

ENGL 9: Basic English Composition II

Basic Course Information

Semester	Fall 2016	Instructor	James Patterson, PhD DBS
CRN #	10230	Email	james.patterson@imperial.edu
Room	2728	Webpage	http://faculty.imperial.edu/james.patterson
Class Days	Monday / Wednesday	Office	Office 406
Class Times	2:00-4:05 p.m.	Office Hours	Monday through Thursday 10:00-11:00 a.m.
Units	4 units	Office Phone	760.355.6486

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.

“Mastery has been achieved when one neither makes a mistake nor hesitates in the performance.” – Friedrich Nietzsche

“Mastery indicates that the process or material has been over-learned to the point of automaticity.” – Kathleen Ricards Hopkins

Student Learning Outcomes

Upon successful 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

To ensure successful completion of this course, the student must:

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.

Required Textbooks & Materials

Beidler, Peter G. *Writing Matters*, 2nd edition. Coffeetown Press, 2013. ISBN: 1603811745.

The textbook is available in the college bookstore.

Patterson, James. *Academic Writing*. Imperial, CA: IVC, 2016. The handbook is available in the college bookstore.

- Sharing textbooks will not be allowed in this class; each student is responsible to have her or his book. Copies of chapters from the book are a violation of copyright law and will be confiscated if discovered.
- The student will need access to her/his IVC email account, WebStar, and Blackboard. The student is expected to check her/his IVC email account daily. Specific instructions and assignments will be available only through the Blackboard system.
- In addition, the student is expected to have a good, quality English dictionary. Bilingual students are encouraged to use a bilingual dictionary as well.
- In-class writing assignments must be completed in black or blue ink on standard 8½ x 11 notebook paper with clean edges.
- In addition, the student should purchase six (6) large, 8½ x 11 Greenbooks/Bluebooks for in-class writing assignments.

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. The Western Association of Schools and Colleges (WASC) has adopted a similar requirement.

Course Grading Based on Course Objectives

Student learning will be evaluated in eight categories:

1. Basic Skills Examinations	60 pts
2. In-Class Essays	60 pts
3. Essay Revisions	120 pts
4. post mortem analyses	20 pts
5. Reading Comprehension	40 pts
6. Summary Writing (paragraphs)	40 pts
7. Academic Writing Project	85 pts
8. the Common Essay Examination	80 pts

The final grade will be based on the following:

Final Grade of A	450 pts
Final Grade of B	425 pts
Final Grade of C	400 pts

Course Requirements and Instructional Methods

Basic Skills Examinations [60 pts possible]

Early in the course, the instructor will test the student's basic skills in sentence structure, punctuation, and paragraphing. The examinations will assess the student's mastery of these basic skills. (Correct verb usage and subject-verb agreement is required.) A Final Examination will be given during the last class meeting of the semester.

In-Class Essays [60 pts possible]

The student will prepare six written essays, in class, as assigned. All in-class essays will be graded according to the guidelines for the Common Final (**Pass/Fail**).

- Does the essay contain a clear thesis statement?
- Do the body paragraphs contain examples and details that support the thesis?
- Are the body paragraphs organized in a logical sequence in support of the thesis?
- Does the student writer demonstrate a command of grammar and punctuation?

All in-class essays are expected to demonstrate a mastery of the basic structure of essay writing – introduction, body, and conclusion. The introduction should include a clear thesis statement. The body of each in-class essay will have a minimum of two main points with a clear transition between each of the main points. The conclusion is expected to include some form of summary statement.

“You need at least two to three pieces of evidence to prove a point.
You can't draw a conclusion from a single piece of evidence.”
– SarahMontante

All in-class essays will be written in response to an assigned reading. Therefore, each in-class essay should include at least one quote from the assigned reading in the body of the essay.

All in-class essays must be written in an 8.5 x 11 Greenbook/Bluebook composition booklet. These essays must be written in a legible style, with accurate spelling, grammar, and appropriate content/tone. Illegible handwriting will constitute an *automatic* Fail.

Essays written in pencil, essays that are not double-spaced, and/or essays written on both sides of the paper will receive an *automatic* Fail.

These in-class essay assignments will be timed assignments; the student is expected to utilize the full amount of available time for pre-writing, drafting, and revising.

Time is an element of Mastery.

In-class essays are graded **Pass/Fail**.
Any essay with seven or more critical errors will receive a Fail.

In-Class Essays: Critical Errors	
	No clear, identifiable outline
	No clear, identifiable thesis statement
	Disorganized/rambling paragraph
	Sentence fragment, comma splice, or run-on (fused) sentence
	Punctuation errors (end punctuation, apostrophe, semicolon, quotation mark)
	Three different words misspelled
	Two errors in agreement or verb forms
	Two EL syntax errors
	Misquote from assigned reading
	Incorrect (or missing) parenthetical reference

Essay Revisions [120 pts possible]

The student will revise each of the four in-class essays. The instructor will provide instructions for the typed revisions when the in-class essays (first drafts) are returned to the class.

- ▶ Revising an essay requires more than merely correcting errors marked by the instructor. Essay revisions must demonstrate clear evidence that the student writer has reviewed and reworked the essay to make it more effective overall.

The essay revisions will provide opportunities to improve one's writing skills and to demonstrate competence with the following:

- MLA formatting (Patterson prefers Times New Roman 14 pt. font),
- a full reference to the article (prompt) provided in the introductory paragraph,

A full reference to an article includes the full author's name (as given) and the full title of the article. In MLA formatting, the title of an article is given in quotation marks.

- at least one quote from the article in the body of the essay with a correct parenthetical reference, and
- correct documentation of source material(s).
- Essay revisions are due within one week of the return of the first drafts.

Each of the six revised essays will be developed to a greater extent than the previous essay.

Revised Essay 1: Literacy Narrative	300+ words
Revised Essay 2: Exemplification	300+ words
Revised Essay 3: Process	300+ words
Revised Essay 4: Cause-Effect	500+ words and two sources
Revised Essay 5: Comparison/Contrast	500+ words and three sources
Revised Essay 6: Argumentation	700+ words and five sources

Revision Checklist:

- Does the introductory paragraph include the name of the author and title of the assigned reading?
- Have you included at least one quoted passage from the assigned reading in the body of the essay? Have you correctly used quotation marks to indicate what has been quoted? Have you copied the quoted material exactly as it appears in the reading? Have you properly punctuated the parenthetical reference?

- Is your essay free of errors in verb usage, sentence structure, and punctuation?
- Have you typed the essay in MLA format? Do you have one-inch margins on all sides? Have you indented the first line of each paragraph one-half inch? Have you set up a header which places your name and the page number in the upper right-hand corner of each page? Have you indicated the correct date (date submitted)?

Essay revisions must be submitted through SafeAssign in the Blackboard shell for this class. The student will need to save the document in Microsoft Word (.doc or .docx) or in Rich Text Format (.rtf) and upload the document into SafeAssign.

Submitting Assignments through Blackboard SafeAssign

1. Go to the Imperial Valley College website: www.imperial.edu.
2. Find For Students tab and click onto Blackboard.
3. The username is the first part of your student email. Do not add the @students.imperial.edu.
4. The password is your Student Portal or WebSTAR six-digit number. Click Log in.
5. Once you are in Blackboard, you will see boxes containing Tools, My Announcements, My Calendar, and My Courses.
6. If you are registered and have classes, you will find information for the classes in the My Courses box.
7. Click the ENGL 009 link, and it will direct you to the materials for this ENGL 009 class.
8. Once you are in the ENGL 009 class shell, you will find a navigation box on the left side of the screen containing Syllabus, Assignments, Resources, Tests & Quizzes, Email, and Grades.
9. Click on Assignments. This will take you to the list of essay assignments.
10. Click on the appropriate assignment. This will open the submission form where you can browse your computer and upload your revised essay into SafeAssign.
11. Check back later to verify that Blackboard received your paper. You should be able to see your draft in the preview box as well as the SafeAssign report of matching text (percentage).

Essay revisions are graded with points. Each essay is worth 20 points; two points are deducted for each critical error.

Essay Revisions: Critical Errors	
	No clear, identifiable thesis statement
	Disorganized/rambling paragraph
	Sentence fragment, comma splice, or run-on (fused) sentence
	Punctuation errors (end punctuation, apostrophe, semicolon, quotation mark)
	Three different words misspelled
	Two errors in agreement or verb forms
	Two ELL syntax errors
	Misquote from assigned reading
	Incorrect (or missing) parenthetical reference
	Incorrect MLA formatting (heading, margins, or alignment)
	Incorrect (or missing) MLA documentation

post mortems [20 pts possible]

For each of the first four papers, the student will have an opportunity to submit an analysis and evaluation of the strengths and weaknesses of the graded papers. The *post mortems* will be written in class, in ink, double-spaced, and will include a Plan of Action to address one or two problems identified in the evaluation.

Reading Comprehension [40 pts possible]

Reading and exercises will be assigned from the required textbook and course handbook. In-class reading and exercises must be completed before the end of the class session. Homework assignments are due by the beginning of the next class session; *late submissions will not be accepted*.

→ In-class Reading Comprehension responses written in pencil, responses that are single-spaced, and/or responses written on both sides of the paper will be returned ungraded.

Summary Writing [40 pts possible]

Each week, the student will be assigned to read two chapters of the Beidler text and develop a short summary for each chapter. The summary must identify the main idea of the chapter and the main supporting elements. The summary must correctly identify the author and chapter being summarized. Each summary should contain no errors in sentence structure or punctuation and should avoid plagiarism. Summaries should not contain personal comments or ideas.

Academic Writing Project [85 pts possible]

The student will demonstrate competence in prewriting, drafting, and revising an academic essay. The final submission of this project will be a mini research paper.

Step 1: Conducting Research (10 points)

- The student will submit an annotated bibliography with correct MLA documentation. Six sources are required: two books, two scholarly journal articles, and two credible websites.

Step 2: Outlining (15 points)

- The student will submit a formal outline for the research paper written in complete sentences.

Step 3: the First Typed Draft (20 points) [Peer Edited]

- The text of the paper must be at least 500 words.
- The student will include the Works Cited bibliography.
- The student will follow correct MLA format guidelines.

Step 4: the Final Draft (40 points)

- The text of the paper must be at least 900 words in length.
- There must be a minimum of four (4) sources listed on the Works Cited page.
- The entire paper must be prepared in correct MLA formatting and documentation.

The Common Essay Examination [80 pts]

During a scheduled class period late in the semester, the student will complete the Common Essay Examination (a.k.a. the Common Final). This essay examination will be graded by two English instructors but not by Dr. Patterson. The essays will be graded Pass or Fail. Should the two instructors disagree, the essay will be read by a third reader who will grade the essay as Pass or Fail.

Given that this course is designed to help the student master the short essay, this Common Essay Examination should demonstrate that the student has achieved the overall purpose of this course.

Maintenance of Records

The instructor will attempt to return to the student all class materials. The student should keep these materials until after the final grade has been posted and accepted. These materials will be needed in the event the student elects to challenge the posted final grade.

Materials not returned to the student by the final class meeting will be held in the instructor's office through the first four weeks of the next term. Any papers not retrieved by the student may be used (in part or whole) as sample texts in future courses.

Anticipated Class Schedule

Week 1	Introduction to the Course / Syllabus & Textbook review
Week 2	Reading College Textbooks / Introduction to Sentences
Week 3	The Writing Process: Prewriting, Drafting, and Revising
Week 4	Essay 1: Narration
Week 5	The Importance and Strategies of Revision
Week 6	Essay 2: Exemplification
Week 7	Essay 3: Process
Week 8	Academic Writing
Week 9	Essay 4: Cause and Effect
Week 10	Introduction to Research
Week 11	Incorporating Research into Academic Writing & Avoiding Plagiarism
Week 12	Essay 5: Comparison-Contrast
Week 13	Introduction to Argumentation
Week 14	Essay 6: Argumentation
Week 15	The Academic Writing Project
Week 16	Final Examination & Course Evaluation

Spelling and Penmanship

A text demonstrates the writer's skill and competence in composition. In this composition course, correct spelling, appropriate grammar, and legible penmanship are expected. Therefore, submitted assignments which lack correct spelling, appropriate grammar, or legible penmanship are not acceptable.

Attendance

- A student who fails to attend the first meeting of a class will be dropped by the instructor. 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.
- Regular attendance in all classes is expected of all students.
- Only absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as 'excused' absences.

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.

Given the definition of plagiarism, the following rule-of-thumb will apply to papers submitted in this class. Any three words (or more) taken in sequence from a published source, without correct punctuation and documentation, is considered plagiarism. For the purposes of this class, there is no difference between accidental and intentional plagiarism. Therefore, the student is warned to pay close attention to instruction provided regarding the use of quotation marks and the correct application of parenthetical references in one's essays.

- 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. 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 Help

- Blackboard questions can be directed to other students or and the instructor.
- Reading/Writing Lab: The Reading/Writing lab is located in the 2600 bldg. Appointments are available for students seeking assistance with specific reading and/or writing skills. The instructor may refer a student to the Reading/Writing lab to address specific deficiencies.
- Library Services: The Spencer Library and Media Center is open Monday through Friday. When available, computers in the library can be used to work on assignments. The Reference Librarian is available to assist with specific research questions.

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 wish to be evaluated for educational accommodations.

NOTE: Any recording (audio and/or video) of the lecture components of class must have the explicit permission of the instructor.

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 fulltime mental health counselor. Information regarding the [Student Health Center](#) is available online. The IVC Student Health Center is located in the 1500 Building in Room 1536, 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.

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access [tutorials](#) online.

Emergency Procedures

In the event it becomes necessary to evacuate the classroom, students should quickly gather their personal belongings and walk to the classroom's assigned area (avoiding the parking lot areas). The instructor, or other campus personnel, will join the students and remain with them until further instructions are available.

In the event of an emergency in the classroom, the instructor will ask for two volunteers with personal cell phones. One student will be directed to call 9-1-1 and report the emergency. The other student will be directed to call the campus operator at 352-8320. Campus security will assist emergency personnel in locating the classroom.