

### Basic Course Information

Semester	<b>Summer 2015</b>	Instructor's Name	<b>Michael Heumann</b>
Course Title & #	<b>English 009</b>	Instructor's Email	<b>michael.heumann@imperial.edu</b>
CRN #	<b>30044</b>	Webpage (optional)	<b>Imperial.blackboard.com</b>
Room	<b>404</b>	Office	<b>2791</b>
Class Dates	<b>June 24-July 30</b>	Office Hours	<b>N/A</b>
Class Days	<b>MTWR</b>	Office Phone #	<b>760-355-6553</b>
Class Times	<b>10:45-1:35 PM</b>	Who students should contact if emergency or other absence	<b>760-355-6224</b>
Units	<b>4.0</b>		

### Course Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (Nontransferable, nondegree applicable)

### 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. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

### Course Objectives

Upon satisfactory completion of the course, students will be able to:

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

**Textbooks & Other Resources or Links**

Tannen, Deborah. *You Just Don't Understand: Women and Men in Conversation*. First Ed. New York: William Morrow Paperbacks, 2007. Print. ISBN: 978-0060959623  
 Weinstein, Lawrence and Thomas Finn. *Grammar Moves: Shaping Who You Are*. First Ed. New York: Pearson/Longman, 2011. ISBN: 978-0205742011

**Course Requirements and Instructional Methods**

This class will require you to write five essays and a final exam. Four of the five essays will be in-class, as will the final exam. Most essays will involve revisions. There will also be significant reading in this class, and there will be frequent quizzes on the readings.

**Here is the scoring guide/rubric that will be used for all in-class essays:**

	3 = Strong Pass	2 = Pass	1 =Fail
<b>Thesis statement (SLO #1)</b>			
<b>Organization and Support (SLO #2)</b> (Topic sentences and specific details/examples/ reasoning for support; focused paragraphs; lack of repetition)			
<b>Sentence Structure (SLO #3)</b> (Virtually no fragments, comma splices, run-ons or garbled sentences)			
<b>Grammar (SLO#3)</b> (Virtually no grammatical errors such as verb errors, agreement errors, and ESL interference; written with appropriate diction)			

**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**

Essay #1	10%
Essay #2	10%
Essay #3	10%
Essay #4	20%
Research Paper	20%
Final Exam	20%
Reading Quizzes	5%
In-Class/Group/Homework Assignments	5%
<b>TOTAL</b>	<b>100%</b>

**Quizzes:** Throughout the session, there will be frequent, unannounced, closed-book quizzes based on that day's reading assignments. Come to each class prepared for these quizzes.

**Essays #1-3:** These are in-class essays. If your grade is lower than passing on any of these essays, then you will be required to revise the essay. The highest grade you can receive after the revision is a C- (70%).

**Essay #4:** This will be a practice final exam, meaning that you will not get the reading assignment or essay topic until you arrive in class and you will not be able to rewrite it.

**Research Paper:** This is a brief research paper designed to familiarize you with the research process and with formatting and documenting a paper using MLA guidelines.

**Final Exam:** All students taking English 009 this session will take the same common final exam. All English 009 instructors grade the exam. A non-passing grade on this exam usually means that your overall grade will also be non-passing.

### 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.
- 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. 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

- **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/>

### Tentative Class Schedule

**Note:** The schedule below is subject to change at any time. Also, readings must be completed prior to class on the date listed. So the reading assignment for June 25 (Weinstein & Finn, 7-11) must be completed prior to class on that day.

Date	Assignment, Activity, or Topics	Reading Assignments
June 24	Syllabus & Introduction	
June 25	Basic Essay Structure; Grammar	Weinstein & Finn, 7-11
June 26	<b>Essay #1 (In-Class);</b> Grammar	Weinstein & Finn, 12-17
June 29	Conferencing; Tannen Introduction; Grammar	Tannen, Chapter 1 Weinstein & Finn, 18-22
June 30	Group Work on Tannen; Grammar	Tannen, Chapter 2 Weinstein & Finn, 23-27

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July 1	Group Work on Tannen; Grammar	Tannen, Chapter 3 Weinstein & Finn, 28-33
July 2	<b>Essay #2 (In-Class);</b> Grammar	Weinstein & Finn, 34-39
July 6	Conferencing; Tannen Discussion; Grammar	Tannen, Chapter 4 Weinstein & Finn, 40-46
July 7	Group Work on Tannen; Grammar	Tannen, Chapter 5 Weinstein & Finn, 47-50
July 8	<b>Essay #3 (In-Class);</b> Grammar	Weinstein & Finn, 51-63
July 9	TBA	
July 13	Conferencing; Tannen Discussion; Grammar	Tannen, Chapter 6 Weinstein & Finn, 64-68
July 14	Group Work on Tannen; Grammar	Tannen, Chapter 7 Weinstein & Finn, 69-74
July 15	Group Work on Tannen; Grammar	Tannen, Chapter 8 Weinstein & Finn, 75-78
July 16	<b>Essay #4 (In-Class);</b> Grammar	Weinstein & Finn, 79-83
July 20	Conferencing; Tannen Conclusion; Grammar	Tannen, Chapter 9 Weinstein & Finn, 84-89
July 21	Research Paper Introduction; Grammar	Tannen, Chapter 10 Weinstein & Finn, 90-97
July 22	Research Paper Discussion; Grammar	Tannen, Afterword Weinstein & Finn, 98-102
July 23	Research Paper Discussion; Grammar	Weinstein & Finn, 103-109
July 27	<b>Research Paper Workshop;</b> MLA	Weinstein & Finn, 140-148
July 28	<b>Research Paper Due;</b> Grammar	Weinstein & Finn, 110-126
July 29	Grammar; Final Review; Preparation for Final Exam	Weinstein & Finn, 127-133
July 30	<b>Final Exam</b>	