

Basic Course Information

Semester	Fall 2015	Instructor's Name	Scott Simpson
Course Title & #	Basic Composition II • ENGL 09	Instructor's Email	scott.simpson@imperial.edu
CRN #s	10229, 10232, 10233		
Rooms	CRN 10229 M/W: Rm 3112 CRN 10232 (T/TH): Rm 2726 CRN 10233 (T/TH): Rm 2900	Office (PT Faculty:809)	Rm 2794
Class Dates	Semester begins August 17 & ends December 11th	Office Hours	M/T/W/TH: 7:00 to 8:00 AM
Class Days & Times	CRN 10229: M/W 10:20 - 12:25 CRN 10232: T/TH 8:00 - 10:05 AM CRN 10233: T/TH 10:20 - 12:25	Office Phone #	(760) 355-6164
Class Times		Contact if emergency or other absence:	English Dept Secretary
4 Units			

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, non-degree 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. 1 Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. 2 Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. 3 Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. 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

1) Textbook required: Blueprints for Writing: Building Essays Author Pam Mathis
Publisher: Cengage Learning Publication Date: January 16, 2013 |
ISBN-10: 0495802468 ISBN-13: 978-0495802464 Edition: 1st

2) Other required materials: **APLIA**, which is supplemental instruction and quizzes found online. APLIA's website is www.aplia.com. All students need to purchase an access code for the course. This code can be purchased at the on-campus bookstore along with the textbook or at www.aplia.com. APLIA will provide additional learning opportunities. Furthermore, most of our quizzes will be on that website.

APLIA Student Registration URL:

<http://login.cengagebrain.com/course/A9J5-7QGE-87PA>

APLIA Course Key: A9J5-7QGE-87PA

Course Requirements and Instructional Methods

Requirements include reading the textbook and completing the corresponding exercises. Students will write a minimum of two paragraphs and four essays. An outline is a requirement before the paragraphs and essays are handed in with the exception being the final exam. It is a requirement to complete exercises at www.aplia.com. It is a requirement to hand all work in on time. Late assignments will not be accepted.

Class activities include reviewing homework assignments, peer editing, writing and correcting sentences, writing paragraphs and essays. The final exam is an essay written in class. Other activities includes quizzes, most of which are at www.aplia.com. There also will be classroom lectures and pair and small group activities.

Course Grading Based on Course Objectives

Class Preparation: (including outlines for essays; peer editing; tests; other in-class work): 10%

Aplia Quizzes: 10%

Essay #1 (Definition mode): 10%

Essay #2 (Compare/Contrast mode): 10%

Essay #3 (Cause/Effect mode): 10%

Essay #4 (Persuasion mode-- also known as Argumentative mode-- written in class): 20%

Essay #5 (Mini-Research paper): 10%

Final Exam: 20%

Please note: There is no credit for late assignments.

No credit may be given for late work, including work due at the beginning of class that is handed in late.

Imperial Valley College Grading System

90 - 100% = A

80 - 89 % = B

70 - 79 % = C

(70 - 100 % are passing grades)

60 - 69 % = D

Below 60 = F

Grades below 70% are non passing grades

Final grades will be posted on Webstar.

Also, during the semester, students will need to download worksheets from a website for classroom use and homework. The instructor will give advance notice via email or in the classroom.

If the quality of homework assignments is substantially different from that of the in-class assignments, the instructor reserves the right to assign a zero grade to such submissions.

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 out of sight of everyone during class unless otherwise directed by the instructor. Cell phone use for any reason is banned in the classroom unless the instructor explicitly assigns an activity that warrants its use. Cell phones must be turned off and put out of sight because they are very distracting to both the user and other classmates. (It was found that students who use cell phones during class fail their classes and therefore waste everyone's time and resources.) Students in violation of this policy will be warned once, then removed from class for each violation thereafter. Any student who is addicted to cell phone use (emotionally suffers from not being in constant contact with people via the cell phone, feels the need to compulsively check email, Facebook, websites, etc., doesn't care much or at all about serious negative consequences-- bad grades, wasted time (hours, weeks, months, years, decades, entire lifetime), and/or has difficulty with face-to-face relationships, etc. may suffer from addiction and is *highly encouraged to receive psychological counseling*. If you know

that you will be unable to control yourself in regard to cell phone use in the classroom, seriously consider dropping the class immediately so someone else can utilize your educational opportunity.

- 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.

Unapproved classroom cellphone use and habitual tardiness can result in temporary classroom expulsion.

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. Plagiarism can also involve citing a source, but not putting quotation marks around borrowed words. If you do not understand what plagiarism is and 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 plagiarizing or cheating will receive a zero (0) on the exam or assignment, and the instructor will 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, and (e) use of a commercial term paper service.

The instructor reserves the right to consider any student work that is not representative of the same student's other work as a zero grade.

Additional Help – Discretionary Section and Language

- Aplia Student FAQ page: http://www.aplia.com/support/student_faq.jsp
- Aplia Support Page: <https://www.aplia.com/support/>
- 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 full-time 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

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/>

Anticipated Class Schedule / Calendar

ENGL 09 Activity Schedule: In-Class/Textbook/APLIA Assignments

(Please note: All essays except the final exam may be submitted electronically into Blackboard and on paper.)

WEEK #	In-Class/Textbook Topics (Chapter #)/ <u>APLIA Topic</u>	APLIA QUIZZES Online http://login.cengagebrain.com/course/A9J5-7QGE-87PA
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Imperial Valley College Course Syllabus –Basic Composition II • ENGL 09

WEEK#1 Aug 17 - 20	<ul style="list-style-type: none"> • Course introduction • Self-Introductions • An Overview of the Writing Process (chapter 1) 	<i>Keep on track. Make your own schedule with due date in mind.</i>
WEEK #2 Aug 24 - 27	<ul style="list-style-type: none"> • The Thesis & the Simple Blueprint (chapter 2) • The Topic Sentence (ch 3) • Nouns & Pronouns (ch 23) 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK #3 Aug 31 - Sept 3	<ul style="list-style-type: none"> • Coherence (ch 5) • Unity (ch 6) • Verbs (ch 24) 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#4 Sept 8 - 10 (Mon, Labor Day)	<ul style="list-style-type: none"> • The Introduction: The Icing on the Cake (ch 7) • The Conclusion: Wrapping It Up (ch 8) • Revising, Editing & Proofreading (ch 9) • <i>Quick Preview of Definition Mode: Consider Your Topic</i> 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#5 Sept 14 - 17	<ul style="list-style-type: none"> • Definition (ch 14) • Clauses (ch 28) 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#6 Sept 21 - 24	<p><u>Definition Essay OUTLINE due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Subject - Verb Agreement (ch 29) • Sentence Fragments (ch 30) • <i>Quick Preview of Comparison/Contrast Mode: Consider Your Topic</i> 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#7 Sept 28 - Oct 1	<p><u>Definition Essay due due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Comparison/Contrast (ch 15) • Supporting Your Points (ch 4) 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#8 Oct 5 - 8	<p><u>Comparison/Contrast Essay OUTLINE due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Reading Critically and Responding to a Writing Prompt (ch 19) • Planning and Writing Your Response to a Reading (ch 20) • <i>Quick Preview of Cause/Effect Mode: Consider Your Topic</i> 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#9 Oct 12 - 15	<p><u>Comparison/Contrast Essay due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Cause/Effect (ch 16) • Pronoun Case, Agreement, & Reference (ch 32) • Commas (ch 34) 	<ul style="list-style-type: none"> • Check schedule online and keep on track.
WEEK#10 Oct 19 - 22	<p><u>Cause/Effect Essay OUTLINE due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Adjectives & Adverbs (ch 25) • Prepositions (ch 26) • <i>Quick Preview of Persuasion Mode: Consider Your Topic</i> 	<ul style="list-style-type: none"> • Check schedule online and keep on track.

Imperial Valley College Course Syllabus –Basic Composition II • ENGL 09

<p>WEEK#11 Oct 26 - 29</p>	<p><u>Cause/Effect Essay due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Persuasion (ch 18) • Adjectives & Adverbs (ch 25) 	<ul style="list-style-type: none"> • <i>Check schedule online and keep on track.</i>
<p>WEEK#12 Nov 2 - 4</p>	<p><u>Persuasion Essay OUTLINE due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Semicolons & Colons (ch 35) • Types of Sentences (ch 41) • <i>Quick Preview of Mini-Research Paper: Consider Your Topic</i> 	<ul style="list-style-type: none"> • <i>Check schedule online and keep on track.</i>
<p>WEEK#13 Nov 9, 10, 12 (Wed, Vtrn's Day)</p>	<p><u>Persuasion Essay: written in class during the first class meeting of the week at start of class</u></p> <ul style="list-style-type: none"> • Drawing from Two Sources (ch 21) • Library Tutorial on Doing Research @ IVC Library • Writing Your Research Paper 	<ul style="list-style-type: none"> • <i>Check schedule online and keep on track.</i>
<p>WEEK#14 Nov 16 - 18</p>	<ul style="list-style-type: none"> • Writing about a Complex Reading (ch 22) • In-class essay exam practice 	<ul style="list-style-type: none"> • <i>Check schedule online and keep on track.</i>
<p>WEEK#15 Nov 30 - Dec 3</p>	<p><u>Mini-Research Paper OUTLINE due 1st class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • In-class essay exam practice 	<ul style="list-style-type: none"> • <i>Check schedule online and keep on track.</i>
<p>WEEK#16 Dec 7- 10</p>	<p><u>Mini-Research Paper Mini-Research Paper Due due last class meeting of week at start of class</u></p> <ul style="list-style-type: none"> • Course Review • Final Exam (essay written in class • purchase examination booklet) DATE OF FINAL EXAM TO BE ANNOUNCED Due to departmental regulations, the final exam may be scheduled the previous week. 	<ul style="list-style-type: none"> • <i>No assignments this week</i>

All of the above may be subject to change.