

**English 009: Basic English Composition II (four units)**  
**Imperial Valley College**  
**Fall 2015**  
**CRN: 10234**

**Class Time: TR 2:00 p.m. - 4:05 p.m.**

**Class Location: Room 2751**

**Instructor: Mr. Robert Baukholt**

**Office Location: 2792**

**Campus Office Hours: TR 4:10 p.m. – 5:10 p.m., F 12:20 p.m. – 1:20 p.m.**

**Online Office Hour: W 2:00 p.m. – 3:00 p.m.**

**Email: Robert.Baukholt@imperial.edu**

**Office Phone: 760-355-6159**

### **Course Description**

This class prepares you for reading, writing, and critical thinking at the university level; it bears little resemblance to the literature and writing classes you may have taken in high school.

A college educated writer must acquire and develop the ability to create argumentative/persuasive compositions, supported by logical appeals and research. The skills involved in this are not just applicable to humanities majors; they are skills that all of you will use throughout your undergraduate years and beyond. This semester you will continue developing these skills by discussing ideas, by analyzing rhetorical modes (such as process analysis and compare & contrast), and by writing lots of essays. Ideas and the various means of communicating those ideas are the primary focus of this course, as they will be in the various content courses you take as you move forward in your college career. Although we will discuss grammatical issues, this is primarily an idea class, NOT a grammar class. Essays that showcase wonderful grammar in support of a poor argument or idea will not receive a good grade.

### **Catalog 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)

### **English 009 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)

## Measurable 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.

## Class Atmosphere and Requirements

The majority of our class activities will involve writing and discussion of assigned readings, issues related to essay topics, and other topics relevant to us. We may be discussing controversial issues; please remember to keep an open mind and be respectful of the diverse backgrounds, opinions, and ideas of your peers in your contributions to these discussions.

There will also be some homework assignments and readings distributed in class. If you miss class, you will need to contact a classmate or me to find out what you missed.

## Required Texts

*Watership Down* by Richard Adams  
ISBN-13: 978-0743277709

*The Pocket Wadsworth Handbook*, 6<sup>th</sup> Edition  
Publisher: Cengage Learning  
Year: 2014  
ISBN-13: 978-1285426617

Most of the required texts for this class will be posted through online links provided along with your weekly assignments.

## Course Requirements and Instructional Methods

**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. Since this is a four unit class (four credit hours), this means that you should expect to do about eight hours of out of class work every week.

In addition to the essays you will be writing for this class, there are a number of other assignments that will factor into your final grade.

**Essays:** The essays will be the main form of assessment for the class. There will be two assignments for each essay. One will be for the first draft, and the other will be for the final draft. I will provide ample feedback on your first drafts, but will only assign a grade and comments to the final drafts. To receive credit on a final draft, you must submit a hard copy of your paper directly to me in class and upload another copy of the same paper into Blackboard's SafeAssign essay submission system (accessed through our English 009 course site).

**Reading Quizzes:** Quizzes will be given periodically to ensure that students are reading assigned material. These quizzes are easy! If you do your reading, you should receive an A on this part of your grade.

**Whole-Class Workshops:** Each student will be required to have one of his or her essays workshopped by the class. Each student will also be required to facilitate (lead the discussion of) another student's workshop. All students are required to verbally participate in every workshop and to write 1-2 page written responses to 2/3 of the total number of student workshops we hold over the semester. We will discuss workshops in more detail as the semester progresses (don't worry if you don't understand them from reading this!).

**Journal:** Journal entries will be the most common assignment for this class. Journals should consist of one-two page hand-written responses to the assigned question or questions. Your grade on this journal will be based solely on whether or not it appears you are making a good faith effort to answer the questions being asked. You don't need to save your journals.

**Discussions and Participation:** Discussions are very important in this class. You will be expected to contribute to class discussions and homework reviews on a regular basis. If you are unwilling or unable to participate, your grade will suffer significantly.

## Course Grading Policies

**Late Assignments:** Assignments that are turned in late will be marked down ten percent for each class session they are late. One of my students turned in an A quality essay a few semesters ago. He began with a base score of 97, minus ten for never turning in a first draft, minus forty for the four class sessions it was late. His total grade was a 47 (F), and despite his other A quality assignments, his overall grade in the class ended up being a C. DON'T LET THIS BE YOU!

**Typed Assignments:** All take-home essay assignments and workshop responses should be typed. This includes all drafts and outlines. Handwritten workshop responses or essay drafts will not be accepted!

**Showing Me What you Have Learned:** Because this class focuses on improving your writing skills, you will be learning a variety of writing skill strategies throughout the semester. You should always attempt to incorporate these strategies into your essays. A large portion of your grade depends on your ability to prove that you have learned something about the writing process. THEREFORE, IT IS POSSIBLE TO WRITE A COMPELLING ESSAY WITH FEW GRAMMATICAL ERRORS AND STILL RECEIVE A POOR GRADE!!! Show me what you have learned.

**Workshops:** If you do not bring your workshop copies on your assigned day, or if you do not show up on a day you are scheduled to take part in a workshop (barring a verifiable medical excuse), you will receive a zero in workshops, making it very difficult to earn a passing score for the class. It is extremely important that we keep to our workshop schedule.

**Grammar:** This is a college level class. This means that you should be able to write at a professional level, with few, if any, errors in grammar or sentence structure. Therefore, if any submitted work demonstrates a lack of understanding of the fundamentals of English writing, its grade will suffer substantially.

**Essay Submission Rules:** Essays must be submitted in class *and* online via SafeAssign. We will spend time in class learning about how to submit essays through SafeAssign. An essay that is turned in online but not in person (or vice versa) is not submitted, and will receive a zero or a late penalty (if it is eventually turned in through both forums).

**Office Hours:** I want you to pass my class. If you are having trouble, COME TO MY OFFICE SO THAT WE CAN DISCUSS IT!!!

Essays are due at the beginning of class, and must be submitted by the students who wrote them.

Essay1:	100 points/10%
Essay 2:	150 points/10%
Essay 3:	200 points/10%
Workshops:	100 points/10%
Midterm 1:	50 points/5%
Midterm 2:	50 points/ 5%
Discussions	50 points/5%
Quizzes	100 points/10%
Common Final:	200 points/ 20%
TOTAL	1000 points/100%

A> 90% B> 80% C> 70% D>60% F<60%

Failing to complete assignments or not participating in required class activities will lower your grade significantly. If you are worried about your grade, I encourage you to talk to me or e-mail me throughout the semester.

## 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.

If your cell phone goes off, you lose ten points from your final grade. If I catch you texting, you lose ten points from your final grade. In one of my classes a few semesters ago, a woman lost 80 points through the course of the semester. This is almost an entire essay grade! She failed the class because of these points. DON'T LET THIS BE YOU!

**Food and Drink:** Food and drinks 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 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:

- plagiarism
- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment
- use of a commercial term paper service

If you have any questions about how to quote or document sources, please feel free to ask me. In an average semester (six composition and literature classes) I usually fail between 5-10 students for plagiarizing. DON'T LET THIS BE YOU! If you aren't sure, ASK!

If I am not confident that a submitted work of writing is representative of your true capabilities, I may arrange an alternative, timed writing assignment to replace or supplement the original assignment.

## Disabled Student Programs and Services (DSPS)

If you need course adaptations or accommodations because of a disability, or if you have information to share with me, please let me know as soon as possible.

“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. The phone number for DSP&S is (760) 955-6310.

## **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/>

# Schedule for English 009

Because English 009 is a skills class, it is a common occurrence for a topic to take more or less time for us to cover than we planned. This schedule reliably informs you of the lessons we will cover in the class and of the exact essay and exam dates, but beyond that it is subject to change at any time.

Please also note that there is a reading component to this class that is not represented in the schedule. The reading assignments and due dates will be given in class and through our blackboard course shell. I don't assign these through the schedule because many of them are assigned in response to topics that students generate during the course of the class.

Quizzes are unannounced and can be given at any time, which is why they are not represented in the schedule.

## Week 1

**Tuesday, August 18<sup>th</sup>** – Go over the syllabus. Introductions.

**Thursday, August 20<sup>th</sup>** – Diagnostic Essay. Assign the Process Analysis Essay.

## Week 2

**Tuesday, August 25<sup>th</sup>** – Discuss Process Analysis. Pre-Writing Strategies.

**Thursday August, 27<sup>th</sup>** – Essay organization. Topic sentences. Writing effective essay introductions. Workshop Sign-ups.

## Week 3

**Tuesday, September 1<sup>st</sup>** – Writing effective essay conclusions. Thesis Statements.

**Thursday, September 3<sup>rd</sup>** – Thesis Statements, continued. Mock Workshops. 1<sup>st</sup> Draft of the Process-Analysis Essay is Due.

## Week 4

**Tuesday, September 8<sup>th</sup>** – Workshops.

**Thursday, September 10<sup>th</sup>** – Workshops, continued.

## Week 5

**Tuesday, September 15<sup>th</sup>** – Compare and Contrast. Compare and Contrast Group Work. Assign the Compare and Contrast Essay. Final Draft of the Process Analysis Essay is Due!

**Thursday, September 17<sup>th</sup>** – Considering the Audience

## Week 6

**Tuesday, September 22<sup>nd</sup>** – In-text citations. Finding Source Material.

**Thursday, September 24<sup>th</sup>** – Library Visit and Presentation. First Draft of the Compare and Contrast Essay is Due.

## Week 7

**Tuesday, September 29<sup>th</sup>** – Workshops!

**Thursday, October 1<sup>st</sup>** – Workshops, continued.

## Week 8

**Tuesday, October 6<sup>th</sup>** – Strategies for effective timed writing. Responding to an article.

**Thursday, October 8<sup>th</sup>** – Midterm 1 (Practice Common Final)

## Week 9

**Tuesday, October 13<sup>th</sup>** – Watch a Movie in Preparation for the Argumentative Essay.

**Thursday, October 15<sup>th</sup>** – Discuss the Movie. Argumentative Essay Brainstorming. Assign the Argumentative Essay. Final Draft of the Compare and Contrast Essay is Due.

**Week 10**

**Tuesday, October 20<sup>th</sup>** – Five Ways of Using Source Material in an Argument. Logic vs. Emotion in Argument. Create Final Essay Plans.

**Thursday, October 22<sup>nd</sup>** – Library Source Hunt.

**Week 11**

**Tuesday, October 27<sup>th</sup>** – In-class Writing 2: Responding to an Article.

**Thursday, October 29<sup>th</sup>** – Midterm 2 (Practice Common Final). First Draft of the Argumentative Essay is Due.

**Week 12**

**Tuesday, November 3<sup>rd</sup>** – Workshops.

**Thursday, November 5<sup>th</sup>** – Workshops, continued.

**Week 13**

**Tuesday, November 10<sup>th</sup>** – Effective Description.

**Thursday, November 12<sup>th</sup>** – Final Essay Group Peer Review.

**Week 14**

**Tuesday, November 17<sup>th</sup>** – Timed Writing Review Session. Grammar Review.

**Thursday, November 19<sup>th</sup>** – Final Essay Instructor Conferences.

**Fall Break!** – November 23<sup>rd</sup> – 29<sup>th</sup> – No Classes

**Week 15**

**Tuesday, December 1<sup>st</sup>** – Common Final!

**Thursday, December 3<sup>rd</sup>** – Book Presentations. Final Draft of the Argumentative Essay is Due.

**Week 16**

**Tuesday, December 8<sup>th</sup>** – Final Quiz.

**Thursday, December 10<sup>th</sup>** – I will be available to answer any questions. Have a great summer break!



I understand the policies explained in Mr. Baukholt's English 009 syllabus, and I agree to adhere to those policies.

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(Please both write and sign your name on the line, above)