

**Basic Course Information**

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|------------------|--------------------------------|--|---|
| Semester         | <b>Spring 2016</b>             | Instructor Name                                    | <b>Sacha Sykora</b>   |
| Course Title & # | <b>English 009</b>             | Email  | <a href="mailto:sacha.sykora@imperial.edu">sacha.sykora@imperial.edu</a>                          |
| CRN #            | <b>20242</b>                   | Webpage (optional)                                 |   |
| Room             | <b>Building 400/Room # 402</b> | Office   | <b>Part-Timers: Room 809</b>  |
| Class Dates      | <b>2/16/16-6/10/16</b>         | Office Hours                                       | <b>n/a for part-time faculty</b>  |
| Class Days       | <b>Monday</b>                  | Office Phone #                                     | <b>Part-time faculty may use dept. secretary phone number.</b>                                    |
| Class Times      | <b>6:00 p.m.-10:15 p.m.</b>    | Office contact if student will be out or emergency | <b>Sara Hernandez (760) 355-6337<br/>Tony Gamboa (760) 355-6378<br/>Maria Sell (760) 355-6337</b> |
| Units            | <b>4</b>                       |  |   |

**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. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

**Course Objectives**

Upon satisfactory completion of the course, students will be able to:

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, 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, narrative, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
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, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique

**Textbooks & Other Resources or Links**

1. Brandon, Kelly & Brandon, Lee J. *Sentence, Paragraphs, and Beyond with Integrated Readings*. Houghton Mifflin 2012 (7<sup>th</sup> ed.). ISBN-13: 978-1-133-59192-4 ISBN-10:1-285-09717-6
2. Salinger, J.D. *Catcher in the Rye*. New York. 2001
3. Blackboard will be used in conjunction with this class. There will be several in-class discussions.

## Course Requirements and Instructional Methods

**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. Since this is a four unit class (four credit hours), this means that you should expect to do about eight hours of out of class work every week.

### Instructor Expectations:

1. Students who are absent the first day of class are automatically dropped from the course.
2. If you stop attending class make sure you drop yourself from the course.
3. Work is to be turned in on due date.
4. You are responsible for knowing due dates for all assignments.

**Activities:** In addition to the essays you will be writing for this class, there are a number of other in class assignments that will factor into your final grade.

**Essays:** The essays will be the main form of assessment for the class. There will be two assignments for each essay. One will be for the first draft, and the other will be for the final draft. You will be participating in peer reviews with your first draft. To receive credit on a final draft, you must submit a hard copy of your first draft along with the rubric, peer review, and final draft.

Students will be required to write four main essays in this class (narrative, argumentative, literary response, compare & contrast), as well as a research paper. All essays should be a minimum of three pages in length (3-5 optimal). In addition, there will be essay questions from the book to count as the midterm. There will also be various class activities, peer reviews, Blackboard discussions, and projects throughout the semester.

**Reading Quizzes:** Quizzes will be given periodically to ensure students are reading assigned material. The assigned book will also be a part of the final.

\*Missed quizzes may not be made up

\*Not all quizzes are announced

### Discussion Forum/Blog:

1. Every week you will also be required to participate in Blackboard discussions regarding your reading(s).
2. Your discussion forum post must be a minimum of 4 sentences.
3. Make sure to answer all questions in the prompt.
4. In your response be sure to use academic language, paragraph structure, sentence structure, and grammar.

## Course Grading Based on Course Objectives

**Essays- 40% (Narrative 10%, Persuasive 10%, Compare/Contrast 10%, and Research 10%)**

**Participation- (group work, in-class assignments, and quizzes)-10%**

**Common Final- 20%**

**Midterm-20%**

**Blackboard discussions-10%**

### Essay grading policy

1. Papers are graded on a percent of a 100.
2. Grades reflect the overall quality of the work turned in, how complete the work is and whether the instructions from the assignment were properly followed.
3. A rubric will be used to grade each essay.

**Late essays are accepted only one week after the due date of the rough draft. A fifty-percent penalty will apply NO EXCEPTIONS !**

**\*There may be an opportunity for extra-credit, I will let you know sometime during the semester.**

### 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

#### Required Information --Discretionary language

- 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

#### Required Language

- 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 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: <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 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

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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

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](http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762)

### Information Literacy

Imperial Valley College is dedicated to helping 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

#### TENTATIVE

| Date or Week      | Activity, Assignment, and/or Topic   | Pages/ Due Dates/Tests   |
|-------------------|--|--|
| Week 1<br>2/22/16 | Introduction, syllabus, writing assessments, and Blackboard  | Buy textbooks  |
| Week 2<br>2/29/16 | Sentence structures & fragments<br>Grammar   | Read <i>Catcher in the Rye</i><br>1-20   |
| Week 3<br>3/7/16  | Introduction to writing a narrative essay<br>Pg. 322-323   | Blackboard discussion #1<br><i>BB</i> due (3/7)<br>Read <i>Catcher in the Rye</i><br>21-60<br><b>Narrative due (rough draft) due 3/21</b>            |
| Week 4<br>3/14/16 | Critical reading<br>In class narrative essay<br>Pg. 336  | Blackboard discussion #2<br><i>BB</i> due (3/14)<br>Read <i>Catcher in the Rye</i><br>61-90  |
| Week 5<br>3/21/16 | Narrative essay peer review<br>Critical reading  | Blackboard discussion #3<br><i>BB</i> due (3/21)<br><b>Narrative(Final draft) due 3/28</b>   |
| Week 6<br>3/28/16 | Introduction to argumentative/persuasive essay<br>Critical reading<br>Paraphrase, summary, and quotation | Blackboard discussion #4<br><i>BB</i> due (3/28)<br>Read <i>Catcher in the Rye</i><br>91-110<br><b>Persuasive Essay due (Rough Draft) 4/11</b>       |
| Week 7<br>3/31/16 | Spring Break   | Blackboard discussion #5 & #6<br><i>BB</i> due (3/31)<br>Read <i>Catcher in the Rye</i><br>111-140<br><b>Persuasive Essay due (Final Draft) 4/18</b> |
| Week 8<br>4/4/16  | Persuasive essay prewriting in class<br>Paraphrase, summary, quotation<br>The writing process            | Blackboard discussion #7<br><i>BB</i> due (4/4/16)<br>Read <i>Catcher in the Rye</i><br>90-110   |
| Week 9<br>4/11/16 | Persuasive essay peer review<br>Introduction to literary response/Compare & Contrast                     | Blackboard discussion #8<br><i>BB</i> due (4/11)<br>Read <i>Catcher in the Rye</i>   |

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|                    |  | 111-150<br><b>Compare &amp; Contrast<br/>(rough draft) due 4/25</b>  |
| Week 10<br>4/18/16 | Intro. To compare and contrast<br>Intro. To Outlining<br>Pg. 493, 413-421<br>Compare and contrast inclass assignment | Blackboard discussion #9<br><i>BB</i> due (4/18)<br>Read <i>Catcher in the Rye</i><br>151-214<br><b>Compare &amp; Contrast<br/>(final draft) due 5/2</b> |
| Week 11<br>4/25/16 | Compare and contrast peer review<br>Intro. To research assignment<br>Chapter 17 &18<br>Chapters 6 & 7<br>Pg. 331-333 | Blackboard discussion #10<br><i>BB</i> due (4/25/16)   |
| Week 12<br>5/2/16  | <b>READING TEST/MIDTERM</b>  |  |
| Week 13<br>5/9/16  | Intro. To literary analysis<br>Chapter 21-23<br>Research assignment  | <b>Research paper (rough<br/>draft) 5/16</b>   |
| Week 14<br>5/23/16 | In class literary analysis<br>Chapters 17 & 18   | <b>Final Draft-research<br/>paper<br/>(final draft) 6/6</b>  |
| Week 15<br>5/16    | Rough draft research peer review<br>Review Common Final  |  |
| Week 16<br>5/30/16 | <b>HOLIDAY</b>   | <b>Bring 8 ½”X11”<br/>Blue or Green Book</b>   |
| Week 17<br>6/6/16  | <b>COMMON FINAL</b>  |  |
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