

# ENGL 110 – Composition and Reading

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## Basic Course Information

Semester	Fall 2015	Instructor	James Patterson, PhD
Room	Room 315	Email	james.patterson@imperial.edu
CRN 10262	MW 10:20 - 12:25	Webpage	<a href="http://faculty.imperial.edu/james.patterson">http://faculty.imperial.edu/james.patterson</a>
CRN 10266	TR 10:20 – 12:25	Office	Office 406
		Office Hours	Monday – Thursday, 9:30-10:15 a.m. Tuesday evening, 5:30-6:30 p.m.

## Course Description

This is the standard course in first-year English composition. 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.

## 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.
2. Demonstrate mastery of pre-writing strategies, including brainstorming and outlining.
3. Develop an essay of multiple pages that effectively presents and strongly supports a thesis statement.
4. Demonstrate command of rules regarding plagiarism and academic ethics.

## 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, and 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 6,000 words of formal writing.

### **Textbooks & Other Resources or Links**

Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 13<sup>th</sup> edition. New York: Bedford/St. Martin's, 2015.

ISBN: 978-1-319-01312-7.

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**

#### **Reading Analysis** (20 points)

Throughout the course, the student will be provided opportunities to demonstrate an understanding of analytical reading. Given assigned texts, the student will complete reading analyses of the texts' thesis or claim, evidence or reasoning, purpose, audience, and to identify fallacies in written works.

#### **Peer Editing** (3 x 10 = 30 points)

The student will provide peer editing to the work of other students in the class. Specifically, the student will review grammar, spelling, and punctuation; rhetorical coherence; and audience for the Narrative, Descriptive, and Exemplification essays.

#### **Essay Development**:

1. Diagnostic essay (not graded)
2. Narrative essay (10 points)
3. Descriptive essay (10 points)
4. Exemplification essay (10 points)

#### **Research Papers**:

1. Comparison-Contrast paper (30 points)
2. Definition paper (30 points)
3. Argumentative paper (30 points)

Reading Analyses.....	20 points
Peer Editing.....	30 points
Essay Development.....	30 points
Midterm Examination.....	30 points
Research Papers .....	90 points
Final Examination.....	30 points

Minimum Point Total for a Passing Grade of C: 180 points

**Anticipated Class Schedule / Calendar**

Week 1	Introduction to Course and Textbook	
Week 2	The Writing Process	Chapters 1-5
Week 3	Narration	Chapter 6
Week 4	Description	Chapter 7
Week 5	Exemplification	Chapter 8
Week 6	MLA Formatting & Blackboard	<i>Essays Due by midnight on Sept. 24</i>
Week 7	Midterm Examination	
Week 8	The Research Paper Writing Process	
Week 9	Evaluating Sources & Documentation	
Week 10	Comparison-Contrast	Chapter 11
Week 11	Integrating Research & Revision	<i>Paper Due by midnight on October 29</i>
Week 12	Definition	Chapter 13
Week 13	Integrating Research & Revision	<i>Paper Due by midnight on November 12</i>
Week 14	Argumentation	Chapter 14
Week 15	Integrating Research & Revision	<i>Paper Due by midnight on December 3</i>
Week 16	Finals Week	Final Examination

**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.
- 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 may be turned on during class. Please step out of the classroom to make or receive a call or text message. Students who bring laptop computers to class are expected to sit in the back of the classroom so their screens do not distract other students.
- 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. As a general rule, any three words or more taken in sequence from a source must be identified with correct punctuation and documentation (in text and bibliographic). 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. There is no difference between accidental and intentional plagiarism.

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, 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: (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**

- Blackboard [support center](#).
- 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 Study Skills Center (library annex). 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 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 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. We now also have a fulltime mental health counselor. Information is available [online](#). The IVC Student Health Center is located in the Health Science building in Room 1536, 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](#).

## **Information Literacy**

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials [online](#).