

## Imperial Valley College Course Syllabus – English 110 Reading and Composition

### Basic Course Information

Semester	<b>Fall 2016</b>	Instructor Name	<b>Kevin Howell</b>
Course Title & #	<b>English 110 Reading and Composition</b>	Email	Kevin.howell@Imperial.edu
CRN #	10281 and 10282	Webpage (optional)	
Room	Online	Office	<b>Science Building 2781</b>
Class Dates	Online- We will not meet for mandatory classes. However, I am available via Zoom for virtual one-on-one meetings or during my on-campus office hours. 😊  <a href="#">Zoom- Virtual Office Address</a>	Office Hours	<b>Monday/Wednesday:</b> In office from 7-7:30 a.m. and then 1:00-1:30  <b>Tuesday/Thursday:</b> Online via Zoom from 8-9 a.m. You can also schedule appointments with me. No worries.
Class Days		Office Phone #	760-355-5712 However, email me or text me via remind.com
Class Times	Online	Office contact if student will be out or emergency	760-355-6224 (Dept. Secretary)
Units	4		

### Course Description

The standard course in freshman English. 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.

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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 **6000 words** of formal writing. Expository and argumentative papers constitute the bulk of student writing.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

### Textbooks & Other Resources or Links

#### Required Information:

1. Kirszner, Laurie G., and Stephen R. Mandell. *Patterns for College Writing: A Rhetorical Reader and Guide*. 12 edition New York: Bedford/St. Martin's, 2012. ISBN 978-0-312-53975-7



2. Angelou, Maya. *I Know Why the Caged Bird Sings*. Random House. ISBN 0345514408



3. Access to Purdue Online Writing Lab (OWL) @ [Link to Purdue OWL](#)
4. Highly recommend that you buy Reference Guide for Research with MLA formatting

### Course Requirements and Instructional Methods

1. **Peer-Revising/Editing Collaboration:** These are worth 10% of your grade. These peer-revising/editing collaborations will take place in the Discussion Board. Here you will revise and edit another student's essay. There will be guiding questions that you must follow and an overall feedback

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paragraph/summary must be included as well. More elaborate instructions will be given when you complete your first collaboration.

2. **Individual Compare and Contrast Essay:** 10%
3. **Midterm Essay (Compare and Contrast):** This is worth 15% of your grade.
4. **Research Paper (Argumentative):** Detailed guidelines will be given on the steps to complete the research paper. We will use the essay rubric with a few alterations. This will be worth 20% of your grade.
5. **Final Essay (Argumentative):** This is worth 20% of your grade.
6. **Note-** There is a -10 point deduction for each day for late essay submittals. However, no papers accepted after three days late.
7. **Reading/Grammar Quizzes:** We will have reading quizzes. If they are not completed by midnight (Pacific Time) on Sunday, you will receive a 0%. These reading quizzes will come from readings from *I Know Why the Caged Bird Sings* and Grammar Quizzes.
8. **“Homework” Assignments:** First, they will mainly concentrate on the articles that we read from the *Patterns* book. However, to receive credit the assignments must be completed on Canvas by midnight (Pacific Time) on Sunday, or you will receive a 0%.
9. **Discussion Boards/Journals:** There will be weekly Discussion Board (DB)/Journal assignments. They are important because they will help you with better comprehension of the readings and material covered in this class and will help you improve your writing. After Week 2, your initial (post) for each DB/Journals will have to be written very formally. Each week you will receive a DB/Journal prompt. Make sure that you answer all questions that are in the prompt. Your answers/replies should be written in a formal manner- grammar, usage, and mechanics will be graded and should contain at least 250 words. Also, if the prompt requires the use of MLA format, it must be used as you cite resources to support your initial DB/Journal postings. Read the DB/Journal Rubric for a better understanding of the requirements. The DB/Journal posting due dates include the following:
  - o Make your initial post on Wednesday by midnight (Pacific Time).
  - o Reply to two other posts on Friday by midnight (Pacific Time).
  - o Respond to two others who responded to your post on Sunday by midnight (Pacific Time).**\*\*I will also check in to add comments and to answer questions.\*\***
10. **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

Assignment Descriptors	Percentage
1. Revising/Editing Collaborations	10

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Assignment Descriptors	Percentage
2. Individual Compare and Contrast Essay (at least 1000 words/Week 4)	10
3. Compare and Contrast Midterm Essay (at least 1000 words/Week 8)	15
4. Research Paper (at least 2000 words/Due week 15)	20
5. Final Essay Exam/Persuasive (1000 words/Week 16)	20
6. Reading/Grammar Quizzes (If not completed, you will receive a 0%.)	05
7. Homework Assignments (Grammar and Reading Assignments, & Peer Editing) (If not completed, you will receive a 0%.)	05
8. Discussion Boards (These will be written in formal manner. This will be approximately 1800 formal words.)	15

Online Classroom Netiquette

- Use appropriate language. Excessive use of “chat” or “instant messaging” jargon is not acceptable for Blackboard discussions.
- Read existing follow-up postings and don’t repeat what has already been said.
- Inappropriate and/or offensive language, especially comments that might be construed as racist or sexist, are not appropriate and will be dealt with on an individual basis.
- Be careful with humor and sarcasm. One person’s humorous comment can be another person’s boorish or degrading remark.
- Do not use all caps in an online environment. Using all caps is considered SHOUTING.
- Use proper spelling, capitalization, grammar, usage, and punctuation. Utilize the Spell Check feature.

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- Remember that there are other human beings reading your postings, so treat everyone with respect. Don't post anything you wouldn't be willing to communicate face to face.
- Be sure to include relevant information in the Subject line of emails.

### 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.

### Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor. **Consider**: specifics for your class/program
- 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

- 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 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

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person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

### Additional Help – Discretionary Section and Language

- Canvas support [Link to Canvas Support](#) or call (877) 893-9853
- 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 Study Skills Center (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. The DSP&S office is located in Building 2100, telephone 760-355-6313, 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 fulltime mental health counselor. For information see [Link to Student Counseling and Health Services at IVC](#). 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 [Link to Student Rights and Responsibilities](#)

### Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at [Link to IVC Library for Literacy Tutorials](#)

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Anticipated Class Schedule / Calendar

This is a tentative schedule for Fall 2016. This is an overview. However, there is a more detailed checklist of assignments included for each week within Canvas. I am currently making changes. **I recommend not printing this; wait and print the detailed weekly checklist that I will have for you in the Weekly Modules.**

<p><b>Week 1- 8/15-8/21</b> Topics:</p>	<ol style="list-style-type: none"> <li>1. Course Introduction</li> <li>2. Review of the Syllabus</li> <li>3. Online Student Readiness</li> <li>4. Critical Reading</li> <li>5. Before, During, and After Reading Strategies</li> </ol>
<p>Reading Assignments:</p>	<ol style="list-style-type: none"> <li>1. Read "Introduction" in <i>Patterns</i>, pages 1-10</li> <li>2. Read "Reading to Write: Becoming a Critical Reader" in <i>Patterns</i>, pages 13-27</li> <li>3. Read document on Reading Strategies</li> <li>4. "What's in a Name" by Henry Louise Gates Jr. <i>Patterns</i>, pages 2-9</li> <li>5. "Cutting and Pasting: A Senior Thesis by (Insert Name)" by Brent Staples. <i>Patterns</i>, pages 17-20</li> <li>6. Read "Let Steroids into the Hall of Fame" by Zev Chafets in <i>Patterns</i> pages 21-23.</li> </ol>
<p>Homework Assignments:</p>	<ol style="list-style-type: none"> <li>1. <i>What's in a Name</i> by Henry Louise Gates Jr. <i>Patterns</i>, pages 2-9</li> <li>2. <i>A Supreme Sotomayor: How My Country Has Caught Up to Me</i> by Maria Hinojosa <i>Patterns</i>, pages 21-23</li> <li>3. Read "Let Steroids into the Hall of Fame" by Zev Chafets in <i>Patterns</i> pages 21-23.</li> <li>4. <b>These homework assignments are due by Sunday.</b></li> </ol>
<p>Quizzes:</p>	<ol style="list-style-type: none"> <li>1. Quiz on Syllabus</li> <li>2. Quiz on Critical Reading and Reading Strategies</li> <li>3. OEI Readiness Quiz</li> </ol> <p><b>Due on Sunday by 11:59 p.m.</b></p>
<p>Discussion:</p>	<ol style="list-style-type: none"> <li>1. Make your initial post by <b>Friday</b>. <b>Make sure this is completed by Friday</b> so that other students have to respond to your post. Also, if you post late, points will be deducted. Follow the rubric.</li> <li>2. Reply to two other posts by <b>Saturday</b>.</li> <li>3. Reply to people who have responded to your post by <b>Sunday</b>.</li> <li>4. If no one replied to your post, then reply to other students' post. You need at least 5 post in all for each discussion board.</li> <li>5. <b>You must post by Wednesday for this first week of classes or you will be dropped. This is your way of letting me know that you are indeed going to take the class. If not, you will be dropped.</b></li> </ol>

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<p><b>Week 2- 8/22-8/28</b>  <b>Topics:</b></p>	<p><b>Writing Process-Emphasis on Prewriting Strategies, Activating Prior Knowledge for the class novel- I Know Why the Caged Bird Sings (Caged Bird), and Exemplification Overview</b></p>
<p><b>Reading Assignments:</b></p>	<ol style="list-style-type: none"> <li>1. Read Chapter 2- Invention through Chapter 5- Editing and Proofreading in <i>Patterns</i>, pages 29-93</li> <li>2. Read chapters 1-6 of Caged Bird</li> <li>3. Read Guiding Questions for Chapters 1-6 of Caged Bird</li> <li>4. Read poem, “Sympathy” by Paul Laurence Dunbar</li> <li>5. Read Two Documents about Maya Angelou and her novel</li> <li>6. Read 9 short articles that will give background for Caged Bird in Folder</li> <li>7. Helpful Writing Hints for Essays- Document and Video</li> <li>8. Read Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space" from the <i>Patterns</i> pages 238-241</li> <li>9. Read Chapter 8- Exemplification from <i>Patterns</i> pages 207-221</li> <li>10. Read “Midnight” from <i>Patterns</i> page 217. There is a video that goes with story as well.</li> <li>11. Read the Writing Strategies Document and watch the video.</li> </ol> <p style="color: red;">There is a lot of reading this week, so plan your time wisely.</p>
<p><b>Writing Assignments:</b></p>	<ol style="list-style-type: none"> <li>1. Write in Journal by using the guiding questions as reference (optional)</li> </ol>
<p><b>Homework Assignments:</b></p>	<ol style="list-style-type: none"> <li>1. Brent Staples, "Just Walk On By: A Black Man Ponders His Power to Alter Public Space"</li> <li>2. Exemplification Overview</li> </ol>
<p><b>Quizzes:</b></p>	<ol style="list-style-type: none"> <li>1. Quiz on Caged Bird Chapters 1-6, other assigned readings, and story elements</li> <li>2. Quiz on Prewriting Strategies</li> <li>3. Quiz- Choose the Topic Sentence</li> </ol>



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	<p>4. Quiz- The Writing Process <b>Due by Sunday</b></p>
<b>Discussion: Effective Introduction?</b>	<p>1. Make your initial post by <b>Wednesday</b>. 2. Reply to two other posts by <b>Friday</b>. 3. Respond to two people who have responded to your post by <b>Sunday</b>.</p>

<b>Week 3: 8/29-9/4</b>	Writing Process (Thesis Statements and Introductory Paragraphs), Sentence Types, and Exemplification
<b>Topics</b>	
<b>Quizzes:</b>	<p>1. Choose the Topic Sentence 2. Support and Main Idea 3. Fragments 4. Comma Splice and Run-ons 5. Subject Verb Agreement Complete by Sunday</p>
<b>Reading Assignments:</b>	<p>1. Read chapter 5 in Patterns, pages 81-93 (Focus on Subject-Verb Agreement, Run-ons, Comma Splices, and Fragments) 2. Read chapter 8 in Patterns- pages 211- 224 3. Read Chapter 2-5 Pages 43-77 (The Writing Process Continued) 4. Read PowerPoints that cover grammar points for this week. Use Firefox or Internet Explorer to toggle and read my comments in the PowerPoints. 5. Read "Sentence Types" Document Week 3- Checklist 6. Read "Helpful Hint for the Writing Process of Essays" Document Emphasis on Thesis Statements and Introduction Paragraphs Read these documents before taking the quizzes and completing the homework assignments. 7. Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" Patterns, pages 232-239 Read this story before Friday so that you can answer the group discussion board prompt</p>
<b>Video Assignments:</b>	<p>1. Video of Topic Sentence to Thesis Statement. (Kevin) 2. Video of Two Exemplifications Essays (Kevin) 3. Watch these videos by next week because they will help you with your first collaborative writing</p>
<b>Homework Assignments:</b>	<p>1. Ex 19-3 and Ex 19-4 Fragments 2. Ex 20-4 and Ex 20-5 Run-on Sentences 3. Ex 21-3 and Ex 21-4 Subject-Verb Agreement</p>

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<b>Week 3: 8/29-9/4</b> <b>Topics</b>	Writing Process (Thesis Statements and Introductory Paragraphs), Sentence Types, and Exemplification
	4. Due by Sunday
<b>Discussions:</b>	<ol style="list-style-type: none"> <li>1. Make your initial post by <b>Wednesday</b>.</li> <li>2. Reply to two other posts by <b>Friday</b>.</li> <li>3. Respond to two people who have responded to your post by <b>Sunday</b>.</li> </ol>

<b>Week 4- 9/5-9/11</b> <b>Topics:</b>	<b>Exemplification Collaborative Essay, In-text Citations (Direct Quotes, Paraphrasing, Summarizing), Annotating “Reading with a Pen”, Writing Process (Body and Conclusion)</b>
<b>Quizzes:</b>	
<b>Reading Assignments:</b>	<ol style="list-style-type: none"> <li>1. Visit Purdue OWL @ <a href="#">Link to Purdue OWL MLA Format</a></li> <li>2. Read Chapter 18- Documenting Sources: MLA, pages 723-744 in <i>Patterns</i></li> <li>3. “Steps and Hints for Collaborative Writing” Document</li> <li>4. Review “Helpful Hint for the Writing Process of Essays” Document- Emphasis on Body Paragraphs and Conclusions</li> <li>5. Read the Annotation PowerPoint</li> <li>6. Read the “Reading with a Pen” Annotating Document</li> <li>7. Brent Staples, “Just Walk On By: A Black Man Ponders His Power to Alter Public Space” <i>Patterns pages 240-245</i></li> <li>8. Judith Ortiz Cofer, "The Myth of the Latin Woman: I Just Met a Girl Named Maria" <i>Patterns</i>, pages 232-239</li> <li>9. Read “Reading and Writing Basics” PowerPoint</li> </ol>
<b>Writing Assignments:</b>	<ol style="list-style-type: none"> <li>1. Collaborative Exemplification Essay</li> </ol> <p><b>Read the essay prompt carefully and follow all instructions. Due by Sunday.</b></p>
<b>Video Assignments:</b>	<ol style="list-style-type: none"> <li>1. “Why We Cite Sources” Video</li> <li>2. “Basics of Citing” Video</li> </ol> <p><b>These videos will help with MLA formatting as you write your first collaborative writing, so watch them early in the week. Also, if you have any questions regarding MLA, email me or ask your question in the General Questions Forum.</b></p>
<b>Homework Assignments:</b>	<ul style="list-style-type: none"> <li>• Brent Staples, “Just Walk On By: A Black Man Ponders His Power to Alter Public Space” <i>Patterns pages 240-245</i></li> </ul> <p><b>Due by Sunday</b></p>
<b>Discussion:</b>	Follow the essay prompt closely and the document for the collaborative essay for specific dates for posting. This discussion board will be used for the collaborative essay participation.

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<p><b>Week 5- 9/12-9/18</b>  <b>Topics:</b></p>	<p><b>Introduction to Compare and Contrast, Complete Collaborative Exemplification Essay, Continue with MLA format, and Writing Strategies (Before, During, and After), and Caged Bird</b></p>
<p><b>Quizzes</b></p>	<p>1. Quiz on Cage Bird, Chapters 7-12  <b>Due by Sunday</b></p>
<p><b>Reading Assignments:</b></p>	<p>1. Chapter 11 in Patterns, pages 371-390  2. Chapters 7-12 in Caged Bird  3. Read the Guiding Questions for Caged Bird- <b>You do not need to complete the guiding questions, but they will help you answer the quiz questions.</b>  4. Read “Helpful Hint for the Writing Process of Essays” Document- Emphasis on Thesis Statements and Introduction Paragraphs- <b>You should have a copy of this already, but use this for writing your essays because it is a good reference.</b>  5. David J. Birnbaum, “The Catbird Seat” -Patterns, pages 228-231  6. Deborah L. Rhode, “Why Looks Are the Last Bastion of Discrimination” - Patterns, pages 246-252  7. Jamaica Kincaid, “Girl” -Patterns, pages 258-260  8. Zev Chafets, “Let Steroids into the Hall of Fame” -Patterns, pages 253-257  9. <b>Read and annotate numbers 5-8 because you will start to use MLA for all new discussion board prompts and essays. If you annotate while you read, you will save yourself time later when you are completing the actual writing assignments.</b></p>
<p><b>Writing Assignments:</b></p>	<p>1. Write in your Journal Responding to the Guiding Questions <b>(optional)</b></p>
<p><b>Video Assignments:</b></p>	<p>1. Compare and Contrast Overview YouTube Video (Kevin)</p>
<p><b>Homework Assignments:</b></p>	<p>2. Homework Assignments:</p> <ul style="list-style-type: none"> <li>• David J. Birnbaum, “The Catbird Seat” -Patterns, pages 228-231</li> <li>• Deborah L. Rhode, “Why Looks Are the Last Bastion of Discrimination” -Patterns, pages 246-252</li> <li>• Jamaica Kincaid, “Girl” -Patterns, pages 258-260</li> <li>• Zev Chafets, “Let Steroids into the Hall of Fame” -Patterns, pages 253-257</li> <li>• These are due by Sunday</li> </ul>
<p><b>Discussion Board:</b></p>	<p>1. <b>Follow the Collaborative Essay Document from Week 4 to complete this discussion board.</b>  2. <b>By midnight on Sunday, (Date to be determined) the collaborative essay should be posted to Save Assign by the group leader.</b></p>

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<b>Week 6- 9/19-9/25</b> <b>Topics:</b>	<b>Compare/Contrast, Clear Sentences, Commas, Parallelism, Review (Comma Splices, Run-ons, and Fragments), Metacognition, and Self-Assessment</b>
<b>Quizzes:</b>	<ol style="list-style-type: none"> <li>1. Quiz on Parallelism</li> <li>2. Quiz on Comma Usage</li> <li>3. Quiz on Semicolons</li> </ol> <p>Due by Sunday</p>
<b>Writing Assignments:</b>	1. Individual Compare and Contrast Essay 4-6 pages long.
<b>Reading Assignments:</b>	<ol style="list-style-type: none"> <li>1. Chapter 11 in Patterns, pages 371-390 (Review)</li> <li>2. "I'm Your Teacher, Not Your Internet-Service Provider" by Ellen Laird from Patterns, pages 417-422</li> <li>3. Parallelism PowerPoint</li> <li>4. Comma Usage PowerPoint</li> </ol>
<b>Homework Assignments:</b>	<ol style="list-style-type: none"> <li>1. Editing and Proofreading- Clear Sentences • Ex. 89 and 90 (Parallelism)</li> <li>2. Editing and ProofreadingPunctuation • Ex. 32-8, Ex. 32- 9, Ex. 33-3, and Ex. 33-4 (Commas)</li> <li>3. Editing and Proofreading Homework from Chapter 5- Review • Ex. 19-5 and 19-6 Fragments • Ex. 20-6 and Ex. 20-7 Run-on Sentences • Ex. 21-5 SubjectVerb Agreement</li> <li>4. "I'm Your Teacher, Not Your Internet-Service Provider" by Ellen Laird from Patterns, pages 417-422</li> </ol> <p>Due by Sunday</p>
<b>Discussion:</b> <b>This week will be used for peer revising and editing</b>	<ol style="list-style-type: none"> <li>1. Post your first draft of the compare and contrast paper by</li> <li>2. Revise and Edit one other student's paper by</li> <li>3. Final Copy of your Essay is due</li> <li>4. Dates to be determined.</li> </ol>

<b>Week 7- 9/26-10/2</b> <b>Topics:</b>	Individual Compare and Contrast Essay Due, Caged Bird, and Discussion Board
<b>Quizzes:</b>	1. Quiz on Chapters 13-17 of <i>Caged Bird</i>
<b>Reading Assignments:</b>	<ol style="list-style-type: none"> <li>1. Read Chapters 13-17 of <i>Caged Bird</i></li> <li>2. "Suicide Note" by Janice Mirikitani- <i>Patterns</i>, page 366</li> <li>3. "Why Chinese Mothers are Superior" by Amy Chua- <i>Patterns</i>, pages 410-416</li> </ol>
<b>Writing Assignments:</b>	<ol style="list-style-type: none"> <li>1. Individual Compare and Contrast Essay</li> <li>2. Guiding questions for Caged Bird 13-17</li> </ol>
<b>Homework Assignments:</b>	<ol style="list-style-type: none"> <li>1. "Suicide Note" by Janice Mirikitani- <i>Patterns</i>, page 366</li> <li>2. "Why Chinese Mothers are Superior" by Amy Chua- <i>Patterns</i>, pages 410-416</li> </ol>
<b>Discussion Board:</b>	<ol style="list-style-type: none"> <li>1. Initial Post by Wednesday</li> <li>2. Respond to two other posts by Friday</li> <li>3. Respond to at least two who responded to you by Sunday.</li> </ol>

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<b>Week 8- 10/3-10/9</b> <b>Topics:</b>	<b>Compare and Contrast Essay Exam and Caged Bird 18-21</b>
<b>Quiz</b>	1. Quiz on <i>Caged Bird</i> 18-21 Due by Sunday
<b>Reading Assignments:</b>	1. Read Chapters 18-21 of <i>Caged Bird</i> 2. Guiding Questions for <i>Caged Bird</i> Chapters 18-21 3. Bharati Mukherjee, "Two Ways to Belong in America" <i>Patterns</i> , pages 404-409 4. Amy Tan, "Mother Tongue" <i>Patterns</i> , page 466. Read these #3 and #4 before completing the homework assignments.
<b>Writing Assignments:</b>	1. Compare and Contrast Essay Due by midnight on Sunday. Upload to Safe Assign 2. Write in journal referring to the guiding questions for Caged Bird (optional) 3. Write in journal or annotate about any of the readings done to complete the homework for this week. This will help you prepare for the Midterm Compare and Contrast Essay.
<b>Homework Assignments:</b>	1. Bharati Mukherjee, "Two Ways to Belong in America" <i>Patterns</i> , pages 404-409 2. Amy Tan, "Mother Tongue" <i>Patterns</i> , page 466 Due by Sunday
<b>Discussion:</b>	1. Make your initial post by midnight on Wednesday. 2. Reply to two other posts by Friday. 3. Reply to at least two people who have responded to you. If no one has responded to your post, reply to two different posts by Sunday

<b>Week 9- 10/10-10/16</b> <b>Topics:</b>	<b>Introduction to Argumentation/Persuasive Writing and Review of Sentence Types, Run-ons, and Comma Splices</b>
<b>Quizzes:</b>	1. Quiz on argumentation overview 2. Quiz on comma splices and run-ons 3. Quiz on sentence types All due on Sunday by midnight
<b>Reading Assignments:</b>	1. Read Chapter 14- Argumentation, pages 525-550 -This reading will cover Argumentation, Coordinating and Subordinating Conjunctions, and a Student Essay that I will talk about in the video of argumentation for this week. - Your quizzes will be also based on the reading of this chapter, so take careful notes. 2. Read "Thanks to Modern Science...(Ad)" on page 551 in <i>Patterns</i> . Your discussion board prompt is based on this, so you may want to read the discussion prompt first. This way, you can look for evidence/support to answer the discussion board prompt as you read. 3. There is a PowerPoint Presentation of an Overview to Persuasion and Argumentation attached below. Read this before taking the quiz. 4. There is also a document that walks you through an actual argumentative essay about a scholarship. This will help you better understand this rhetorical mode and will help with the quiz.

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<b>Week 9- 10/10-10/16</b> <b>Topics:</b>	<b>Introduction to Argumentation/Persuasive Writing and Review of Sentence Types, Run-ons, and Comma Splices</b>
	5. The third document to read is a "lecture" about sentence types and ways to correct run-ons and comma splices. There is also a video presentation of this document under the Video's Tab for this week. Read the document and watch the video and you will have a better understanding of the material. 6. Remember to use Mozilla/Firefox in order to read the comments that I have posted to each of the presentations. Google has its own filter that prohibits the comments from showing. Read all material and watch videos before taking the quizzes. This will help you do better on the quizzes.
<b>Writing Assignments:</b>	1. No writing assignments for this week. Refer to discussion board, though.
<b>Video Assignments:</b>	1. Overview of Argumentation 2. Overview of Sentence Types and Correcting Run-ons and Comma Splices
<b>Homework Assignments:</b>	No homework assignments this week. Please concentrate on the parts of argumentation, sentence types, correcting run-ons and comma splices, and the discussion board.
<b>Discussions:</b>	1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Respond to two replies to your initial post by Sunday.

<b>Week 10- 10/17-10/23</b> <b>Topics:</b>	This week's topics are a Collaborative Argumentative Essay; the proper use of "you" in academic writing and other helpful hints; and point of view in academic writing
<b>Reading Assignments:</b>	1. Read "Take This Internship and Shove It" by Anya Kamenetz. From Patterns, pages 582-585. Be sure to read page 582 first because it is an overview of the topic and will help you form ideas as you read both articles for this week. 2. Read "No Pay? Many Interns Say, 'No Problem'" by Jennifer Halperin. From Patterns, pages 588-591. 3. "Point of View in Academic Writing" Document 4. "Using You and other Hints for Formal Writing" Document 5. For #1 and #2, take notes because the essay is based on these. For #3 and #4, there are short videos to watch as well.
<b>Video Assignments:</b>	1. "Point of View in Academic Writing" 2. "Using You and other Hints for Formal Writing" 3. Both are short video overviews.
<b>Writing Assignments:</b>	1. Collaborative Argumentative Essay
<b>Homework Assignments:</b>	1. "Take This Internship and Shove It" by Anya Kamenetz. From Patterns, pages 582-585.

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<p><b>Week 10- 10/17-10/23</b> <b>Topics:</b></p>	<p>This week's topics are a Collaborative Argumentative Essay; the proper use of "you" in academic writing and other helpful hints; and point of view in academic writing</p>
	<p>2. "No Pay? Many Interns Say, 'No Problem'" by Jennifer Halperin. From Patterns, pages 588-591. 3. Due by Sunday</p>
<p><b>Quizzes:</b></p>	<p>1. Quiz- Formal Vs. Informal Writing Hints 2. Due by Sunday</p>
<p><b>Discussions:</b></p>	<p>1. This week's discussion board will be used for the Collaborative Argumentative Essay. Follow the specific due dates that are listed on the document to print from the weekly module. Also, join a group that you would like to work with. The final copy of the essay is not due until next week, though.</p>

<p><b>Week 11 10/24-10/30</b> <b>Topics:</b></p>	<p>This week's topics are an Argumentative Collaborative Essay, the uses of quotation marks, annotate readings for possible research paper prompt, and continue to read I Know Why the Caged Bird Sings</p>
<p><b>Quizzes:</b></p>	<p>1. I Know Why the Caged Bird Sings, Chapters 22-24 2. Quotation Marks Usage Complete the readings before attempting these quizzes. Both quizzes are due by Sunday.</p>
<p>Reading Assignments:</p>	<p>1. Debate: "Should American Citizenship Be a Birthright?" Patterns, pages 593- 594 2. Linda Chavez, "The Case for Birthright Citizenship" Patterns, pages 595-597 3. George F. Will, "An Argument to Be Made About Immigrant Babies and Citizenship" Patterns, pages 600-603 4. Sherman Alexie, "Indian Education (Fiction)" Patterns, pages 142-147 5. I Know Why the Caged Bird Sings, Chapters 22-24 6. Link to "Quotation Marks Usage" PowerPoint 7. Link to "Quotation Marks Rules" Document</p>
<p>Writing Assignment:</p>	<p>For this week's writing assignment, continue to work on the Collaborative Argumentative Essay. It is due by the end of the week. The group leader should upload the completed essay to the Safe Assign. For the students who are not the group leader, they should all revise and edit the paper following the explicit instructions listed on the Collaborative</p>

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<p><b>Week 11 10/24-10/30</b> <b>Topics:</b></p>	<p>This week's topics are an Argumentative Collaborative Essay, the uses of quotation marks, annotate readings for possible research paper prompt, and continue to read I Know Why the Caged Bird Sings</p>
	<p>Argumentative Essay document from last week. I have attached the document here, just in case someone needs another copy of it.</p>
<p>Homework Assignments:</p>	<ol style="list-style-type: none"> <li>1. Linda Chavez, "The Case for Birthright Citizenship" Patterns, pages 595-597</li> <li>2. George F. Will, "An Argument to Be Made About Immigrant Babies and Citizenship" Patterns, pages 600-603</li> <li>3. Sherman Alexie, "Indian Education (Fiction)" Patterns, pages 142-147</li> </ol> <p>Complete by Sunday. If you decide to make this your topic for the research paper, annotate these articles well.</p>
<p>Discussions:</p>	<p>For this week, continue to use the Discussion Board to collaborate on the Argumentative Essay. Remember there will be participation deductions for students who do not fulfill their part of this writing assignment. If you are not the group leader, make sure that you revise and edit the essay by copying and pasting the criteria directly from the Argumentative Collaborative Essay document. Follow the specific due dates on Essay document. Group leader will upload final/good copy to Safe Assign by Midnight on Sunday.</p>

<p><b>Week 12- 10/31-11/6</b> <b>Topics:</b></p>	<p>This week you will continue to read articles that may be used for your Research paper, you will continue to review Comma Splices and Run-ons, and you will continue to read and analyze I Know Why the Caged Bird Sings.</p>
<p>Reading Assignments:</p>	<ol style="list-style-type: none"> <li>1. Casebook- "How Can We Address the Shortage of Organ Donors?" Patterns, page 605- 606 Overview of the issue.</li> <li>2. Alex Tabarrok- "The Meat Market" Patterns, pages 607- 611.</li> <li>3. Scott Carney- "The Case for Mandatory Organ Donation" Patterns, pages 614-617.</li> <li>4. Charles Krauthammer- "Yes, Let's Pay for Organs" Patterns, pages 620-623.</li> </ol>



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<p><b>Week 12- 10/31-11/6</b> <b>Topics:</b></p>	<p>This week you will continue to read articles that may be used for your Research paper, you will continue to review Comma Splices and Run-ons, and you will continue to read and analyze I Know Why the Caged Bird Sings.</p>
	<p>5. Virginia Postrel- "The Surgery Was Simple; the Process Is Another Story" Patterns, pages 625-627. 6. Article that you found Kevin from f2f class include here. 7. I Know Why the Caged Bird Sings, Chapters 25-29. 8. This is the same review from Week 9- Link to "Correcting Comma Splices and Run-ons" Complete these readings before attempting the quizzes and homework assignments.</p>
<p><b>Writing Assignments:</b></p>	<p>1. Annotate and/or keep note cards on this week's readings, especially if you are going to choose this as your Research Paper topic. 2. Journal entry for I Know Why the Caged Bird Sings based on the Guiding Questions. (Optional)</p>
<p><b>Video Assignments:</b></p>	<p>1. Review video for Correcting Comma Splices and Run-ons.</p>
<p><b>Homework Assignments:</b></p>	<p>1. Alex Tabarrok- "The Meat Market" Patterns, pages 607- 611. 2. Scott Carney- "The Case for Mandatory Organ Donation" Patterns, pages 614-617. 3. Charles Krauthammer- "Yes, Let's Pay for Organs" Patterns, pages 620-623. 4 Virginia Postrel- "The Surgery Was Simple; the Process Is Another Story" Patterns, pages 625-627. Due by Sunday night</p>
<p><b>Quizzes:</b></p>	<p>1. I Know Why the Caged Bird Sings, Chapters 25-29. 2. Review of Comma Splices and Run-ons. Due by Sunday night</p>
<p><b>Discussions:</b></p>	<p>1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Respond to two replies to your initial post by Sunday.</p>

<p><b>Week 13- 11/7-11/13</b> <b>Topics:</b></p>	<p>This week you will continue to read articles that may be used for your Research paper, review MLA documentation (direct quoting, paraphrasing, and summarizing), and you will continue to read and analyze I Know Why the Caged Bird Sings.</p>
<p><b>Quizzes:</b></p>	<p>1. Quiz on Caged Bird</p>

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<p><b>Week 13- 11/7-11/13</b> <b>Topics:</b></p>	<p>This week you will continue to read articles that may be used for your Research paper, review MLA documentation (direct quoting, paraphrasing, and summarizing), and you will continue to read and analyze I Know Why the Caged Bird Sings.</p>
	<p>2. Quiz on MLA documentation (Watch Videos First) 3. Quizzes due by Sunday at midnight</p>
<p><b>Reading Assignments:</b></p>	<p>1. Casebook Should Government Tax Sugary Drinks? Patters, page 630 2. Richard F. Daines, A Tax That Invests in Our Heath, Patterns page 632 3. David Leonhardt, Fat Tax,Patterns page 363 4. Daniel Engber, Let Them Drink Water! page 641 5. Jeff Osbourne, Does This Tax Make Me Look Fat? Patterns page 647 6. "A 6-Cent Tax" Document (At the beginning of this article there is a large soda can, I apologize for the big graphic.) 7. I Know Why the Caged Bird Sings, chapters 30-33 8. "MLA Documentation PowerPoint with Annotations"</p>
<p><b>Writing Assignments:</b></p>	<p>1. Annotate and/or keep note cards on this week's readings, especially if you are going to choose this as your Research Paper topic. 2. Journal entry for I Know Why the Caged Bird Sings based on the Guiding Questions. (Optional)</p>
<p><b>Video Assignments:</b></p>	<p>1. Video of MLA Documentation 2. Video of Paraphrasing and Direct Quotations</p>
<p><b>Homework Assignments:</b></p>	<p>1. Richard F. Daines, A Tax That Invests in Our Heath, Patterns page 632 2. David Leonhardt, Fat Tax,Patterns page 363 3. Daniel Engber, Let Them Drink Water! page 641 4. Jeff Osbourne, Does This Tax Make Me Look Fat? Patterns page 647 5. Assignments due by Sunday at midnight.</p>
<p><b>Discussions:</b></p>	<p>1. Make your initial post by Wednesday. 2. Reply to two other posts by Friday. 3. Respond to two replies to your initial post by Sunday. 4. Prompt: Junkyard: Trash or Treasure?</p>

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<p><b>Week 14 11/14-11/20</b> <b>Topics:</b></p>	<p>This week you will continue to read articles and resources that may be used for your Research paper, review MLA documentation (direct quoting, paraphrasing, and summarizing), and you will finish reading I Know Why the Caged Bird Sings.</p>
<p><b>Reading Assignments:</b></p>	<p>There are five reading assignments for this week.</p> <ol style="list-style-type: none"> <li>1. Finish reading Caged Bird, Chapters 34-36</li> <li>2. Read, "Still I Rise" by Maya Angelou</li> <li>3. Read, "Caged Bird" poem by Maya Angelou</li> <li>4. Link to "Still I Rise" Poem</li> <li>5. Link to "Caged Bird" Poem</li> </ol>
<p><b>Writing Assignments:</b></p>	<p>This week you will start your Research Paper. Please review the Research Paper Requirements and My Helpful Hints for Research.</p> <ol style="list-style-type: none"> <li>1. Link to "Research Paper Requirements" Document</li> <li>2. Link to "My Helpful Hints for Research" Document</li> </ol>
<p><b>Video Assignments:</b></p>	<ol style="list-style-type: none"> <li>1. Video on Locating IVC Research Tutorials</li> <li>2. Video of Conducting Research through IVC databases via the Internet</li> </ol>
<p><b>Discussions:</b></p>	<ol style="list-style-type: none"> <li>1. Make your initial post by Wednesday.</li> <li>2. Reply to two other posts by Friday.</li> <li>3. Respond to two replies to your initial post by Sunday.</li> </ol>
<p><b>Quizzes:</b></p>	<p>There are two quizzes to be completed this week.</p> <ol style="list-style-type: none"> <li>1. Last Mockingbird Quiz, Chapters 34-36</li> <li>2. Quiz on IVC Library Research Tutorials (You will have two attempts for this quiz. The average score will be recorded.)</li> </ol>

<p><b>Week 15- 11/28-12/4</b> <b>Topics:</b></p>	<p>This week's topics are to have your Research Paper revised and edited. You will also revise and edit another student's Research Paper. The final copy of your Research Paper is due by midnight on Sunday under Safe Assign. Make sure to follow MLA for both parenthetical citations and for the works cited page.</p>
<p><b>Writing Assignments:</b></p>	<p>The only writing assignment to complete this week is the Research Paper. Remember to post your Rough Copy by midnight on Wednesday to the Discussion Board so that another student can revise and edit your paper by Friday.</p> <p>I will also look over the Research Paper as well. Please, please, please, email me if you need</p>

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	<p>help with any part of the writing process. Post final copy to Safe Assign.</p> <p>Final Note- be sure to follow the requirements carefully because points will be deducted, especially for missing citations and for not using two of the sources that I have provided.</p> <p>Here are the documents that were posted last week so that you can view them again, if needed.</p> <p><a href="#">Link to "Research Paper Requirements" Document</a></p> <p><a href="#">Link to "My Helpful Hints for Writing a Research Paper" Document</a></p>
<p><b>Homework Assignments:</b></p>	<p>There is only one homework assignment for this week. Please revise and edit another student's research paper by midnight on Friday. All students should have their rough copies posted to the Discussion Board by midnight on Wednesday. Research Papers are longer than other essays; therefore, give yourself enough time in order to complete a comprehensive revising and editing. The revising and editing will take place in the Discussion Board.</p>
<p><b>Discussion:</b></p>	<p>Used for revising and editing this week.</p>

<p><b>Week 16- 12/5-12/9</b></p>	<p>Complete Final Essay.</p>
<p><b>Topics:</b></p>	<p>Complete the Course Evaluation- Anonymous</p>
<p><b>Course Evaluation</b></p>	<p>Under Quizzes in Blackboard. It is anonymous</p>