

## Imperial Valley College Course Syllabus

**Basic Course Information**

Semester	<b>Fall 2016</b>	Instructor Name	<b>Judy Cormier</b>
Course Title & #	<b>English 08</b>	Email	<b>judy.cormier@imperial.edu</b>
CRNs #	<b>10209</b>	Webpage	<b>Available on the IVC home page under faculty websites</b>
Room	<b>304A</b>	Office	<b>2797</b>
Class Dates	<b>Aug.15-Dec.5</b>	Office Hours	<b>MW 1:00- 1:30 TuTh 1:00-2:30</b>
Class Days	<b>MWF</b>	Office Phone #	<b>X6709</b>
Class Times	<b>9:35-10:50</b>	Office contact if student will be out or emergency	<b>Email</b>
Units	<b>4</b>		

**Course Description**

Preparation for ENGL 009. Provides developmental instruction approaching the college level in paragraph and short essay writing. (Nontransferable, non-degree 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. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. (ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay that uses standard verb form and tense in response to a reading. (ILO1, ILO2, ILO4, ILO5)

## Course Objectives

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

1. Develop and use discovery techniques such as free-writing and clustering and apply these techniques to expository writing of paragraphs and essays.
2. Generate ideas based upon knowledge of concrete data and be able to express ideas effectively using a controlling idea or thesis statement.
3. Organize data necessary to support a thesis statement or controlling idea while studying and applying various rhetorical modes with emphasis on description, narration, and exemplification.
4. Demonstrate the use of critical thinking by identifying the main ideas and developing written responses to a variety of written texts.
5. Demonstrate clean and correct sentence patterns and work to eliminate sentence errors such as fragments, comma splices, and run-ons.
6. Produce writing in which meaning is unobscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, verb tense, word choice, and word order.
7. Demonstrate an understanding of the writing process with special attention given to editing and proofreading.

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

## Textbooks & Other Resources

- Rosa, Alfred and Paul Eschholz. *Models for Writers*. 12<sup>th</sup> ed. Bedford/St. Martin. Boston: New York. 2015. Print. ISBN: 13:9781457667848.
- Print out syllabus outline and handout package.
- Physical dictionary (no electronics).
- Highlighter marker, **black** pens (no Sharpie-type markers), pencils, white-out.
- Standard (large) size Blue Book or Green Book (needed for department exam).
- Secure soft-cover folder for the reading/writing portfolio.
- Loose-leaf 11 x 8 ½" white notebook paper (preferably without plastic striping).  
(Get proper size notebook paper.)

**These materials are required. We will be using them extensively.**

## Course Requirements and Instructional Methods

## English 08 Portfolio

I may make changes to this portfolio. Assignments are scored 1.0 to 6.0.

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**50%—Sentence combining and various essays scored individually.**

**25%—Portfolio: reader response logs and uncollected essays.**

**25%—English department essay exam (final exam).**

### Course Grading Based on Course Objectives

- Papers are awarded points based on a six point scale. Points reflect the overall quality of the work turned in, how complete the work is, and whether the instructions for the assignment were properly followed.
- Papers that do not demonstrate competency in the basic writing skills of grammar, spelling and punctuation will not receive passing scores. (See essay rubric for specific grading criteria.)The points are averaged. (See portfolio page for more information.)

**Scale:** 6.0-5.0=A    4.9-4.0=B    3.9-3.0=C    2.9-2.0=D    1.9-1.0=F    0=Missing or incomplete

### *Criteria for a High- Quality (A) Paper*

#### ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner.

#### DEVELOPMENT:

Body paragraphs are fully developed with at least seven sentences and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

**MECHANICS:**

This paper demonstrates excellent grammar, spelling and punctuation skills. There are few or no GPS errors in this paper. The paper has a variety of sentence types and patterns. The paper shows a good command of the English language and few or no ESL errors will be found.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

**Scoring Rubric****5.8-6.0 (“A+”) Excellent**

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

**5.0-5.7 (“A”) Very good**

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

**4.0-4.9 (“B”) Commendable**

This paper successfully meets the above criteria but may have some mechanical errors or minor problems. This paper is pretty good.

**3.2-3.9 (“C”) Acceptable**

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are okay but still show occasional errors. The paper might be a little short or the paragraphs maybe slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples may be minimal or superficial. The paper is unimpressive but functional.

**2.9-3.1 (“D+/C-”) Borderline**

This paper is on the edge and not really acceptable. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

**2.0-2.8 (“D”) Not acceptable: Below minimum standards**

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be under-developed. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading.

**1.0-1.9 (“F”) Very poor**

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. The paper may show ESL interference. The paper may not show a command of the English language.

**0 (“F”) Missing or not accepted for scoring**

This paper was never submitted, or it was not accepted for scoring. It might be incomplete or submitted too late.

### **Homework and Late Work:**

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points.
- I may make changes in the outline or portfolio as needed.
- Please do *not* e-mail late work to me. Hand it to me at the next class.
- ***Keep all graded papers.*** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

*Some essays I will have you turn in for individual scoring. If I do not collect your essay for scoring, I will have you take it home, type it up, and put it in your portfolio. I do not give advance warning about which papers I will collect. If you are not here when I collect an essay, your paper will lose points for being late.*

### **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.
- 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.

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- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.
- If you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an “F” in the class.
- Come on time and stay until the class is dismissed. Don’t forget to sign the roll sheet. If you forget, you will be marked absent. Don’t let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

## Classroom Etiquette

- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- No food in the classroom. No soda cups with straws and no coffee cups.
- In an **English** class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume **everyone** in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class!
- 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.
- 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)
- Children in the classroom: Due to college rules and state laws, no one who is not enrolled in the class may attend, including children.

- **I require cell phones to be not just turned off, but put away off the desk. Do not be using your cell phone during class, or I may ask you to leave.**

## Academic Honesty

- Plagiarism is to take and present 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 correctly cite a source, 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, or assisting others in using materials, which 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) use of a commercial term paper service

## Additional Student Services and Support

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.

- **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.

### *Resources:*

- The skeleton lecture notes can be found on my website or on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.

- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:  
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or [www.roanestate.edu/owl](http://www.roanestate.edu/owl)
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

## 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.

## Disabled Student Program and Services (DSP&S)

Any student with a documented disability who may need educational accommodations should notify the instructor and the Disabled Student Programs and Services (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100. Contact them at 760-355-6313 if you feel you need to be evaluated for educational accommodations.

## 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 help 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/>

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

MWF

## ENGLISH 08 CLASS OUTLINE

Fall 2016

I may add, change or eliminate assignments in order to better serve the needs of the class.

*All phones are to be kept off the desk and put away.*

**August****M 15**

TOPICS: Introduction to class. Tour of the syllabus.

HW: Buy text and materials. Print out package materials (near the syllabus).  
Read "The Writing Process" and "From Reading to Writing" pp. 9-76.

**W 17**

DUE: -----

TOPICS: How we learn (U.R.A.). Long-term & short-term memory.

HW: -----

**F 19**

DUE: -----

TOPICS:

- How to do the writing portfolio and how to do the reader response logs.
- The "Success Equation." (abridged)
- ➡ • Begin troublesome words list.

HW: **Do assigned reading and reader response log #1.**

**M 22**

DUE: -----

TOPICS: Grammar errors.

- Pronoun agreement
- The "missings"
- Subject-verb agreement
- Faulty shifts
- Parallelism
- Misplaced modifiers

HW: Work on reader response log.  
Read "Effective Sentences" pp. 218-223.

➡ *Keep going back to your portfolio and fixing up your papers throughout the semester.*

**W 24**

DUE: -----

TOPICS: Punctuation errors.

- Punctuating clauses
- Comma Splices
- Run-on's
- Fragments
- Embedding quotations
- Using semi-colons and other punctuation marks

HW: Work on reader response log.

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### F 26

DUE: -----

TOPICS: Sentence combining and sentence variety.

HW: **Do assigned reading and reader response log #2.**

Work on sentence combining handout.

➡ *All written homework is typed.*

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### M 29

DUE: -----

TOPICS:

- **Preliminary evaluation of "Winning."**
- Hallmarks of informal language and other common rhetorical errors to avoid.

HW: Work on sentence combining handout.

Work on reader response log.

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### W 31

DUE: -----

TOPICS:

- The writing process.
- Outlining strategies.
- Setting up your outline (table of contents) for your portfolio.

HW: ➡ *Sentence combining is due next class.*

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## September

### F 2

DUE: **Sentence combining.**

TOPICS:

- Definition vs description.
- Using modifiers for description and clarity. (Paragraph goes in portfolio.)

HW: **Do assigned reading and reader response log #3.**

➡ *Bring writing materials to next class.*

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### M 5 Labor Day



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**W 7**

DUE: -----

TOPICS:

- Introduction to MLA formatting for cursive papers.
- Personal narrative vs short story.
- Preparation for essay #1: Brainstorming and outlining.

➡ *All materials are to be turned in each class.*

HW: Work on reader response log.

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**F 9**

DUE: -----

TOPICS: Drafting of essay #1.

HW: **Do assigned reading and reader response log #4.**

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**M 12**

DUE: -----

TOPICS:

- Review scoring criteria.
- Editing and conferencing of essay #1.

HW: Work on reader response log.

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**W 14**DUE: **Essay #1.**

TOPICS: Final drafting of essay #1.

HW: Work on reader response log.  
Read "Thesis Statements" pp. 79-81.

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**F 16**

DUE: -----

TOPICS: Forming and evaluating thesis statements.

HW: **Do assigned reading and reader response log #5.**

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**M 19**

DUE: -----

TOPICS: Essay introductions.

HW: Work on reader response log.

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**W 21**

DUE: -----

TOPICS: Essay conclusions.

HW: Work on reader response log.

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**F 23**

DUE: -----

TOPICS:

- Focusing and developing paragraphs.
- Eliminating redundancy.
- Superficial *vs* full development.
- Writing and evaluating point-centered essays.

HW: **Do assigned reading and reader response log #6.****M 26**

DUE: -----

TOPICS:

- **Post evaluation of “Winning”**
- Preparation for essay #2: Brainstorming and outlining.

HW: Work on reader response log.

**W 28**

DUE: -----

TOPICS: Drafting of essay #2.

HW: Work on reader response log.

**F 30**

DUE: -----

TOPICS: Editing and conferencing of essay #2.

HW: **Do assigned reading and reader response log #7.****October****M 3**DUE: **Essay #2.**

TOPICS: Final drafting of essay #2.

HW: Work on reader response log.

**W 5**

DUE: -----

TOPICS:

- How to structure process analysis papers. (“Mousetrap”)
- Preparation for essay #3: Brainstorming and outlining.

HW: Work on reader response log.

**F 7**

DUE: -----

TOPICS: Drafting of essay #3.

HW: **Do assigned reading and reader response log #8.**

**M 10**

DUE: -----

TOPICS: Editing and conferencing of essay #3.

HW: Work on reader response log.

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**W 12**DUE: **Essay #3.**

TOPICS: Final drafting of essay #3.

HW: Work on reader response log.

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**F 14**

DUE: -----

TOPICS:

- How to structure contrast papers.
- Preparation for essay #4: Brainstorming and outlining.

HW: **Do assigned reading and reader response log #9.**

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**M 17**

DUE: -----

TOPICS: Drafting of essay #4.

HW: Work on reader response log.

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**W 19**

DUE: -----

TOPICS: Editing and conferencing of essay #4.

HW: Work on reader response log.

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**F 21**DUE: **Essay #4.**

TOPICS: Final drafting of essay #4.

HW: **Do assigned reading and reader response log #10.**

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**M 24**

DUE: -----

TOPICS:

- How to structure argument papers.
- Preparation for essay #5: Brainstorming and outlining.

HW: Work on reader response log.

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**W 26**

DUE: -----

TOPICS: Drafting of essay #5.

HW: Work on reader response log.

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**F 28**

DUE: -----

TOPICS: Editing and conferencing of essay #5.

HW: **Do assigned reading and reader response log #11.****M 31**DUE: **Essay #5.**

TOPICS: Final drafting of essay #5.

HW: Work on reader response log.

**November****W 2**

DUE: -----

TOPICS: Preparation for essay #6: Brainstorming and outlining.

HW: Work on reader response log.

**F 4**

DUE: -----

TOPICS: Drafting of essay #6.

HW: **Do assigned reading and reader response log #12.****M 7**

DUE: -----

TOPICS: Editing and conferencing of essay #6.

HW: Work on reader response log.

**W 9**DUE: **Essay #6.**

TOPICS: Final drafting of essay #6.

HW: **Do assigned reading and reader response log #13.****F 11 Veterans Day****M 14**

DUE: -----

TOPICS: Preparation for essay #7: Brainstorming and outlining.

HW: Work on reader response log.

**W 16**

DUE: -----

TOPICS: Drafting of essay #7.

HW: Work on reader response log.

**F 18**

DUE: -----

TOPICS: Editing and conferencing of essay #7.

HW: ➡ *Choose ten of the response logs and carefully edit them. Put them in your portfolio along with any uncollected essays and other ungraded assigned work. This portfolio will be turned in during finals.*

**21-25 Thanksgiving****M 28**DUE: **Essay #7.**

TOPICS: Final drafting of essay #7.

HW: Put portfolio together.

**W 30**

DUE: -----

TOPICS:

- Tips for taking timed essay tests.
- Spelling tips and tricks.
- Review of troublesome words.

HW: ➡ *Portfolio is due next class. Put the logs in order in a binder.*

➡ *Department exam next class.*

***Bring your large Blue Book or Green Book.***

**December****F 2**DUE: **Department test. Writing portfolio.**

TOPICS: English Department final exam.

HW: -----

**M 5**

DUE: -----

TOPICS: Homonyms, homophones and homographs. Extra credit? Maybe. Last day of class.



Have a great break!