

Basic Course Information

Semester:	Spring 2016	Instructor Name:	Nikolai Augustine Beope
Course Title & #:	English 110	Email:	nbeope@gmail.com
CRN #:	20265	Webpage (optional):	N/A
Classroom:	203	Office #:	N/A
Class Dates:	Feb 16 – June 10	Office Hours:	N/A
Class Days:	Tuesday/Thursday	Office Phone #:	760-592-5359
Class Times:	2:00 – 4:05 PM	Emergency Contact:	English Department
Units:	4		

Course Description

English 110 is the standard freshman course in English at IVC. 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 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Required:

“Invisible Man”, Ralph Ellison

“Writing Arguments, A Rhetoric with Readings”, Ramage, Bean, Johnson. Concise 7th Edition. Pearson, 2016

Course Requirements and Instructional Methods

1. There will be a number of in-class writing assignments that are required and integral to the class. It is your responsibility to come prepared with a notebook and writing instrument. Please be sure to complete and submit all in-class writing assignments at the end of class. Failure to do so will affect your participation grade. These exercises cannot be made up due to absences.
2. All assignments (homework and essays) are due on the assigned date **at the beginning of class**. All essays must be typed and uploaded to *SafeAssign* **the night before** they are due.
3. Barring emergencies, **late papers will not be accepted**. Emailed papers will also not be accepted. If you have unusual circumstances discuss them with me.
4. All assignments must be **completed satisfactorily**. An assignment that does not follow instructions or is incomplete will receive zero credit.

Aspects of the City

The majority of our readings (outside of “Writing Arguments, A Rhetoric with Readings”) will be focused on aspects of the city. We will use issues raised in Ralph Ellison’s *Invisible Man* coupled with a few short essays as a starting point to ask questions about cities in general. Some of these issues are as follows: the politics of race and class, immigration, urban planning, gentrification, utopian/dystopian ideas of the city, the use of public space, industry and distribution. Stemming from our overall arching theme of the city, our final essays will be geared toward researching/investigating similar topical issues inside of the Imperial Valley.

Assignment #1: An analytical research paper focusing on monuments in/of the Imperial Valley. (Letter grade)

Assignment #2: An argumentative research paper focusing on appropriation. (Letter grade)

Assignment #3 & 4: Invisible Man. (Letter grade)

Annotated Bibliography: List six sources and describe specifically what part of each is relevant to your research paper and why. (Letter grade)

Presentation: Towards the due date of essays, students will give a 4-6 minute presentation of his or her research topic. Students who are researching similar ideas may perform the presentation as a small group. The presentation can come in many forms, from traditional methods we are familiar with, to more experimental ones, such as creating a music video, a dramatic play, a documentary/mocumentary, a display of artifacts, etc. Guidelines will be established and examples will be given a couple weeks beforehand. The audience will be your peers in this class. (Letter grade)

Extra Credit: Throughout the semester there will be many ways to receive extra credit points. These points will only influence homework and quiz scores.

Course Grading Based on Course Objectives

10%: Participation (includes in-class writings, peer reviews)

10%: Homework, Quizzes (unannounced)

15%: First assignment

15%: Second assignment

15%: Third assignment

15%: Forth assignment

10%: Presentation

10%: Bibliography

Grading system:

90 + = A 80 - 89 = B 70 - 79 = C

60 - 69 = D 59 - = F

Attendance

- A student who fails to attend the first meeting of a 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 (4) 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.

- Please avoid coming late to class. The majority of our quizzes occur at the start of class, so students who are consistently tardy will find their quiz grade heavily affected. If for any reason you have to leave early inform me before lecture.

Classroom & Email Etiquette

- Electronic Devices: Please turn off all cell phones during class. Please do not text or go online during class. Students who are consistently seen using their cell phones will lose participation points. If you find it necessary to use a laptop, you must sit near one of the front rows.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs.
- Disruptive Students: Our classrooms are protected spaces for open, thoughtful exchange and respectful communication. 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 and others in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.
- Email: Responses to email could take up to two days, or depending on the content not answered at all. This should in no way act as an excuse to turn in any work late. Under no circumstances should students email assignments, or inquire about their current grade in the class. If you are absent, check the syllabus for due dates, Blackboard for handouts, or ask your peers for lecture notes.

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.

- **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.
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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 1 February 16/18

Intro to course & course materials

Analysis

(Readings*: “Writing Arguments” chap. 1, chap. 2, & pgs. 46 – 47
Blackboard: Analysis, introduction, conclusion)

*Note: readings will be quizzed on Tuesdays, and discussed the following Thursday unless otherwise specified.

Week 2 February 23/25

Assignment #1 handout, examples and discussion

What makes an argument?

Types of claims

Beginning research

Evaluating Sources

(Readings: *Invisible Man* pgs. 1 – 33
“Writing Arguments” chap. 3, chap 5, & pgs. 276 – 295
Blackboard: Analysis, evaluating sources, thesis statement, types of claims handouts)

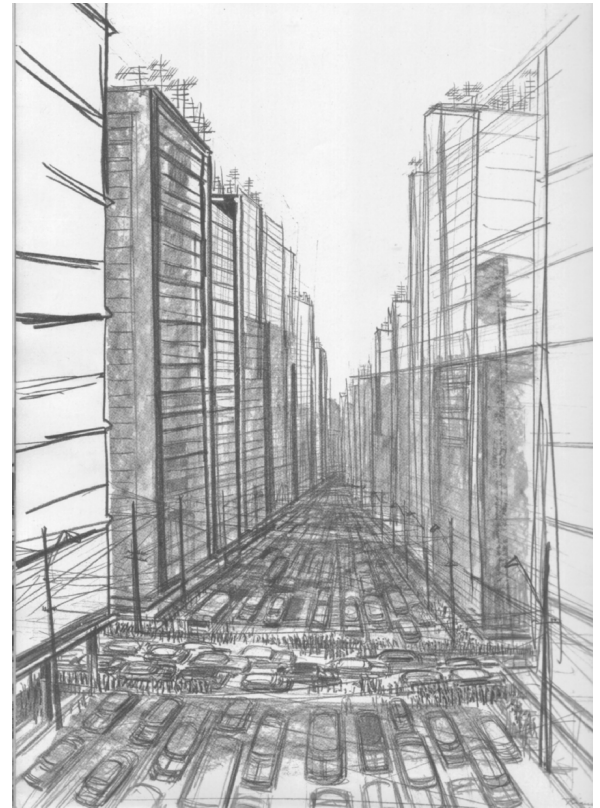
Week 3 March 1/3

Essay organization

MLA guidelines

Summary, paraphrasing and direct quotation

(Readings: *Invisible Man* pgs. 34 – 70
“Writing Arguments” chap. 4, chap. 6, & pgs. 271 - 275
Blackboard: Diction and tone, bibliography handouts)



Week 4 **March 8/10**

Counter arguments and fallacies

Rhetorical appeals

(Readings: *Invisible Man* pgs. 71 – 97

Blackboard: Student presentation examples, rhetorical appeals,)

Week 5 **March 15/17**

Due: Assignment #1

Tuesday the 15th

Moves of revision

Student presentations group 1

(Readings: *Invisible Man* pgs. 99 – 135

Blackboard: Revision handout)

Week 6 **March 22/24**

Toulmin's Warrant

Assignment #2 handout, examples and discussion

Writing with imagination

(Readings: *Invisible Man* pgs. 136 – 171

“Writing Arguments” chap. 8, 9, 13, pgs. 271 – 275

Blackboard: Analysis, counterargument, fallacy handouts, descriptive passage handouts)

Week 7 **March 29/31**

Spring Break - no classes

(Readings: *Invisible Man* pgs. 172 – 230)

Week 8 **April 5/7**

Weeks 1 – 8 review

Midterm April 7th

(Readings: *Invisible Man* pgs. 231 – 295)

Week 9 **April 19/21**

Due: Assignment #2
Tuesday the 19th

Assignment #3 handout, examples and discussion

Student presentations group 2

(Readings: *Invisible Man* pgs. 231 – 295)

Week 10 **April 26/28**

Writing about literature

(Readings: *Invisible Man* pgs. 296 – 355)

Week 11 **May 3/5**

Writing about literature cont.

(Readings: *Invisible Man* pgs. 356 – 382)

Week 12 **May 10/12**

Film TBA

(Readings: *Invisible Man* pgs. 383 – 422)

Week 13 **May 17/19**

Due: Assignment #3
Tuesday the 17th

Assignment #4 handout, examples and discussion

Student presentations group 3

(Readings: *Invisible Man* pgs. 423 – 478)

Week 14 **May 24/26**

Advanced essay organization

(Readings: *Invisible Man* pgs. 479 – 534)

Week 15 **May 31/June 2**

Writing beyond college

Weeks 9 – 14 review

(Readings: *Invisible Man* pgs. 535 – 571)

Week 16 **June 7/9**

**Due: Assignment #4
Tuesday the 7th**

Student presentations group 3

(Readings: *Invisible Man* pgs. 571 to finish)

Week 17 **June 14/16 finals week**

*****Syllabus is tentative, and subject to change without prior notice*****

