

Basic Course Information

Semester	Fall, 2015	Instructor Name	Harriet E. Williams
Course Title & #	Engl 110	Email	harriet.williams@imperial.edu
CRN #	10260	Webpage (optional)	
Room	203	Office	By appointment
Class Dates	8/17-12/03/2015	Office Hours	n/a for part-time faculty
Class Days	Monday, Wednesday	Office Phone #	355-6224
Class Times	8:00 AM-10:00 AM	Office contact if student will be out or emergency	Email: harriet.williams@imperial.edu
Units	4		

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 Rain of Gold by Victor Villasenor, (or If student has read Rain of Gold students will read The Crossing by Dr. Brian McNeece and compare and contrast with the Villasenor nonfiction Books.) Everyday Editing by Jeff Anderson.

Course Requirements and Instructional Methods

STUDENT RESPONSIBILITIES:

1. Attendance: Students who wish to do well in the class should plan on attending every class. Students should try to arrive early so that they are on time for class. EMAIL ME IF YOU ARE LATE OR ABSENT. If you have a job, work with your Manager and let him/her know how important this class is. Students should officially drop if they determine they do not want to take the class. You will receive and “F” if you stop coming and don’t withdraw. Do not stop coming because you think you are failing. Talk to me, email me so that you do not mess up your transcript .

2. Preparation, participation, and deadlines: Students are expected to arrive in class with the day’s reading already completed or with required writings Printed out. Late work will reflect on your class participation and it will go down one letter grade. Students will be expected to actively participate in class activities that involve reading, discussion, peer response, and group work.

3. Materials: Students are expected to arrive in class with the assigned texts.

6. Students are encouraged to make an appointment if you need help or to email with questions.

7. 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: DSP&S, Room 2117, Health Sciences Bldg., (760) 355-6312.

8. Academic Misconduct Policy Academic honesty: Plagiarism is unacceptable. Any work turned in must be yours or must be adequately cited (you will be trained in citing sources_ . Plagiarism* (that means using someone else’s words without citing your source) will result in a failing grade on the specific assignment. All dishonest behavior will be reported to the administration

Academic misconduct includes misconduct associated with the classroom, laboratory or clinical

learning process. Some examples of academic misconduct are cheating and plagiarism.

Cheating includes, but is not limited to, (a) use of any unauthorized assistance in taking quizzes, tests, assessment tests or examinations; (b) dependence upon the aid of sources beyond those authorized by the faculty member in writing papers, preparing reports, solving problems, or carrying out other assignments; or (c) the acquisition, without permission, of tests or other academic material belonging to a member of the college faculty or staff.

Plagiarism includes, but is not limited to, the use of paraphrased or directly quoted published or unpublished work of another person without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. Information gathered from the Internet and not properly identified is also considered plagiarism.

Any student found by a faculty member to have committed academic misconduct may be subject to sanctions as determined by the faculty member. Sanctions MAY include a warning, grade adjustment, and course failure. Consequences for plagiarism include a zero on the assignment and a referral will be made to the proper campus authority.

9. IVC Discipline Policy

“Imperial Valley College is maintained for the purpose of providing students in the community with programs of instruction in higher education. The College is concerned with the fostering of knowledge, the search for truth and the dissemination of ideas. Students shall assume an obligation to conduct themselves in a manner compatible with the college’s function as an educational institution. Misconduct while on the college campus, or at a college-sponsored function are subject to disciplinary action.

An instructor MAY REMOVE a student for the day of removal and the next class meeting. Such action must be immediately reported to the Superintendent/President. During the period of removal the student MAY NOT return without the consent of the instructor.”

10. Student Learning Outcomes for English 110:

Upon course completion, the successful student will have acquired new skills, knowledge, or attitudes as demonstrated by being able to:

- 1) Generate multi paragraph essays with a clear thesis statement or controlling idea. 1. (ILO1, ILO2, ILO4)
- 2) Write multi-paragraph essays showing support for a thesis statement or controlling idea (ILO1, ILO2, ILO4)
- 3) Construct complete sentences with few errors in sentence structure such as fragments, comma splices, or run-on sentences (ILO1, ILO2, ILO3, ILO4)
- 4) Compose a multi-paragraph essay response to a reading (ILO1, ILO2, ILO4, ILO5)

Course Grading Based on Course Objectives

Evaluation:

All assignments will receive a letter grade that will be transferred into a score by Blackboard. At the end of the semester your total points will be considered for your final grade.

The ALL Department, English 110 essay rubric will be used to evaluate essays along with whatever the grammar emphasis is, which will be announced by Professor Williams at the assignment of the essay i.e. looking for spelling errors or comma errors, etc. The rubric will be given to you.

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

Most of you will be adults and if you are taking this class but not of age, you will still be considered adults. Adults usually are considerate of others: dress appropriately so as not to take attention away from the learning; turn off cell phone so that you are truly focused on what we are trying to do together as a community of writers. Disruptive behavior will be handled in accordance with IVC procedures.

- 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

Required Language

- 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, 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) 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)

Required Language: 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

Required Language: 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

Required Language: 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

Required Language: 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

Required Information –Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the reading, assignments, tests, or other activity for the duration of the course. The faculty may find a table format useful for this purpose.

- When you write an essay you may use an outline, mind map or spider web or free write before you write your First draft. Your First draft is to be TYPED. The day it is due we will get into groups and you will let your group or partner read your First draft. This will take 30 min. They will tell you about errors they find; or suggestions to the content. You will revise it. You will then revise. And at the next class you will read it to the whole class and get suggestions. You will turn it in and I will read it and you may have to revise it one more time. It then goes into your binder with all your versions for your portfolio.

Week 1:

Homework read Rain of Gold pages 1-27.



- We will over view Everyday Editing the first three chapters. I will assign students to look for interesting sentences in Rain of Gold or any other books or magazines they read. The sentence should be interesting because of the punctuation or other unusual rhetorical devices like word choice. They will get credit for any that they bring in.
- We will discuss “Essay Organization” and types of essays (or paragraphs) that will fit in The Pet essay: Narration, Description, Exemplification, Definition, Argumentation, Process, Cause and Effect, Comparison and Contrast, and Classification and Division.
- Homework will be:

↕ Essay #1 My Favorite Pet



This is a narrative. This is a description. It is Exemplification. It may have Cause and Effect. It may have process. It may have definition.

What were your circumstances of meeting or acquiring this pet? What does it look like? What are it's special habits, unusual things that it does? Things you do with your pet and things you like to do like dress it up, go for walks, teach it to skateboard, etc.

Give plenty of details. And use the types of writing as we have discussed in class.

1st Draft due Monday, August 24.

Week 2: Homework: Read Rain of Gold page 28-54.

1) Peer Review of essay looking for grammar errors. August 24 we will make groups and read each other's papers for any kind of errors. And then Homework will be to revise them.

Quiz on Rain of Gold August 26.

We will start on Part 2 of Everyday Editing and discuss the Serial Comma chapter.

August 26 all students will read their papers out loud.

Week 3: August 31, Sept. 2

We will continue to collect sentences that are interesting because of punctuation or any other rhetorical item.

We will read Rain of Gold pages 54-81 for this week's homework.

Week 4: September 9.

First Draft of Holiday Essay: Due September 14.

Edit in groups. Take home and revise. Bring back Monday, September 14.



•  **Essay #2 Memorable Holiday**



This is a narrative essay. Exemplification. Cause and Effect. Definition. Process. Comparison and Contrast. I want you to look back and pick out a holiday that meant a lot to you; one that you will never forget. Using "ESSAY ORGANIZATION"

The INTRO, THAT TELLS US WHAT POINT (this is your thesis) you want us to get from this essay and what details will you use to help us get this point.

The BODY will be details and each paragraph will have a thesis that keeps the paragraph about one topic--when you change topics you change paragraphs.

The CONCLUSION will tell us how you made your point and what details you used to make your point. A short summary.

Week 5: Read Rain of Gold 82-110. Quiz on 54-81 on September 16.

September 14: Everyday Editing—Quiz on commas. Everyone reads their Holiday Essay out loud and then turns essay in.



- **Week 6** We will discuss a Research Paper. That will be due November 2.
- First Draft due: Wednesday, September 23: Peer review. Revise. Read Out loud. Turn in. Revise again. Monday, September 21. Quiz on Rain of Gold pages 82-110

 **Essay #3 A Most Memorable Pair of Shoes**



This is a narrative essay. Compare and Contrast. Argumentative. Exemplification. Classification. Cause and Effect.

Remember back when you fell in love with a pair of shoes. Or someone special gave you a pair of shoes. Or you had to work to buy these special shoes. If you have a photo or drawing or the actual shoes, bring them with you for the reading of your 2nd draft to the class.

Use essay organization: Intro: your point and how will you achieve it; The Body: all of your points you are using to make your point; Conclusion: Your point and how you made your point.

Monday, September 21 Continue with Colons page 61-69. Look for examples of colons and bring them in for sharing and grades.

Week 7: Quiz on Colons. Continue looking for them and bringing in examples.

Read Rain of Gold pages 111-138. Now the narrative changes: keep taking notes following the genealogy in front of book.

Week 8: Rain of Gold: Quiz on 111-138. Read 138-165. Everyday Editing Capitalization—page 71-78. First draft due October 12.



↕ **Essay #4 My Mother**



This is a profile essay. This is a descriptive essay. This essay requires an interview. I can also be comparison and contrast. Exemplification. Cause and effect.

Paint a word picture of your mom. Talk to your mom (interview her) and find out about her early life. Get stories that she remembers about her family, herself, life at that time. What are her future plans when all of her children finally leave home (at least mostly).

DON'T write that she is always there for you: but show us with words what she has done for you.

Week 9: Peer edit on October 12. Revise and read out loud on October 14.

Quiz on Capitalization. Quiz on Rain of Gold on 138-165.

Week 10: Everyday Editing Possession or Contraction—pages 79-86. Look for examples to bring in.



• **↓ Essay #5 My Dad (s)**



This is a profile essay. This essay requires an interview. This is a descriptive essay.
Paint a picture of your father: his early life and his family (this is your paternal side); his goals when he was your age; his school life; how he met your mother. What are his goals now?
This requires an interview. And your interview notes will be part of your portfolio.

You may have 2 fathers: biological and step or adopted father. Even if you haven't spoken to him for a long time; tell him your English professor made you do it.

You will be graded on whether you interviewed your father and the amount of descriptive information you put in it.



• **↓ Essay #6 My Best Friend Forever--BFF**



This is a narrative. This is a profile.

When did you meet? How did you become friends? What events have you shared that have bonded you together forever?

Remember details; details.



• **↓ Essay #7 Brothers and Sisters**



This is a narrative essay. You may also "interview" your siblings if you need to check some information.
Write in Essay Organization about your siblings, step-brothers and sisters, cousins who were raised with you, any other iterations of brother and sisters. Give us lots of details.



• **↓ Essay #8 "Me, Myself and I"**



This is a narrative. This is a profile.

Write about your life: What do you know about your early days? What are the legends that your family has about you? What do you like to do? What are you studying? Future plans? Career plans? Details--no platitudes. Use Essay organization.