

Basic Course Information

Semester:	Winter 2017	Instructor Name:	Kaylene Elliott
Course Title:	ENG 110: Composition and Reading	Email:	Kaylene.elliott@imperial.edu
CRN:	15022	Class Dates:	January 3, 2016-February 3, 2016
Classroom:	313A	Units:	4
Class Dates and times:	10:45am-1:35 pm Monday-Friday	Office contact for emergency-English Dept. Secretary:	760-355-6224

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.
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 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Patterns for College Writing: A Rhetorical Reader and Guide, 13th edition

By: Laurie Kirszner and Stephen Mandell

ISBN: 978-1-4576-6652-0

MLA Handbook, 8th edition

By: Modern Language Association of America

ISBN: 978-160329-262-7

Frankenstein

By; Mary Shelley

ISBN: 978-0-7434-8758-0

Access to a computer and printer

Index Cards

Course Requirements and Instructional Methods

Essay #1	50
Essay #2	100
Essay #3	100
Essay #4	200
Participation	200
Writing Assignments	200
In Class Essays x3 (50 points each)	150

Course Grading Based on Course Objectives

-Proper format: Paragraphs should be double-spaced, Times New Roman, 12 point font. In the top left corner of page 1, please use the following heading style on all drafts:

Name
Professor Elliott
ENG 110
Date draft is due

Total essay points include rough drafts and various other assignments relating to the essay. **You must take your essay to be reviewed by a tutor.** You have three (3) days after the due date to turn in late work with the exception of Essay #4 which cannot be turned in late. All late work will be given half credit. Rough and final drafts must be submitted through Blackboard. **If the assignment is not received via Blackboard, then it is considered missing.**

Writing Assignments: Students are required to complete 20 Writing Assignments during the semester. Unless otherwise specified, each writing assignment must be 2 pages in length, typed, double spaced, essay format.

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. This means that this 4 unit class requires 8 hours of work/week outside of class.

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. Excessive absences will have a negative impact on your grade. If a personal illness or catastrophe will compromise your ability to meet the course criteria, please let me know.
- Students are expected to conduct themselves in a manner conducive to an educational environment. Please be respectful to students and faculty. That means no side conversations during class. Please save it for later.
- 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 the writings or ideas of others as one's own without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to correctly 'cite a source', you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment or using or attempting to use materials, or assisting others in using materials, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Plagiarism and cheating are serious offenses. Any student caught cheating will receive a zero (0) on that exam/assignment. In addition, faculty members are required to report any incidents of cheating.

Classroom Etiquette

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class unless otherwise directed by the instructor.
- 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.

Additional Help- Discretionary Section and Language

- Blackboard support center: <http://bbcrm.edusupportcenter.com/ics/support/default.asp?deptID=8543>
- Learning Labs: Feel free to use the Writing Lab in building 2600 any time during the semester. The lab usually has lots of available computers for you to use, and there are also tutors to contact for help. To make an appointment (either in person or online), you may go in person to the lab and sign in the appointment book, or you may call 355-6391 and ask for an appointment. If you meet face-to-face with a tutor, do not check the online box.
- Library Services: There is more to our library than just books. You have access to tutors in the learning 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. If a student points out this line to the instructor, the instructor will bring cookies for the class. This is a one time offer. 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/>

Anticipated Class Schedule/Calendar

Schedule subject to change at Instructor’s discretion with notice.

Monday	Tuesday	Wednesday	Thursday	Friday
	Jan. 3 Class introduction, review syllabus, explain writing assignments, Writing Assignment #1: diagnostic, review sentence structure	Jan. 4 Discuss <i>Patterns</i> CH. 1, 2, & 6, WA #2 Read “The Money” page 114-116, discuss Essay #1, prewriting, outline, HW: Read <i>Frankenstein</i> Letter I-IV	Jan. 5 Discuss <i>Patterns</i> CH. 3, Review thesis, essay drafting, WA #3 “My Mother Never Worked” page 123-126, HW: Read <i>Frankenstein</i> Ch. 1 & 2	Jan. 6 In Class Essay , continue essay drafting, discuss research essay, writing proposal, WA #4 “Shooting an Elephant” pgs. 133-139, HW: Read <i>Frankenstein</i> Ch. 3, 4, & 5, <i>MLA Handbook</i> pgs. 3-10
Jan. 9 Essay #1 RD due-Bring 5 copies, Proposal due, WA 2-4 due , discuss <i>Patterns</i> CH. 4, 5, & 13, peer review, WA #5 “Why Looks Are the Last Bastion of Discrimination” page 244-249, grammar review, self review, HW: Read <i>Frankenstein</i> Ch. 6 & 7	Jan. 10 Continue reviews, Discuss Essay #2, discuss primary/secondary sources, develop interview questions, WA #6 Reflect on <i>Frankenstein</i> Vol. 1, HW: Read <i>Frankenstein</i> (vol. 2) Ch. 1 & 2	Jan. 11 Interview questions due , prewriting and outline Essay #2 and research essay, discuss interview notes, WA #7 “Grant and Lee: A Study of Contrasts” page 393-397, HW: Read <i>Frankenstein</i> Ch. 3 & 4	Jan. 12 Develop thesis, begin essay drafting, discuss <i>Patterns</i> Ch. 17 using sources and plagiarism, WA #8 “Sex, Lies, and Conversation” Page 421-427, HW: Read <i>Frankenstein</i> Ch. 5 & 6	Jan. 13 Essay #1 FD due , continue essay drafting, WA #9 “Ozymandias”, HW: Read <i>Frankenstein</i> Ch. 7, 8, & 9, <i>Patterns</i> Ch. 15, <i>MLA Handbook</i> pgs. 10-18
Jan. 16 no class Martin Luther King Day	Jan. 17 WA #5-9 due, 2-3 pages Research essay	Jan. 18 Continue reviews, discuss <i>Patterns</i> Ch. 15	Jan. 19 Develop Essay #3 thesis, essay drafting, WA	Jan. 20 In Class Essay, Essay #2 FD due , continue essay

	<p>due, Essay #2 RD due- Bring 5 copies, Peer review, self review, grammar review, discuss evaluating sources, WA #10 Reflect on <i>Frankenstein</i> Vol. 2, HW: Read <i>Frankenstein</i> (vol. 3) Ch. 1 & 2, <i>MLA Handbook</i> pgs. 32-36</p>	<p>combining patterns, begin Essay #3, prewriting, outline, Research index cards, WA #11 “A Modest Proposal” pgs. 669-708, HW: Read <i>Frankenstein</i> Ch. 3 & 4</p>	<p>#12 “Inked Well” pgs. 692-698 HW: Read <i>Frankenstein</i> Ch. 5 & 6</p>	<p>drafting, WA #13 “College Pressures” pgs. 448-456, HW: Read <i>Frankenstein</i> Ch. 7, <i>MLA Handbook</i> pgs. 18-53</p>
<p>Jan. 23 WA # 10-13 due, 2-3 pages Research essay due, Index cards due, Essay #3 RD due- Bring 5 copies, peer review, self review, grammar review, discuss works cited, WA #14 <i>Frankenstein</i> Literary Analysis</p>	<p>Jan. 24 Discuss in text citations and block quotes, discuss Annotated Bibliography, WA #15 “The Wife Beater” pgs. 514-517, HW: <i>MLA Handbook</i> pgs. 54-58</p>	<p>Jan. 25 Discuss integrating sources, work on essay drafting, discuss methods of argument, fallacies, WA # 16 “Letter from Birmingham Jail” pgs. 563-577 HW: <i>MLA Handbook</i> pgs. 80-85</p>	<p>Jan. 26 Continue drafting, discuss ellipses, WA #17 “Declaration of Sentiments and Resolutions, Seneca Falls Convention, 1848” pgs. 556-560, HW: <i>MLA Handbook</i> pgs. 86-89, 125-128</p>	<p>Jan. 27 Essay #3 due, continue drafting, WA #18 “Getting Coffee Is Hard to Do” pgs. 288-290</p>
<p>Jan. 30 Essay #4 RD due-bring 6 copies, WA # 14-18 due, Annotated Bibliography due, peer review, instructor review, grammar review, WA #19 “Get it Right: Privatize Executions” pgs. 296-298</p>	<p>Jan. 31 Continue reviews, WA #20 Reflection</p>	<p>Feb. 1 WA #19 & 20 due, continue reviews</p>	<p>Feb. 2 Essay #4 FD due, review types of argument and fallacies</p>	<p>Feb. 3 Final in class essay</p>