Chapter 17 pages 711-721 in Patterns Read Article for Discussion Board, which will be an article that you will annotate in MLA format Start gathering resources for Research Paper and Annotated Bibliography (at least 10 Resources required)

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
	Writing Assignments:	<ol style="list-style-type: none"> 1. Start to write you annotated bibliography, which is due next week 2. Start prewriting and first draft of your paper. Completing the annotated bibliography should be a great starting point for this. 3. Keep notes of supporting information that you want to use in your paper.
	Video Assignments:	<ol style="list-style-type: none"> 1. Video overview of an annotated bibliography 2. Video Overview of Plagiarism, Paraphrasing, Summarizing, and Direct Quotes 3. Watch the following videos from the Imperial Valley College’s Library Tutorials on how to conduct research and get your research paper started Link to IVC’s Library Tutorial Videos <ul style="list-style-type: none"> • Popular and Scholarly Sources • Primary and Secondary Sources • Why You Need to Cite Sources
	Companion Website Homework Assignments:	<ol style="list-style-type: none"> 1. Blakeslee, Sarah- <i>Research Writing: Citing Sources</i> (Plagiarism) (Video Central) 2. On Avoiding Plagiarism, please complete the following: <ul style="list-style-type: none"> • Introduction • Managing a Project • Taking Notes (7 assignments) • Knowing Which Sources to Acknowledge (2 assignments) **Locate by Browse for Resources→Try a Tutorial→On Avoiding Plagiarism→Then locate the titles that are listed above here**
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Tuesday. 2. Reply to two other posts by Thursday. 3. Respond to two replies to your initial post by Sunday. 4. Prompt will be given in class.
<p align="center">Unit 3: Persuasion and Research Week 13 5/18-5/24</p>	Topic:	Annotated Bibliography and Rough Draft
	Quizzes:	<ol style="list-style-type: none"> 1. Quiz on Caged Bird 2. Quiz on Plagiarism
	Reading Assignments:	<ol style="list-style-type: none"> 1. Read Chapters 25-29 of Caged Bird 2. Read Guiding Questions for Chapters 25-29 of Caged Bird
	Writing Assignments:	<ol style="list-style-type: none"> 1. Annotated Bibliography is due this week 2. Write in Journal about Caged Bird or Notes/Resources for Research Paper
	Video Assignments:	
	Companion Website Homework Assignments:	<ol style="list-style-type: none"> 1. On Avoiding Plagiarism, please complete the exercised under Avoiding Plagiarism (2 assignments) **Locate by Browse for Resources→Try a Tutorial→On Avoiding Plagiarism→Avoiding Plagiarism**
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Tuesday. 2. Reply to two other posts by Thursday. 3. Respond to two replies to your initial post by Sunday. 4. Prompt will be given in class.
<p align="center">Unit 3: Persuasion and Research Week 14 5/26-6/31</p>	Topic:	Research Paper, Revising and Editing, Plagiarism
	Reading Assignments:	<ol style="list-style-type: none"> 1. Read Chapters 30-33 of Caged Bird 2. Read Guiding Questions of Caged Bird
	Writing Assignments:	<ol style="list-style-type: none"> 1. Rough Draft or research paper to be completed and peer reviewed. 2. Write in Journal about Caged Bird or Notes/Resources for Research Paper
	Video Assignments:	<ol style="list-style-type: none"> 1. Video Overview of peer editing a research paper
	Discussion:	<ol style="list-style-type: none"> 1. Make your initial post by Tuesday. 2. Reply to two other posts by Thursday. 3. Respond to two replies to your initial post by Sunday.

Imperial Valley College Course Syllabus – English 110 Reading and Composition

Unit	Unit Agenda & Assignments	
<p align="center">Unit 3: Persuasion and Research Week 15 6/1-6/7</p>	Topic:	Research Paper Final Drafts
	Quizzes:	
	Reading Assignments:	1. Read and Analyze the poem, "I Know Why the Caged Bird Sings" by Maya Angelou
	Writing Assignments:	1. After 2 nd peer review, final copy of research paper will be due on Friday.
	Video Assignments:	1. Watch Mary J. Blige Video, "No More Drama" 2. Watch Eminem Video, "Headlights"
Discussion:	1. Make your initial post by Tuesday. 2. Reply to two other posts by Thursday. 3. Respond to two replies to your initial post by Sunday. 4. Prompt will be given in class.	
<p align="center">Unit : Persuasion and Research Finals Week Week 16 6/8-6/13</p>	Topic:	Argumentation/Persuasion Essay Exam and Final Analyze of Caged Bird and Accompanying Readings and Videos
	Quizzes:	1. Last quiz of Caged Bird (Will include questions from all of the related readings and videos)
	Reading Assignments:	1. Read Chapters 34-36 of Caged Bird 2. Read Guiding Questions of Caged Bird 3. Read and analyze the poem, "Still I Rise" by Maya Angelou
	Writing Assignments:	1. In-class Argumentation/Persuasion Essay Exam 2. Please make sure you have done the readings for the past two weeks and have annotated well because the writing prompt will be based on these readings. There will also be a writing prompt based on Caged Bird, so bring all of your notes. You will only have to choose one writing prompt. 3. Course Evaluation
	Discussion:	1. Make your initial post by Tuesday. 2. Reply to two other posts by Thursday. 3. Respond to two replies to your initial post by Sunday. 4. Prompt will be given in class. 5. This may not be included.