

### Basic Course Information

|                      |                            |                            |  |
|----------------------|----------------------------|----------------------------|--|
| <b>Semester:</b>     | Spring 2016                | <b>Instructor Name:</b>    | Aaron A. Abubo, MFA  |
| <b>Course Title:</b> | English 009                | <b>Email:</b>              | <a href="mailto:aaron.abubo@imperial.edu">aaron.abubo@imperial.edu</a> |
| <b>CRN #:</b>        | 20203                      | <b>Webpage (optional):</b> | n/a  |
| <b>Classroom:</b>    | 2751                       | <b>Office #:</b>           | n/a  |
| <b>Class Dates:</b>  | 16 February - 10 June 2016 | <b>Office Hours:</b>       | by appointment only  |
| <b>Class Days:</b>   | Monday, Wednesday          | <b>Office Phone #:</b>     | n/a  |
| <b>Class Times:</b>  | 8:00 - 10:05 am            | <b>Emergency Contact:</b>  | n/a  |
| <b>Units:</b>        | 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). (Nontransferable, nondegree 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 write expository essays totaling at least 4,000 words, 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 write a paper for an academic audience.
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.
7. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.
8. Understand academic ethics, and avoid plagiarism.

## Textbooks & Other Resources or Links

Brandon, Lee & Brandon, Kelly.

*Paragraphs and Essays with Integrated Readings.*

ISBN: 978-1-305-65538-6

## Course Requirements and Instructional Methods

Throughout the course of the semester, students will engage with the writing process in a variety of ways including lectures and in-class writing, group writing workshops, out-of-class reading and reading journals, long-form essays, and various other projects. This is a writing and reading class, and we will focus on both sides to make sure you leave this class equipped to succeed in your future as academic writers.

**Assignments:** Students will complete a variety of assignments including three essays, a research paper, weekly reading journals, weekly reading, etc. It is the student's responsibility to be aware of due dates and to plan accordingly. All essay assignments will be submitted through SafeAssign using Blackboard, due by 11:59pm of the due date.

Some assignments will also need to be printed and brought into class, including weekly reading journals, and essay drafts on the day of workshops. If the student knows he/she will be absent the day the assignment is due, it is the student's responsibility to make arrangements to turn the assignment in early or have it delivered to class at the appropriate time by a friend, family member, or classmate.

Submit all assignments (including those turned in as a hard copy) on BlackBoard prior to the due date/time.

[imperial.blackboard.com](http://imperial.blackboard.com)

Late assignments will be accepted for a period of one week (7 days) following the initial due date and will be assessed a penalty of up to 70% total points (10% per day, maximum 70%) based on grade earned. \*No assignments will be accepted later than one week after the due date.\*

**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 Journals              | 150  |
| Essay #1 (Narrative)          | 150  |
| Essay #2 (Persuasive)         | 150  |
| Essay #3 (Compare & Contrast) | 150  |
| Research Essay                | 300  |
| Common Final                  | 150  |
| Total                         | 1050 |

Final grades will be calculated by dividing the total number of points earned by the total number of points possible, according to the following scale:

|    |             |
|----|-------------|
| A: | 90% - 100%  |
| B: | 80% - 89.9% |
| C: | 70% - 79.9% |
| D: | 60% - 69.9% |
| F: | 0% - 59.9%  |

### 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.

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.

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**

| Date or Week | Activity, Assignment, and/or Topic  | Pages/ Due Dates/Tests                           |
|--------------|---|--|
| Unit 1       | <b>Understanding the Writing Process</b><br>- Prewriting<br>- Grammar<br>- “Controlling Ideas”<br>- Drafting and Development                    | Essay 1 / Reading Journals                       |
| Unit 2       | <b>Developing and Constructing Essays</b><br>- Writerly reading<br>- Introductions and Conclusions<br>- Writing modes<br>- Editing and Revising | Essay 2 / Essay 3 / Reading Journals             |
| Unit 3       | <b>Researched Writing</b><br>- Research methods<br>- Evaluating sources<br>- MLA Formatting<br>- Writing for an academic audience               | Research Paper / Reading Journals / Common Final |

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



**English 009 Essay and Research Paper Grading Rubric**

|                   | Strong  | Functional  | Inadequate  | Score |
|-------------------|---|---|---|-------|
| Thesis statement  | The thesis statement is one sentence, possibly two, that reflects the rhetorical mode and clearly focuses the reader on the scope of the paper.   | The essay may have a thesis statement, but it is lacking in at least one area.  | The thesis statement is missing or inadequate.  |       |
| Supporting detail | The essay contains specific detail to support the thesis statement and points of the essay.   | There is minimal but adequate support for the thesis and points of the essay.   | The essay's details are inadequate or inappropriate.  |       |
| Organization      | The essay has clear organization that avoids repeating ideas. It uses some transitional words and phrases effectively to link thoughts together.  | The essay has weak, but recognizable, organization.   | The essay lacks effective organization.   |       |
| Sentence Errors   | There are no errors or only a few errors in sentence structure, including fragments, comma splices, run-on sentences, or garbled sentences.   | Sentence structure is adequate. There are only a few errors of fragments, comma splices, run-on sentences or garbled sentences.   | There are multiple errors of fragments, comma splices or run-on sentences that interfere with communication.                    |       |
| Use of language   | The essay shows adequate use of formal language.  | There is no or very minimal ESL interference. There are very few errors of diction or word choice.  | The essay uses informal language, or uses language hampered by ESL interference and/or inappropriate word choice.               |       |
| Research          | The student writes a 3-5-page research paper (length to be determined by the instructor) using four or five sources that effectively draws on research from database files or other texts, as appropriate. If the student is writing an essay about a current topic, current research material is used. | The student writes a 3-5-page research paper (length to be determined by the instructor) using four to five sources that adequately draws on research from database files or other texts, as appropriate. If the student is writing an essay about a current topic, only current research material is used. | The student does not complete a research paper, or the student writes a paper that does not adequately include proper research. |       |
| Documentation     | The paper consistently and completely documents outside sources properly using the current MLA protocols. The works cited page is properly constructed and used.  | The paper adequately documents outside sources properly using the current MLA protocols. The works cited page is mostly properly constructed and used. There may be some inadvertent errors of documentation.   | The paper inadequately documents outside sources. The works cited page is improperly constructed and used.                      |       |

|            |  |  |   |  |
|------------|--|--|---|--|
| Plagiarism |  |  | Intentional plagiarism results in an automatic zero grade on any paper. SafeAssign is used as a plagiarism checker. |  |
|------------|--|--|---|--|