

Imperial Valley College Course Syllabus

Basic Course Information

Semester:	Spring 2017	Instructor Name:	Judy Cormier
Course Title & #:	English 110	Email:	judy.cormier@imperial.edu
CRNs #:	20261	Website:	Cormier, Judy
Classrooms:	2751	Office #:	2797
Class Dates:	Feb. 13-June 6, 2017	Office Hours:	MW 1:00-1:30 TuTh 1:00-2:00, 4:15-4:45
Class Days:	TuTh	Office Phone #:	(760) 355-5709
Class Times:	2:00-4:05	Emergency Contact:	Use email
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)

Before starting this class, it is expected that students will have a good mastery of sentence skills and punctuation. These subjects are dealt with extensively in English 08, 09, 10, 51 and 59. We will do a brief review of these subjects, but if you have serious problems with fragments, run-on sentences, comma splices, ESL errors, etc., you need to acquire these basic skills *before* starting English 110. However, if you need help with any specific sentence problems, I will be happy to work with you individually.

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 6,000 words. 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 and Materials

Texts need to be purchased right away.

These materials are required, so bring them to every class meeting. We will be using them extensively.

- *Mercury Reader*. Pearson Custom Publishing. 2nd edition. 2014.
Print: ISBN: 10-1-269-78848-5 or 13-978-1-269-78848-9
- Hacker, Diana and Nancy Sommers. *A Pocket Style Manual (with 2016 MLA update)*. 7th ed., Bedford/St. Martin's, 2016. ISBN: 978-1-319-08352-6
- Shakespeare, William. *Macbeth*. Dover Thrift Edition. Dover Publications: New York. 1993.
Print. ISBN: 0-486-27802-6
- There will be copying expenses.

Course Requirements and Instructional Methods

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. (Translated: A four unit class like this one could require eight hours of homework per week for a semester-length class. Summer and winter classes may assign 3X that much due to the condensed schedules.)

We will be doing various types of essays, a research paper, prewriting research activities, reading analysis for various non-fiction works, and a literary analysis paper and project based on fiction. See next section for portfolio activities.

Course Grading Based on Course Objectives

Homework and Late Work:

- I may refuse to accept late work. Homework due dates are listed in the class outline.
- If I do accept your late work, it will lose points (up to ½ grade.) Make-up work needs to be done in a timely manner. Make-up work is still considered late.
- I do not accept incomplete assignments.
- I usually do not accept late work during finals' week; however, I may make exceptions.
- Work that is unreasonably late may lose extra points (up to a full grade).
- I may make changes in the outline or portfolio as needed.
- Please do *not* email late work to me. Hand it to me at the next class.
- **Keep all graded papers.** These are like receipts for you in case you suspect an error in your final grade. If you do not have the papers, there is nothing I can do, and the grade will have to stand as is.

Essay Criteria and Scoring Rubric:

Criteria for a high-quality ("A") paper

ORGANIZATION:

This paper has a clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together. Each point in the paper is clear and distinct. It has a distinct introduction that effectively leads up to the thesis. The thesis statement is clear and narrow enough to focus the paper. The rest of the paper supports the thesis. The conclusion ends the paper in an effective manner. Research is evenly inserted throughout the paper and not "top-loaded" all on one end.

DEVELOPMENT:

Paragraphs are fully developed and specific examples used as needed to prove the points. The introduction leads up to the thesis and is developed as a paragraph, not just a couple of sentences. The paper is the assigned length.

CRITICAL THINKING:

This paper avoids logical fallacies. It shows the student's ability to take information and discuss the relevancy, accuracy or importance of that information. Opposing points of view are discussed, if necessary. Good quality and helpful examples are used. This paper distinguishes

between effective and ineffective research quotations and paraphrasing. The conclusion shows good critical thinking skills concerning the subject and avoids summary. Paper avoids clichés like the plague.

RESEARCH:

This paper follows MLA format precisely. The works cited page is done correctly. Internal citations match the works cited page. The student demonstrates the ability to evaluate sources by using only good quality and responsible sources in the paper. The paper goes beyond obvious information and shows sound, thorough research. The student can defend his or her sources' credentials. Both quotations and paraphrasing are used in the paper, and both are cited correctly. The paper uses a variety of signal phrases and is clear about what information came from a source and what came from the student. The student shows engagement in the research process by submitting a formal outline and working bibliography. There is no plagiarism in this paper. Student tries to find primary as well as secondary sources.

MECHANICS AND LANGUAGE:

Student demonstrates an excellent command of grammar, spelling and punctuation. There are few or no GPS errors in this paper. Student demonstrates a thorough command of the English language and no ESL errors will be found in this paper. Paper is written in formal language and uses appropriate tone. Student demonstrates a command of sentences by using sentence variety and sentence combining skills. Fluency is demonstrated by the appropriate use of transitional words and phrases. Paper is well-edited for typos and other typing errors.

Paper is clearly written for an academic audience. It is written in formal language and idiomatic expressions are kept to a minimum.

Scoring Rubric:

5.8-6.0 (“A+”) Excellent

This paper exceeds all of the above criteria and demonstrates advanced skills. You rock!

5.0-5.7 (“A”) Very good

This paper meets all of the above criteria and demonstrates solid writing skills. Very good.

4.0-4.9 (“B”) Commendable

This paper successfully meets the above criteria but may have a few mechanical errors or minor problems. It might be a little weak in critical thinking. Use of college-level vocabulary may need improving. This paper is pretty good.

3.2-3.9 (“C”) Acceptable

This paper shows a general competency in the above criteria but still has some noticeable problems. Basic GPS skills are OK but still show occasional errors. The paper might be a little short or the paragraphs may be slightly underdeveloped. The thesis statement or conclusion might be a little weak. Examples or evidence may be minimal or superficial. The paper is unimpressive but functional.

2.9-3.1 (“D+/C-”) Borderline

This paper is on the edge and not really acceptable. It is written at an English 99 level. Critical thinking may be minimal and shaky. Evidence and examples are probably of poor quality. Research may not be done in depth or embedded properly. It probably has frequent GPS errors. Lack of effort, lack of preparation, or lack of editing may be showing. Review your textbook and class notes. Apply what you learned to your writing. Time for some serious studying!

2.0-2.8 (“D”) Not acceptable : Below minimum standards

This paper does not show competency in most of the above criteria. There are far too many errors or problems. The paper may be too short. Command of mechanics may be very shaky. Editing may be minimal or non-existent. Student may not understand the subject, the assignment, or the reading. The paper might not follow proper MLA protocol.

1.0-1.9 (“F”) Very poor

This paper has significant or pervasive problems. The writing skills demonstrated may not be sufficient for success in this class. The student might not have understood the assignment or the material. Instructions for the paper might not have been properly followed. Research may be minimal or lazy. The paper may be using unacceptable or poor-quality sources. Paper may be incomplete.

0 (“F”) Missing or not accepted for scoring

This paper was never submitted or it was not accepted for scoring. It might be incomplete or submitted too late. The paper might be showing signs of plagiarism.

Assignment Portfolio

I may make changes in this portfolio. Be careful not to miss any assignments. Late work loses points, and no late work will be accepted during finals week, except under special circumstances

If the research paper is not cited properly, it will receive a 0.

Grading: Assignments are scored on a 6 point scale and averaged to find the final score.

6.0-5.0=A 4.9-4.0=B 3.9-3.0=C 2.9-2.0=D 1.9-1.0=F 0=Missing, incomplete or unacceptable

Assignments

Scores 33%

___ Critical thinking guide questions for reading(s)

___ Paper #1 (definition)

___ Paper #2 (argument)

___ Paper #3 (compare/contrast critical essay)

_____ average scores (add points and divide by 4)

33%

___ Paper #4 (literary analysis/ cause and effect paper)

___ Charts and other project materials

33%

___ Paper #5 (Research paper plus works cited page. 9-10 pages total)

___ Research prewriting materials and activities

Paper needs to be completed or nearly completed to get credit for editing/conferencing days.)

- Formal outline for paper (typed and including thesis)
- Working bibliography (typed in full MLA format. 20+ entries)
- Library orientation
- 1st editing/conferencing day credit
- 2nd editing/conferencing day credit

_____ average (add average points and divide by 3)

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 you choose to stop attending class, it is your responsibility to drop yourself officially. If you stop attending class and do not drop, you may receive an "F" in the class.
- Come on time and stay until the class is dismissed. Don't forget to sign the roll sheet. If you forget, you will be marked absent. Don't let anyone else sign you in.
- If you are absent, find out what you missed right away and complete it in a timely manner.

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. No soda cups with straws and no coffee cups. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- 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.
- Try to be on time to class. Straggling in late (especially on a regular basis) is rude and distracting.
- Please use the bathroom and cell phone before or after class. Unless you have a biological emergency, it is rude and disruptive to just get up and walk out.
- In an *English* class all group discussions are conducted in English.
- Avoid vulgar or “street” language during discussions. Don’t assume *everyone* in your group uses that kind of language or approves of it. In other words, let’s show some *class* in this class! 😊

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 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 plagiarizing 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 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) using a commercial term paper service.

Additional Student Services and Support

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.

- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **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.

Resources:

- The skeleton lecture notes can be found on Canvas. Skeleton notes do not always have a lot of explanation with them. They can be helpful for review, but they are not meant to take the place of being in class and hearing the lecture.
- If you feel that you need more sentence practice than we have time for, check out these O.W.L.s (Online Writing Labs) for more grammar practice as well as for other writing topics:
<http://owl.english.purdue.edu/>. (Click on non-Purdue instructors and students.) or ww.roanestate.edu/owl
- To access my website go to the IVC home page. Click on **Home** at the top. Click on **faculty websites**. Find my name and click on that.

Disabled Student Program and Services (DSP&S)

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. Please contact them 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.

- **[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 to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

Information Literacy

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.

Anticipated Course Schedule / Calendar

TuTh Spring 2017

English 110 Class Outline

I may add, change, or eliminate topics and assignments in order to better serve the needs of the class.

February

Tu 14

DUE: **Survey**

TOPICS:

- Survey
- Introduction to class
- Competency vs facility
- How we learn (U.R.A.) Long-term & short-term memory
- Instructions for writing sample
- Individual conferences on survey

HW:

- [] Buy textbooks
- [] Bring the *Mercury Reader* next class
- [] Print out the English 110 handout package and syllabus outline from Canvas
- [] Read “The Success Equation” on Canvas under **modules**
- [] Do writing sample

“What is your strategy for success in this class? Do any of the problems mentioned in the ‘Success Equation’ apply to you? If so, what are you planning to do to keep from falling into one of those traps?”

 Th 16
DUE: **Writing sample**

TOPICS:

- **How to do the reading assignments and guide questions**
- Working with Word and MLA formatting for essays
- Grammar review (grammar errors)

HW: Work on guide questions

Read *Working with Language* on Canvas:

- ❖ Establishing style, tone and voice
- ❖ Introduction to *ethos*, *pathos* and *logos*
- ❖ Denotation and connotation
- ❖ Textuality

NOTE: We will be using information from the *Working with Language* lecture for more than one assignment this semester. Please spend some time with it.

Tu 21

DUE: -----

TOPICS: Punctuation review

HW: Work on guide questions

(Check out this O.W.L. for more grammar practice: <http://owl.english.purdue.edu/>.

Click on non-Purdue instructors and students.

You can also check out www.roanestate.edu/owl)

 *Guide questions are due next class.*

Th 23

DUE: **Guide questions**

TOPICS:

- Pre-evaluation of “Winning”
- Hallmarks of informality

HW: -----

Tu 28

DUE: -----

TOPICS:

- **Instructions for paper #1 (definition)**
- Understanding definition vs description
- A brief introduction to *ethos*, *logos* and *pathos*
- Writing examples and powerful statements
- Writing effective essay introductions

HW: Work on paper #1  Bring handout package to classes

March

Th 2

DUE: -----

TOPICS: Finish essay introductions


Writing effective essay conclusions and avoiding summary

HW: Work on paper #1

Tu 7

DUE: -----

TOPICS: Writing and evaluating effective thesis statements

HW:  *Paper #1 is due next class*

Th 9

DUE: **Paper #1**

TOPICS: Developing and structuring point-centered essays:

- Eliminating redundancy
- Paragraph quality and development
- Using transitions for fluency and coherency
- Organization and evaluation of point-centered essays
- The writing process and writing academic titles

HW: -----

Tu 14

DUE: -----

TOPICS:

- **Instructions for paper #2 (argument- critical analysis of reading)**
- Responding to readings. Support vs proof
- Post-evaluation of "Winning"


HW: Work on paper #2

Th 16

DUE: -----

TOPICS:

- Working with outlines. Testing your thesis with informal outlines
- Review of essay scoring criteria
- Introduction to logical fallacies

HW:  Editing day for paper #2 is next class. Bring a typed copy of paper and a highlighter marker

REMINDER: Class editing and conferencing are part of your grade for this paper. If you are absent, have only half of a paper or no paper at all, you will lose points, perhaps up to a full grade. Be sure this paper is finished, printed out and ready for editing!

Tu 21

DUE: **Working draft of paper #2 (typed)**

TOPICS: Why edit?

Walk-through editing and conferencing of paper #2

Writing college-level research papers:

- **Library pretest**
- What is a research paper?
- Finding sources
- IVC databases and accessing ebooks. PDF vs html document formats
- Reference pages in textbook
- How to use Easybib and Citationmachine

HW:

- Finish paper #2
- Read MLA research information and plagiarism in handbook

 Bring handbook to next class

Th 23

DUE: **Paper #2**

TOPICS: **Instructions for paper #3** (compare/contrast reading analysis)

Research papers continued:

- Inserting pictures, graphs, charts and appendices in research papers
- Working with summaries and paraphrases
- Forming signal phrases
- Embedding quotations in research papers
- Working with parenthetical citations

HW: Work on paper #3

Tu 28

DUE: -----

TOPICS: Research papers continued:

- Sample mini-research paper (NCLB)
- Working bibliographies vs works cited pages
- How to format works cited pages
- Matching internal citations to works cited page
 - *Fill-in-the blanks exercise:*
- Avoiding plagiarism and understanding “fair use.” Primary vs secondary sources
- Evaluating quality of sources
- Balancing your paper

HW: Work on paper #3  Select research topic from list on Canvas

Th 30

DUE: -----

TOPICS: Research papers continued. **Sign up subjects for research paper.** Brief conferences on subjects

- Continue fill-in-the-blanks exercise
- Identifying scholarly articles: magazines vs journals

HW: Work on paper #3

Begin compiling working bibliography and formal outline

The following is a handy checklist for you. All of the following are part of your grade and need to be completed:

- **Formal outline for the research paper** (*Typed and including thesis*)
- **Working bibliography** (*Typed. 20+ entries. Don't forget summaries*)
- **Two formal editing days / individual conferences**
A hard copy of the paper must be completed or nearly completed to get credit for editing.
- **9-10 page paper including works cited**

April

Tu 4


DUE: -----

TOPICS:

- Finish fill-in-the-blanks exercise
- Conducting effective interviews
- Survey and recap

HW:

- Finish paper #3
- Continue compiling working bibliography and forming outline


 Bring *Macbeth* to next class
 Paper #3 is due next class

Th 6

DUE: **Paper #3. Research survey. Preliminary conferences about research topics**

TOPICS: Library?
Research vampires

HW: Work on research paper

Tu 11

DUE: -----

TOPICS:

- **Structuring literary charts.** *Numbering lines in the play*
- Background and introduction to *Macbeth*

The following subjects and skills will be studied and practiced as we progress through the play:

- Writing a literary analysis paper. MLA for fiction
- Comprehension of classical literature
- Recognizing and evaluating literary devices
- Summarizing
- Predicting
- Finding and tracing universal themes, metaphors and symbolism
- Character analysis
- Causal analysis
- Understanding rationalization
- Vocabulary development
- Applying historical context (historicism)
- Text annotation skills

HW: Work on research paper
Number lines in play

Th 13

DUE: -----

TOPICS:

- Finish background to *Macbeth*
- Working with the elements of fiction

HW: Work on research paper

➡ The working bibliography and outline are due for individual conferences next class

17-21 Spring break



Tu 25

DUE: **Working bibliography and outline (typed)**

TOPICS: First formal conference day ★

HW: Work on research paper

Th 27

DUE: -----

TOPICS: *Macbeth* Act I (Prediction. Documentation of rising action. What is a tragic hero?
Elisions, antithesis, blank verse structure, cross-referencing citations)

❖ Begin annotating text

HW: Work on research paper

May

Tu 2

DUE: -----

TOPICS: Continue with *Macbeth* Act I

HW: Work on research paper

Th 4

DUE: -----

TOPICS: *Macbeth* Act II

HW: Work on research paper

Tu 9

DUE: -----

TOPICS: Continue with *Macbeth* Act II

HW: Work on research paper

Th 11

DUE: -----

TOPICS: *Macbeth* Act III

HW: Work on research paper

Tu 16

DUE: -----

TOPICS: Continue with *Macbeth* Act III

HW: Work on research paper



**Bring full copy of research paper for editing / conferencing next class
Don't forget the works cited page**

Th 18

DUE: **Completed research paper for editing**

TOPICS: Second formal editing/ conference day ★

HW: Work on research paper

Tu 23

DUE: -----

TOPICS: *Macbeth* Act IV

HW: ➡ *Research paper is due next class*

Th 25

DUE: **Paper #5 (research paper)**

TOPICS: Continue with *Macbeth* Act IV

HW: -----

Tu 30

DUE: -----

TOPICS: *Macbeth* Act V

HW: -----

June

Th 1

DUE: -----

TOPICS: Continue with *Macbeth* Act V

- The true story of *Macbeth*
- “The Curse of the Scottish Play” and historical sources
- Writing a literary analysis paper

➡ *Bring charts, book and dictionary next class*

Tu 6

DUE: **Paper #4 and charts**

TOPICS: Paper #4 (literary analysis) drafting and editing (final exam) Last day



Have a great break!