

Basic Course Information

Semester:	Fall 2015	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 009	Email:	nbeope@gmail.com
CRN #:	10235	Webpage (optional):	N/A
Classroom:	1308	Office #:	N/A
Class Dates:	AUG 17 – DEC 11	Office Hours:	N/A
Class Days:	T, Th	Office Phone #:	760-592-5359
Class Times:	4:10 – 6:15 pm	Emergency Contact:	English Department
Units:	4		

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

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

Required:

A Flash Drive

“Easy Writer, 5th Edition”, Andrea Lunsford, Bedford/St. Martin’s, 2014, ISBN# 978-1-4576-4046-9

Course Requirements and Instructional Methods

1. There will be a number of in-class writing assignments that are required and integral to the class. It is your responsibility to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade.
2. All assignments are due at the beginning of class unless otherwise specified. All essays **must be typed** and uploaded to *SafeAssign* the night before they are due.
3. Barring emergencies, late or emailed papers **will not be accepted**. If you have unusual circumstances discuss them with me.
4. All assignments must be **completed satisfactorily**. An assignment that does not follow instructions or is incomplete will receive zero credit.

Assignment #1: A persuasive essay. Topic TBA. (Letter grade)

Assignment #2: A narrative essay. Topic TBA. (Letter grade)

Assignment #3: Rewrite. (Letter grade)

Topic proposal: A short paragraph describing the argument you intend to write about in your research paper. (Participation)

Annotated Bibliography: List eight sources and describe specifically what part of each is relevant to your research paper and why. (Letter grade)

Presentation: Towards the end of the semester each student will give a 4-6 minute presentation of his or her research topic. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with, to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established a few weeks beforehand. The audience will be your peers in this class. (Letter grade)

Research Paper: Stemming from our reading of "*Stone Butch Blues*", supplemental readings and in-class discussions, our research papers will be geared towards debating one of the many controversial issues found throughout the book. (Letter grade)

Common Final: Students will have 70 minutes in-class to respond to a prompt. Responses will be argumentative, no less than 5 paragraphs in length and aimed at an academic audience. (Letter grade)

Course Grading Based on Course Objectives

10%: Participation
15%: Homework, Quizzes (unannounced)
10%: First assignment
10%: Second assignment
10%: Third assignment
10%: Presentation
5%: Bibliography
10%: Research Paper
20%: Common Final

Grading system:

90 – 100 = A 80 – 89 = B 70 – 79 = C
60 – 69 = D <59 = F

Attendance

- A student who fails to attend the first meeting of a 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.
- Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

Classroom Etiquette

- Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones will lose participation points. If you find it necessary to use a laptop, you must sit near one of the front rows.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another’s work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- 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 plagiarizing 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 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 Student Services

Imperial Valley College offers various services in support of student success. The following are some of the services available for students.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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. Please contact them 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.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District and El Centro Regional Center provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6310 in Room 2109 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family, and group therapy are provided to currently enrolled students. Contact the IVC [Mental Health Counseling Services](#) at 760-355-6196 in Room 2109 for more information.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Class Schedule/Calendar

Week 1

August 18 Intro to course

August 20 Grammar review, parts of speech

Week 2

August 25 Grammar review, run-ons, comma splices

August 27 Description, understanding figurative language

Week 3

September 1 Holiday

September 3 Establishing expertise and authority, **assignment #1 handout, examples and discussion**

Week 4

September 8 Grammar review, sentence fragments

September 10 Creating introductions

Week 5

September 15 Rhetorical appeals, grammar review, subject-verb agreement

September 17 Grammar review, prepositions, **due assignment #1, assignment #2 handout, examples and discussion**

Week 6

September 22 Structuring paragraphs

September 24 Grammar review, subject-verb agreement, vague pronouns

Week 7

September 29 Grammar review, verb tense agreement, **due assignment #2**

October 1 Moves of revision, **assignment #3 handout, examples and discussion**

Week 8

October 6 Grammar review, parallel construction

October 8 Counterarguments and fallacies

Week 9

October 13 Holiday

October 15 Grammar review, disjointed modifiers, **due assignment #3**

Week 10

October 20 Weeks 1 – 9 review

October 22 Mid-term

Week 11

October 27 Assignment # 4 handout, examples and discussion

October 29 Creating a thesis statement

Week 12

November 3 Evaluating sources and facts

November 5 Creating conclusions

Week 13

November 10 Introduction to oral presentations

November 12 Summary, paraphrasing and direct quotation

Week 14

November 17 Creating a bibliography

November 19 Oral presentations group 1

Week 15

November 24 Oral presentation group 2

November 26 Holiday

Week 16

December 1 Review/common final prep, **assignment #4 due**

December 3 Review/common final prep

Week 17

December 8 Common final

*****Tentative, subject to change without prior notice*****