

IMPERIAL VALLEY COLLEGE, FALL 2016

ENGLISH 09 -- BASIC ENGLISH COMPOSITION II

Instructor Information

Scott Simpson

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Best contact: Message via Canvas

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Campus Office Hours: Mondays and Wednesdays 11 AM to 12:00 and
Tuesdays and Thursdays 12:30 to 1:30

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Course Information

Basic English Composition II -- English 09 -- 4 units

website url <https://imperial.instructure.com/courses/2296>

CRN XXXXX

Online

Orientation in Reading/Writing Lab, Room 2603 on Thursday, August 18th 12:50 - 1:50 PM

Note: You need to log in by Thursday 7 AM August 18th or you will be dropped.

We will have three meetings throughout the semester, including this orientation. Details are available on the ENGL 09 Canvas website.

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, 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. 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, definition, 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.

Required Materials (2)

1) Writing Matters by Peter Beidler 2nd edition ISBN 978-1-60381-174-3

2) The National Football League and Brain Injuries by Richard G. Hamermesh and Matthew Preble only available for purchase online at <https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG>

Course Requirements and Instructional Methods

In the course of the semester, students will read, examine, analyze, and evaluate several short essays and a 20-page case study. Students will learn basic composition skills, focusing on the essay, leading to a mini-research paper.

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 an online class and we do not meet in the classroom each week, please be prepared to spend about 12 hours each week on English 9. You should plan on logging on to Canvas and working on this class several times each week. Try to complete at least one task every time you log on to this class.

Course Grading

Definition Mode Essay

100 points

Compare/Contrast Essay	100 points
Argument Essay (written in class)	150 points
Mini-Research paper (cause/effect mode)	150 points
Final exam (essay written in class)	200 points
Outlines	60 points (3 x 20 points each)
Sentence Writing Exercises	90 points (6 x 15 points each)
Quizzes	112 points
VoiceThread Presentations (group work)	64 points (2 x 32 points each)
Discussions	160 points (16 x 10 points each)

Grading Scale

1067 - 1186 -- A
949 - 1066-- B
830- 948 -- C
712- 829 -- D
0 - 711 -- F

Advice on Grades

Absolutely do your utmost to complete every assignment. Hand in all the essays. And do your best to complete all of the other assignments as (1) those assignments prepare you to succeed in the weightier assignments and (2) all those points that may not seem so much at first definitely add up to a lot of points by the semester's end.

Attendance, Enrollment and Student Expectations

- A student who fails to attend the orientation 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. 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. Seriously consider logging in every day and always know what is going on and what is coming soon.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

- It is the responsibility of the student to drop a class before the drop date.

- Deadlines and late work: Check UPCOMING DEADLINES regularly. All deadlines are posted there. A short grace period is given for all essays and some other assignments.

For late deadlines for discussions, as long there is there is a “create thread” button available, you may post your discussion. After the “due date,” I will begin reading discussions. Once I read and score all of the discussions, I will close the discussion to New Threads, and you can no longer receive points for that discussion.

- Students are required to buy the required books. Not having a book is not an adequate excuse for not finishing an assignment, so without a book, a student is at a huge disadvantage and is in jeopardy of not passing the class. I have made efforts so that your books are very affordable. If you cannot afford the texts, you may wish to drop the class, save your money, and enroll when you can afford to buy the books.

- One large blue or green examination book is needed for the argument mode essay (The NFL and Brain Injuries) and another one is needed for the final exam.

- Most essays will be submitted online and filtered through an anti-plagiarism program. All typed essays should be double-spaced. In the top left corner of page 1, please use the following heading style:

Name
Essay Assignment Name (Definition Mode Essay, etc.)
English 009—Instructor
Date

- Readings: The student is responsible for reading the textbook chapters and other information assigned in the Learning Units. Students who do not complete the readings are unlikely to pass English 009.

Communication Policy

The best way to contact me is via a message on Canvas. My email address is scott.simpson@imperial.edu

Expect a response within 24 hours. Both phone messages and email can be unreliable, so please use the messaging system on Canvas. You may also come to see me on campus during my on-campus office. Even though my office hours are posted above, I am on campus for many additional hours. Write me to make an appointment.

Learning Units

Because we don't meet in class, students need to read information rather than receive information through the traditional lecture. Every week at 11:59 p.m. Friday evening, a Learning Unit will open up for you to work with. Please work through each Learning Unit.

Each Learning Unit begins with an Overview that lists the unit objectives, learning outcomes, and what students will do to successfully complete the Learning Unit. You may print out these Overviews, and follow the activities under “What you will do.”

Some activities in the Learning Unit may be informational, and others will require you to complete a task or assignment. Deadlines are listed on the Overview and on your Course Menu under UPCOMING DEADLINES.

Mini-Research Paper

A 3-5 page research paper will be due at the end of the semester. It will require at least four sources from the IVC databases that must be documented according to the Modern Language Association (MLA) guidelines.

Final Exam

The final exam will be an essay that will demonstrate readiness of the student to enter English 110. Therefore, the essay must show solid development of ideas with a strong thesis statement, topic sentences, and organized text. Details must be strong and specific. The text must be written in correctly formed sentences with virtually no sentence-level or grammar errors. Strong command of diction, verb usage, and standard English is required to pass. There are three possible scores on the final exam: no pass, pass, and high pass. A grade of "no pass" is zero points. A grade of "pass" is 150 points. A grade of "high pass" is 200 points.

The final exam is read by two other English 9 instructors. I will review all of the exams as well.

Canvas

This class will use Canvas for Announcements, Gradebook, and Discussions. Students will be expected to check Canvas regularly. If I need to contact a student, I will use the message function on Canvas.

If you have never logged into Canvas before, here are instructions:

Canvas website: Login Instructions for Students

Student can login by visiting: <https://canvas.instructure.com/courses/996769>

For their username, they will use the first part of their student email address (e.g. jdoe2)

For their password, they will use their WebSTAR PIN (which should automatically be synced when updated via WebSTAR)

If a student does not know his or her IVC email address, these two locations can help him or her find out that information:

- <https://www.imperial.edu/students/student-email-lookup/> (Does not require additional login, but will only work if the student is registered for 0.5 or more units for the current semester)

- <https://my.imperial.edu/student-email> (This does require additional login to the Student Portal, but will work regardless of whether or not the student is registered for any classes.)

Essay Response Time Policy

Students should expect a reasonable response time to essays in approximately one week from the time of submission. Essays will be returned via email linked to the Blackboard account. Please read through returned essays and use the comments to improve upon subsequent essays. I read, comment upon, and return essays in order of the time/date of submission. Early submissions are appreciated and are read first.

Classroom Etiquette

We will meet a few times in the classroom. Please keep the following in mind.

- **Electronic Devices:** For these class meetings, cell phones and electronic devices must be turned off and put away. These are the numbers for campus security: (760) 483- 7411, (760) 355-6306, or (760) 355-6308. Please give these numbers and your room number to your family in case they need to reach you in an emergency.
- **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.

Netiquette

Netiquette is etiquette for the Internet. Basically, it describes things you should and shouldn't do while communicating with other people online. This is especially important in a classroom environment. Here are some examples:

- Never write/say something online that you wouldn't say to someone in a courteous face-to-face conversation.
- Don't capitalize all letters while posting a discussion, asking a question, or e-mailing someone. THIS IS CONSIDERED SHOUTING, AND IT IMPLIES THAT YOU ARE ANGRY. Capitalize words only to highlight an important point or to distinguish a title or heading.
- Never use profanity or make hurtful comments toward someone or when referring to someone's work. This is considered flaming.
- Be careful when using humor or sarcasm; you never know how someone else will interpret it.
- Be respectful of diverse opinions.
- Overall, please be courteous to me and to your classmates. Working within a safe, friendly learning environment will be beneficial to everyone. If you see postings that are inappropriate, please bring them to my attention, and I will deal with the situation.

Readiness for Online Learning

It is a good idea to take a survey such as this one here: https://www.waol.org/prospective_students/onlineforme.aspx to see if you truly are reading for the online learning experience. Be realistic and put yourself in the best position to succeed, even if that means delaying taking a class a semester so you can take a class in the classroom **IF** online learning really isn't for you.

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.

The following acts, among others, are considered plagiarism:

- copying or attempting to copy from others during an examination or on an assignment;
- communicating test information with another person during an examination;
- allowing others to do an assignment or portion of an assignment
- use of a commercial term paper service or employing any entity to produce any work assigned to students in this course
 - SafeAssign: All final papers will be submitted via SafeAssign, which is an anti-plagiarism software detector. The point of this class is to improve your writing. You cannot improve your writing if you merely copy other people's writing.
 - 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 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.

Disabled Student Programs and Services

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 760-355-6312 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 full-time 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

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/>

Course Map/Anticipated Course Schedule

(Every Learning Unit represents one week. The detailed schedule with tasks and deadlines is available in "Learning Unit Overview" available in every Learning Unit. Also, see "Upcoming Deadlines" in the Course Menu. What follows is a less detailed week-to-week overview.)

Week 1: Assess Your Readiness for Taking an Online Course; Understanding Course Navigation; Using Course Features; Understand the College's add and drop policies, procedures and online learning requirements; Know more about your fellow online classmates.

Week 2: Sentence Structure with Simple Sentences; Writing Matters textbook: Chapter One-- Do you really need to know how to write well? Chapter Two-- What holds students back from performing well in college writing courses? Chapter Three--What is an acceptable essay?

Week 3: Sentence Structure with Compound Sentences (Coordinating Conjunctions); Writing Matters textbook: Chapter 4-- What is a strong thesis statement? Chapter 5-- How can you find your own best writing process?

Week 4: Writing Sentences with Subordinating Conjunctions; Writing Matters textbook: Chapter 6-- What makes a strong essay? Chapter 7-- How is writing a process of discovery? Chapter 8-- What are the essential parts of an essay and their purpose?

Week 5: Elements of an Essay; What Is a Definition Mode Essay?; Who is Dr. Phillip Zimbardo? ; What Is Your Personal Time Perspective & What Are the Implications? ; Writing Matters textbook: Chapter Nine-- What makes a compelling essay introduction? Chapter 24-- What does it mean to include concrete details in your essays?

Week 6: Sentence Structure with Complex Sentences; Gaining Background Knowledge for the First Essay (Your Personal Time Perspective vis-à-vis Zimbardo's Time Perspective Inventory; Contributing to an Online VoiceThread Presentation; Writing Matters textbook: Chapter Ten-- How deep do I need to go in a college essay? Chapter Thirteen-- Is it okay to use "I" in college essays?

Week 7: Essay Introduction Strategies; Writing Complex Sentences in Context (Conjunctive Adverbs); Writing the Outline for the First Essay; Writing Matters textbook: Chapter 11-- What Does Voice Refer to in Academic Writing? Chapter 12-- How Do I Organize My Essays? The First Essay Is Due

Week 8: The Compare/Contrast Essay; Background Knowledge on the American Dream Is Built up as Preparation for the Second Essay; Writing Matters textbook: Chapter 14-- What is a compare/contrast essay? Chapter 16-- How do I need to consider my audience when I write a college essay?

Week 9: Contributing to Online *Pitfalls of the American Dream* VoiceThread Presentation; Carl Jung's Message about the American Dream; Writing Complex Sentences in Context (More with Conjunctive Adverbs); Writing Matters textbook: Chapters 19 & 20-- What makes a healthy body paragraph and how to sure a sick one.

Week 10: Outline of Essay #2 Is Due; Self-Analysis Paragraph on Writing Performance, Write Essay #2; Writing Matters textbook: Chapter 21-- Critical thinking is necessary in order to write well.

Week 11: The Argument Essay (essay #3-- to be written in class); New Essay Topic/Gather Background Information/Read Case Study *The National Football League and Brain Injuries*; Writing Matters textbook: Chapter 15-- How do I approach writing an argument essay?

Week 12: Find Your Argument on the NFL/Brain Injury Topic (essay #3); Outline Essay #3; Writing Matters textbook: Chapter 22-- How Can I Develop My Essays?

Week 13: Outline of Essay #3 Is Due; Essay #3 Is Written in the Classroom; Introduction to the Research Paper; Writing Matters textbook: Chapter 23-- Choosing the right words to convey exactly what you want to say

Week 14: New Essay Topic for Mini-Research Paper in Cause/Effect Mode/Gather Background Information/Read About The McMartin Trials and watch the film *Indictment: The McMartin Trial*; Sentence Structure Review

Week 15: MLA Style for Research Papers; Works Cited Page; Citing Sources in the Text of the Research Paper; Final Exam; Write Outline of Mini-Research Paper

Week 16: Hand in the Mini-Research Paper; Course Evaluations