

## Basic Course Information

Semester:	<b>Fall 2015</b>	Instructor Name:	<b>P.Beckett</b>
Course Title &#:	<b>English 110 Composition</b>	Email:	<b>ivcenglish@yahoo.com</b>
CRN #:	<b>10270</b>		
Classroom:	<b>2900</b>	Office #:	<b>6224</b>
Class Dates:	<b>17Aug 2015-11Dec 2015</b>	Office Hours:	N/A
Class Days:	<b>Tuesday Evenings</b>	Office Phone #:	
Class Times:	0530-0945 pm	Emergency Contact:	
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. Analyze an argumentative text for claim, support, and fallacies (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

MEASURABLE COURSE OBJECTIVES AND MINIMUM STANDARDS FOR GRADE OF "C":

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 at least 6,000 words of formal writing. Expository and argumentative papers constitute the bulk of student writing.

10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

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

*Kirszner & Mandell (2010). Patterns for College Writing [Brief Edition]. St. Martin's Press. ISBN 978-1-4576-8378-7*

### **Course Requirements and Instructional Methods**

*CORE CONTENT TO BE COVERED IN ALL SECTIONS:*

*CORE CONTENT*

*OF COURSE*

*Analysis and interpretation of a variety of written texts, including one single-author text.25.00%*

*Examination of evidence, tone, purpose, and audience, and fallacies in a variety of written works.5.00%*

*Instruction in the writing process, from development and drafting to revising and editing.10.00%*

*Instruction in various writing patterns, such as comparison and contrast, definition, and argumentation.15.00%*

*Instruction in connotative and figurative language while writing for an academic audience.5.00%*

*Instruction in adapting writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)10.00%*

*Instruction in the examination and analysis of a student's own writing and that of other students with a view towards improving writing effectiveness.10.00%*

*Instruction in the development of research papers, including finding and analyzing sources, developing ideas, outlining and drafting, and formatting and documenting the work using MLA guidelines.20.00%*

*TOTAL 100%*

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**

**Three high value essays [short research, argumentative, and final] will constitute the bulk of the grade [70%] while short quizzes, in-class assignments, and group collaboration will make up the other 30% of the final grade. Grading will be done on a straight 90%=A, 80%=B, 70%=C basis.**

### **Attendance**

*[Required Information: The below information is the IVC attendance policy.*

- 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: **Laptops, Chromebooks, Tablets, phablets and smart phones will be welcome in the classroom as long as they are not a distraction.**
- 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 by the instructor.
- 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.

## Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## 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. Please speak to your instructor about additional services which may be available.

- **Blackboard Support Site.** The Blackboard Support Site provides a variety of support channels available to students 24 hours per day.
- 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 [HYPERLINK "http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/learning-services-department/lslabs/"](http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/learning-services-department/lslabs/) & [HYPERLINK "http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/learning-services-department/lslabs/"](http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/learning-services-department/lslabs/) Language Labs; and the Study Skills Center.
- 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.
- 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 One: August 18-21**

Orientation  
Course discussion  
Assign first paper [short 4 page MLA.]

### **Week Two: August 25-26**

Discussion of the writing process. Text pages 1-63.  
Q/A: first MLA paper.

### **Week Three : September 1-2**

Discussion of the writing process continued. Text pages 63-93.  
Q/A first paper [due week 5]  
Assign Argumentation subjects.  
**Assign 5 page Argumentation Essay as mid term exam, due session 8.**

### **Week Four: September 8-9**

Discuss Argumentation, part 1. Text pages 401-421.  
Discuss finding and evaluating online resources. Text pages 527-532.  
**\*Peer revise/edit rough drafts of first paper.**

### **Week 5: September 15-16**

**\*Four page MLA short essay due.**  
Discuss Argumentation 2. Text 462-485 [Casebook.]  
Discuss finding and evaluating sources. Text pages 529-534.  
Q/A Argumentation Essay.

### **Week 6:September 22-23**

Discuss integrating Sources, avoiding plagiarism, documenting sources. Text pages 535-557.  
Discuss the Lau paper example on pages 558-565.  
**\*Peer revise first draft of Argumentation essay.**

### **Week 7: September 29-30**

Discuss argumentation. The Dr. Martin Luther King J. essay: Letter from the Birmingham Jail. Text pages 434-448.

**\*Peer edit/proof the revised Argumentative drafts.**

### **Week 8: October 6-7**

**\*Mid term. 5 page Argumentative essay is due.**

Discuss Narration, text pages 95-110. The Money...p114- and Shooting an Elephant, p.123-

**Discuss the 10 page final paper due at course end.**

### **Week 9: October 13-14**

Discuss Description, pages 135-152. Twinkie Days, p.155-

Discuss midpoint situation and progress.

### **Week 10: October 20-21**

Discuss Exemplification, text pages 173-186, Just Walk on By, p.196, and , Why Looks are...p.202.

### **Week 11: October 27-28**

Discuss Process, text pages 211-226. Get it Right, p234- and Embalming, p.239-

### **Week 12: November 3-4**

Discuss Cause and Effect, text pages 249-265 and Who Killed, p.267- and Peaceful Woman, p.272.

**Week 13\*\*: November 10-11**

Read text Definition, pages 371-384, wife,p.386- and Tortillas, p.390-

**Week 14: November 17-18**

Discuss Comparison and Contrast, text pages 285-304, I'm Your Teacher, p.314- and Sex, Lies...p.320.

**\*Discuss material progress on Final Papers.**

**Vacation: November 23-24**

**Week 15: December 1-2**

Discuss Classification and Division, text pages 329-341, Mother Tongue, p.350- and Ways We Lie, p.358-

**\*Peer revise final papers.**

Discuss Combining the Patterns, text pages 487-494, Your Flip Flops, p.511 and Dumpster Diving, 516.

**Week 16: December 8-9**

**\*Final Paper due.**

**\*Course Evaluation.**

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