

## Imperial Valley College Course Syllabus and Calendar

### Basic Course Information

Semester	<b>Fall 2016</b>	Instructor's Name	<b>Angel Sandoval</b>
Course Title & #	<b>BASIC ENGL COMP II (4 units)</b>	Instructor's Email	<b>angel.sandoval@imperial.edu</b>
CRN #	<b>10243</b>	Office	<b>809 (Part-Time Faculty Office)</b>
Room	<b>3000</b>		
Class Days	<b>Saturday</b>	Office Hours	<b>N/A – Set up an appointment via email.</b>
Class Times	<b>8 AM–12:15 PM</b>	Office Phone	<b>760-355-6224 (English Dept.)</b>
Important Dates	<b>Full-Term Session</b>  <b>8/15 – 12/9</b>  <b>Common Final</b>  <b>Dec 3</b>	<b>Winter Break</b>  <b>Nov 20-26</b>  <b>No School</b>	<b>Deadlines &amp; Important Dates</b> <b>Drop w/o owing fees – Aug 27</b> <b>Drop w/o “W” on transcript – Aug 28</b> <b>Census – Aug 29</b> <b>Last day to drop – Nov 5</b>

### Course Description

This course follows in sequence from ENGL 008 (ENGL 098) and is in preparation for ENGL 110 (ENGL 101). The course seeks to facilitate the student's mastery of the short essay at the college level.

### Student Learning Outcomes

Upon course completion, the successful student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (Institutional Learning Outcomes (ILO 1, 2, 3, 4)

Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO 1, 2, 3, 4)

Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO 1, 2, 4)

Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO 1, 2, 3, 4, 5)

### Course Objectives

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

Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.

Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.

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.

Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.

Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.

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.

Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.

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. *The Revolt of the Cockroach People* (1989), ISBN: 9780679722120  
by Oscar “Zeta” Acosta

2. *A Place to Stand* (2001), ISBN: 9780802139085  
by Jimmy Santiago Baca

3. *La Cucaracha* (2004), ISBN: 9780740746598  
by Lalo Alcaraz

4. *MLA Handbook*, 8<sup>th</sup> Edition (2016), ISBN: 9781603292627  
by Modern Language Association of America

5. *It Was the Best of Sentences, It Was the Worst of Sentences*. (2010), ISBN: 9781580087407  
by June Casagrande

Recommended – paper copy of a college-level dictionary (You will be able to use paper dictionaries during Common Final.)

The Purdue Online Writing Lab (OWL): <http://owl.english.purdue.edu>

OWL is a reference tool. On the above website you will find MLA, grammar, and writing rules and guidelines.

Memidex is an online dictionary: <http://www.memidex.com/>

IVC Blackboard: <https://imperial.blackboard.com/> (You will need to use this site.)

### **Course Requirements and Instructional Methods**

#### **— Evaluation of Written Compositions —**

Compositions will be scored based on whether they

1. contain a controlling idea (or thesis) that responds to the prompt.
2. support the main idea using evidence and examples.
3. present a clear overall organization (this includes transitions) and effective paragraph structure.
4. demonstrate clear command of grammar and punctuation skills.
5. follow MLA format, paragraph and page length, and other prompt requirements.

#### **— In-Class Work —**

Students will be required to

- + ask/answer questions.
- + take notes.
- + do small-group class work (this includes peer editing).
- + give individual and group presentations.
- + write in-class compositions.
- + take practice timed-writing exams.
- + take quizzes on readings, grammar/punctuation/mechanics, and MLA rules.

#### **— Out-of-Class Work —**

Students are responsible for

- + reading all the readings that are assigned.
- + doing all homework assignments.
- + doing research.
- + doing individualized assignments, issued by instructor as needed.
- + composing rough drafts of every composition assignment.
- + practicing editing skills and editing rough drafts.
- + practicing note-taking, text annotation, and grammar skills.

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.

### **Course Grading Based on Course Objectives (Tentative)**

NOTE: This course can be taken for a letter grade or Pass/No Pass credit.

— Grade Breakdown —

Compositions/Essays –	50 points (NOTE <sub>1</sub> & 2 and Composition Chart below)
Class- and Homework –	20 points (NOTE <sub>6</sub> )
Journals –	10 points (NOTE <sub>3</sub> )
Quizzes –	10 points (NOTE <sub>4</sub> )
Common Final –	10 points (NOTE <sub>4</sub> )
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	100 points, Total

100-90 pts = A; 89-80 pts = B; 79-70 pts = C; 69-60 pts = D; 59-0 pts = F.

**-YOU ARE RESPONSIBLE FOR YOUR GRADE-**

NOTE<sub>1</sub>: All Composition drafts (this includes homework/workshop “rough drafts”) must be typed and MLA format compliant. (“Drafts” mean the same thing as “rough drafts.” Moreover, whenever I say, “Go home and make this paper better”—I mean, go home and write a new draft, which means you need to bring in a new typed draft of the paper the next day class meets.)

NOTE<sub>2</sub>: Sometimes rough drafts will be graded or scored. For certain assignments you will be required to attach a selected draft to the back of the final draft.

NOTE<sub>3</sub>: Journal prompts will be assigned in class. You will have approximately one journal per week. Each journal response will need to be a minimum of 250 words.

NOTE<sub>4</sub>: Attendance is important because certain assignments (such as quizzes, in-class essays, and the Common Final) will be taken during class sessions and will NOT have make-up opportunities.

NOTE<sub>5</sub>: Late work is unacceptable. Assignments that are late will either not be accepted or will be penalized a full letter grade (10%) or more.

**NOTE<sub>6</sub>: There will be times when the instructor will not collect homework; irrespective of this fact, students should always do homework and save all assignments for later collection or reference.**

Compositions Chart: (Dates and other data are **tentative** and subject to change.)

Composition	Prompt	Rough Draft	Due Date	Possible Pts.	Length (Pgs.)
1(Films, Comparison)	8/20	9/3	9/10	10	3+
2 ( <i>The Revolt...</i> )	9/17	9/24 and 10/1	10/8	10	3+

3 (in-class essays, <i>A Place to Stand</i> )	In-class essay #1 – 10/15 #2 – 10/29 #3 – 11/12 #4 – 11/19			20	?
4 ( <i>La Cucaracha</i> )	11/5	11/12	11/19	10	3–4

### 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.

If a student needs to miss class, the student should contact the instructor ahead of time to inform him of a planned absence.

Moreover, the student is responsible for contacting the instructor to find out what work needs to be made up and, if possible, for making up in-class work and homework for the missed day. It is the student's responsibility to log into BB and check for the missed class assignments and homework. It is the student's responsibility to depend on the kindness of a classmate to obtain the missed lecture notes.

**!!ATTENTION!!** If a student is absent on the day a composition or a major assignment is due, he/she must make every possible effort to email the instructor a copy of the completed assignment before the scheduled class meeting that assignment is due. If the instructor does not receive the completed assignment in advance or in a timely manner, late work note (see above) rules will apply. ***Moreover, students must make sure to hand-in a hard copy of the assignment to the instructor; otherwise, that assignment will not get a score/grade.***

### Classroom Etiquette

**Electronic Devices:** Put cell phones away and set them on silent mode. If there is a call you must make or receive, please step outside of class to do so. Laptops may be used for the purposes of taking notes and for searching information on the web that is relevant to class discussion. If I determine your laptop use is distracting you or others, I will ask you to put it away.

**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**

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 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, 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 Help – Discretionary Section and Language**

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.

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 Learning Services (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. If you feel you need to be evaluated for educational accommodations, the DSP&S office is located in Building 2100, telephone 760-355-6313.

### **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.

### **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/>

### **(Tentative) Class Calendar**

English 09, Fall 2016

#### **Week 1 (Aug 20)**

Review Syllabus

Power Circles

MLA (Heading, Header, and Title) & Lec/Wksp - Vocab Assignment (Due every Saturday)

How to write Summary (quoting, paraphrasing, and citing) and Reflection (listening to the self)

Paper 1 Prompt

Lec – Comparisons, “Circles of Influence,” and “Identity Aspects”

Film #1

#### **Week 2 (Aug 27)**

Film #2

In-class Summary and Reflection

In-class drafting of Paper 1

Discussion of Homework Readings

HMWK Due:

Vocab 1

Summary and Reflection of Film #1

Read and Annotate

*The Revolt of the Cockroach People*, pgs. 5-31

### **Week 3 (Sept 3)**

Discussion of Homework Readings

Read and Annotate

*The Revolt...*, pgs. 65-77

Workshop Draft 1 (Peer and Whole-class workshopping)

HMWK Due:

[Paper 1 – Draft 1](#) (Assignment Name: P1-D1). 2 full page minimum. Bring three (3) copies of your story.

Vocab 2

Read and Annotate

*The Revolt...*, pgs. 32-64

### **Week 4 (Sept 10)**

Lec and Analysis

Discussion of Homework Readings

Read and Annotate

*The Revolt...*, pgs. 119-33

Summary and Reflection paragraphs

Film – *WO* or *CC* or “Taking Back Our Schools”

HMWK Due:

[Final Draft of Paper 1 \(P1-FD\)](#)

Read and Annotate

*The Revolt...*, pgs. 78-118

### **Week 5 (Sept 17)**

Discussion of HMWK Readings

Read and Annotate

*The Revolt...*, pgs. 168-83

Summary and Reflection paragraphs

Paper 2 Prompt

HMWK Due:

Read and Annotate

*The Revolt...*, pgs. 134-67

Vocab 3

### **Week 6 (Sept 24)**

Discussion of HMWK Readings

Lec on Structure of Paper 2  
Whole Class Workshop  
Read and Annotate  
*A Place to Stand...*, “Prologue” and “Ch 1”  
Summary and Reflection paragraphs

HMWK Due:  
Paper 2 – Draft 1 (P2-D1), two copies.  
Read and Annotate  
*The Revolt...*, pgs. 184-208  
Vocab 4

### **Week 7 (Oct 1)**

Discussion of HMWK Readings  
Read and Annotate  
*A Place to Stand*, “Ch 4”  
Peer and Whole-class Workshops

HMWK Due:  
P2-D2.  
Read and Annotate  
*A Place to Stand*, “Ch 2” and “Ch 3”  
Vocab 5 (last one)

### **Week 8 (Oct 8)**

Discussion of HMWK Readings  
Read and Annotate  
*A Place to Stand*, “Ch 7”  
Summary and Reflection  
In-class Essay #1 Prompt & Discussion

HMWK Due:  
**Final Draft of Paper 2 (P2-FD)**  
Read and Annotate  
*A Place to Stand*, “Ch 5” and “Ch 6”  
Research

### **Week 9 (Oct 15)**

**In-class Essay #1**  
Discussion of HMWK Readings  
Read and Annotate  
*A Place to Stand*, “Ch 10”

HMWK Due:  
Read and Annotate  
*A Place to Stand*, “Ch 8” and “Ch 9”

**Week 10 (Oct 22)**

Discussion of HMWK Readings

Read and Annotate

*A Place to Stand*, “Ch 13”

Summary and Reflection

In-class Essay #2 Prompt and Discussion

HMWK Due:

Read and Annotate

*A Place to Stand*, “Ch 11” and “Ch 12”

**Week 11 (Oct 29)**

**In-class Essay #2**

Lec: Evidence

HMWK Due:

Research for In-class Essay #2

**Week 12 (Nov 5)**

Paper 4 Prompt

Read, Review, and Discuss

*La Cucaracha*

Draft Paper 4

In-class Essay #3 Prompt and Discussion

HMWK Due:

Read, Review, and Start Analysis

*La Cucaracha*

**Week 13 (Nov 12)**

In-class Essay #3

Peer and Whole-class Workshop Paper 4

In-class Essay #4 Prompt and Discussion

HMWK Due:

P4-D1 (2–page minimum)

**Week 14 (Nov 19)**

**In-class Essay #4**

Journal Assignment Prompt and Five Journals

Lec on Structure & Timed Writing Tips

HMWK Due:

**Final Draft of Paper 4 (P4-FD)**

~~**WINTER BREAK**~~

**Week 15 (Dec 3)**

Lec and Discussion

Common Final

Film

Film analysis and write-up Quizzes and Evaluations

HMWK Due:

Journal Assignment