

## Basic Course Information

Semester	<b>Winter 2016</b>	Instructor Name	<b>Kevin Howell</b>
Course Title & #	<b>English 110 Reading and Composition</b>	Email	Kevin.howell@Imperial.edu
CRN #	15026	Webpage (optional)	
Room	Online	Office	<b>Science Building 2751</b>
Class Dates	Semester dates 1/6- 2/5/2016	Office Hours	<b>Email or text me (number included in Blackboard Class)</b>
Class Days	Online	Office Phone #	760-355-5712
Class Times	Online	Office contact if student will be out or emergency	760-355-6224 (Dept. Secretary)
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

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 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](#)

#### **Required Information:**

1. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 12 edition New York: Bedford/St. Martin's, 2012. ISBN 978-0-312-53975-7



2. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House. ISBN 0345514408



3. Access to Purdue Online Writing Lab (OWL) @ [Link to Purdue OWL](#)
4. Highly recommend that you buy Reference Guide for Research with MLA formatting

### [Course Requirements and Instructional Methods](#)

1. **Midterm Essay (Compare and Contrast):** This is worth 15% of your grade.
2. **Final Essay (Argumentative):** This is worth 20% of your grade.
3. **Research Paper (Argumentative):** Detailed guidelines will be given on the steps to complete the research paper. We will use the essay rubric with a few alterations. This will be worth 20% of your grade.
4. **Individual Essay (Argumentative):** This will be written and submitted through Save Assign. This paper is worth 20% of your grade.
5. **Note-** There is a -10 point deduction for each day for late essay submittals.
6. **Reading Quizzes:** We will have reading quizzes. If they are not completed by 11:59 p.m. (Pacific Time) on Sunday, you will receive a 0%. These reading quizzes will come from readings from *I Know Why the Caged Bird Sings* and Grammar Quizzes.

7. **“Homework” Assignments:** They will be assigned throughout the semester. They will mainly concentrate on the articles that we read from the *Patterns* book. However, to receive credit the assignments must be completed on Blackboard by 11:59 p.m. (Pacific Time) on Sunday, or you will receive a 0%.
8. **Discussion Boards:** There will be weekly Discussion Board (DB) assignments. They are important because they will help you with better comprehension of the readings and material covered in this class. Since journals/notebooks are optional, I will use these DB’s to assess your writing instead. Each week you will receive a DB prompt. Make sure that you answer all questions that are in the prompt. Your answers/replies should be written in a formal manner- grammar, usage, and mechanics will be graded and should contain at least 250 words. Also, if the prompt requires the use of MLA format, it must be used as you cite resources to support your DB postings. Read the DB rubric for a better understanding of the requirements. I will go over this in class, but it can also be found on Bb under the Rubrics Tab. The DB posting instructions include the following (except for Week 1):
  - o Make your initial post on Wednesday by 11:59 p.m.
  - o Reply to two other posts on Friday by 11:59 p.m.
  - o Respond to two others who responded to your post by Sunday by 11:59 p.m.
  - o **I will also check in to add comments and to answer questions.**
9. **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.

### Online Classroom Netiquette

- Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for Blackboard discussions.
- Read existing follow-up postings and don’t repeat what has already been said.
- Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
- Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
- Do not use all caps in an online environment. Using all caps is considered SHOUTING.
- Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.
- Remember that there are other human beings reading your postings, so treat everyone with respect. Don’t post anything you wouldn’t be willing to communicate face to face.
- Be sure to include relevant information in the Subject line of emails.

### Course Grading Based on Course Objectives

Assignment Descriptors	Percentage
1. Compare and Contrast Midterm Essay (800-1000 words/Week 3)	15
2. Individual Persuasive Essay (800-1000 words/Week 4)	20
3. Research Paper (2800-3000 words/Week 5)	20
4. Final Essay Exam/Persuasive (800-1000 words/Week 5)	20
5. Reading/Grammar Quizzes (If not completed, you will receive a 0%.)	05
6. Homework Assignments (Grammar and Reading Assignments, Peer Editing, and Self-Evaluation) (If not completed, you will receive a 0%.)	05
7. Discussion Boards (1000 words of formal writing included here with MLA citations.)	15

### 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. **Consider:** specifics for your class/program
- 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

- 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 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) using a commercial term paper service.

### Additional Help - Discretionary Section and Language

- Blackboard support center: [Link to 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). 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. For information see [Link to Student Counseling and Health](#)

[Services at IVC](#). 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 [Link to Student Rights and Responsibilities](#)

### **Information Literacy**

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at [Link to IVC Library for Literacy Tutorials](#)

### **Anticipated Class Schedule / Calendar**

This is a tentative schedule for Winter 2016. This is an overview. However, there is a more detailed checklist of assignments included for each week within Blackboard.

Dates	Weekly Content
Week 1: 1/5- 1/10	<ol style="list-style-type: none"> <li>1. Introduction and Getting Starting</li> <li>2. Reading and Writing Strategies</li> <li>3. Historical Background for <i>I Know Why the Caged Bird Sings (Caged Bird)</i></li> <li>4. Introduction Compare and Contrast</li> <li>5. Annotating Texts</li> <li>6. Introduction to MLA</li> <li>7. Comma Splices, Run-ons, and Fragments</li> <li>8. Writing Process</li> <li>9. Kevin's Helpful Hints for Writing</li> <li>10. Grammar and Reading Quizzes</li> <li>11. Homework Assignments</li> </ol>
Week 2: 1/11- 1/17	<ol style="list-style-type: none"> <li>1. Documenting Sources: MLA</li> <li>2. Discussion Boards to include Work(s) Cited</li> <li>3. Peer Revising and Editing via Discussion Board</li> <li>4. Continue Reading <i>Cage Bird</i></li> <li>5. Grammar and Reading Quizzes</li> <li>6. Homework Assignments</li> <li>7. Discussion Boards</li> <li>8. <b>Compare and Contrast Essay Due</b></li> </ol>
Week 3: 1/18-1/24	<ol style="list-style-type: none"> <li>1. Argumentation and Persuasion</li> <li>2. Review of Grammar Points and Mechanics</li> <li>3. Continue with MLA format</li> <li>4. Continue Reading <i>Cage Bird</i></li> <li>5. Grammar and Reading Quizzes</li> <li>6. Homework Assignments</li> </ol>

Dates	Weekly Content
	<ul style="list-style-type: none"> <li>7. Discussion Boards</li> <li>8. <b>Argumentative Essay Due</b></li> </ul>
Week 4: 1/25-1/31	<ul style="list-style-type: none"> <li>1. Start Research Paper</li> <li>2. Peer Revising and Editing via Discussion Board</li> <li>3. Review of Grammar Points and Mechanics</li> <li>4. Continue with MLA format</li> <li>5. Continue Reading <i>Cage Bird</i></li> <li>6. Grammar and Reading Quizzes</li> <li>7. Homework Assignments</li> <li>8. Discussion Boards</li> <li>9. <b>Rough Copy of Research Paper Due for Peer Revising and Editing</b></li> </ul>
Week 5: 2/1-2/5	<ul style="list-style-type: none"> <li>1. Continue Reading <i>Cage Bird</i></li> <li>2. Grammar and Reading Quizzes</li> <li>3. Homework Assignments</li> <li>4. Discussion Boards</li> <li>5. Classroom Evaluation</li> <li>6. <b>Final Copy of Research Paper Due</b></li> <li>7. <b>Final Essay Due</b></li> </ul>