

### Basic Course Information

Semester:	<b>Fall 2017</b>	Instructor Name:	<b>Esmeralda Lopez</b>
Course Title & #:	<b>Eng. 008 Basic English Composition I</b>	Email:	<b>Esmeralda.lopez@imperial.edu</b>
CRN #:	<b>10212</b>	Webpage (optional):	
Classroom:	<b>2726</b>	Office #:	
Class Dates:	<b>8/14/17 - 12/8/17</b>	Office Hours:	
Class Days:	<b>Mondays</b>	Office Phone #:	
Class Times:	<b>5:30 p.m. to 9:45 p.m.</b>	Emergency Contact:	<b>Sara Hernandez (760) 355-6224</b>
Units:	<b>4</b>		

### Course Description

Preparation for ENGL 009. Provides developmental instruction approaching the college level in paragraph and short essay writing. (Nontransferable, nondegree applicable)

### 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. Generate essays with a clear thesis statement or controlling idea. (ILO1, ILO2, ILO4)
2. Write essays showing support for a thesis statement or controlling idea. (ILO1, ILO2, ILO4)
3. Construct complete sentences with few errors in sentence structure such as fragments, comma splices, run-on sentences. (ILO1, ILO2, ILO3, ILO4)
4. Compose a multi-paragraph essay response to a reading. (ILO1, ILO2, ILO4, ILO5)

### Course Objectives

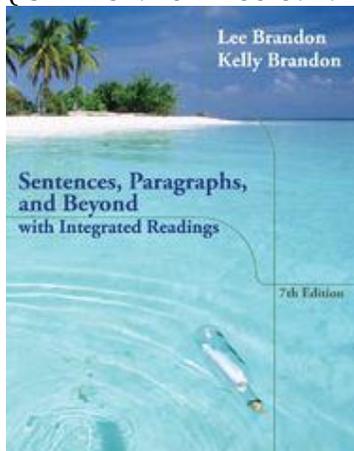
Upon satisfactory completion of the course, students will be able to:

1. Develop and use discovery techniques such as free-writing and clustering and apply these techniques to expository writing of paragraphs and essays.
2. Generate ideas based upon knowledge of concrete data and be able to express ideas effectively using a controlling idea or thesis statement.
3. Organize data necessary to support a thesis statement or controlling idea while studying and applying various rhetorical modes with emphasis on description, narration, and exemplification.
4. Demonstrate the use of critical thinking by identifying the main ideas and developing written responses to a variety of written texts.
5. Demonstrate clean and correct sentence patterns and work to eliminate sentence errors such as fragments, comma splices, and run-ons.

6. Produce writing in which meaning is unobscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, verb tense, word choice, and word order.
7. Demonstrate an understanding of the writing process with special attention given to editing and proofreading.
8. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

### Textbooks & Other Resources or Links

- *Sentences, Paragraphs, & Beyond with Integrated Readings*, 7th Edition by Brandon and Brandon (ISBN-13: 978-1-133-59192-4)



- College-level dictionary (or access to online dictionary)
- Spiral notebook, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters, stapler
- Access to a computer and the internet (writing assignments must be typed and some assignments require access to Canvas)

### Course Requirements and Instructional Methods

#### Class Activities:

This course consists of writing warm-up exercises, lectures, discussions, quizzes, paragraph and essay writing, and writing workshops. You will have the opportunity to work with your peers in various group activities. Keep in mind that since this class only meets once a week, each class will cover several topics. Attendance and active participation is your key to success in this class!

#### Writing Warm-ups:

At the beginning of most classes we will begin with writing warm-up exercises. You will be given a writing prompt, and you will write for about 10 minutes. If you miss class or arrive after the warm-up exercises, you will not be able to make up the assignment. Writing warm-ups are 10 points each, and they are 10% of your final grade.

#### Discussion Posts:

Online discussion assignments offer you the opportunity to practice your writing and collaboration skills outside of class. For our discussion post assignments we will be using the learning management system Canvas (website: [imperial.instructure.com](http://imperial.instructure.com)). The requirement is that you post a response to your instructor's post for each assignment (this is called your Initial Discussion Post) *and* respond to at least one of your colleagues' initial posts (this is called your Response Post). You can earn up to 5 points for your initial post and 5 points for your response post. Discussion posts are 9% of your final grade.

**Chapter Quizzes:**

You will take chapter quizzes after we have covered the chapters in class. These quizzes are open-book/notes quizzes which you will take online (through Canvas) after we have covered the chapters. The quizzes are 10 points each, and they amount to 10% of your final grade. These quizzes will be based on Chapters 4 through 13 of our textbook (class schedule lists the dates and chapters for each quiz). You must complete the quizzes by the deadlines.

**Paragraphs:**

You will write two paragraphs (class schedule lists the dates for both paragraphs). The first paragraph is worth 5% of your final grade. You will write the first draft in class, but you will have the opportunity to revise it after you have participated in a writing workshop. The second paragraph will be written in class as an assessment, and it is worth 6% of your final grade. Just like your discussion post assignments, these paragraphs are designed to assess your writing and critical thinking skills.

**Essays:**

You will write a total of three in-class essays in this class. The first essay is worth 100 points. You will write your first draft in class, but you will have the opportunity to participate in two writing workshops to help you revise it. The second in-class essay is worth 150 points. This essay is practice for the final essay, so you will not have the opportunity to revise this essay; however, you will have the opportunity to review detailed feedback to prepare you for the final essay. The last essay is the common English 008 final, and it will also be written in class. It is worth 200 points, 20% of your final grade. This essay is your final writing assessment for English 008.

**Final Grammar Test:**

Your final grammar test will be on chapters 4 through 13 of *Sentences, Paragraphs, and Beyond*. Throughout the semester the Chapter Quizzes you will take are in preparation for this final test. This test is worth 150 points, 15% of your final grade.

**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/Quantity	Points	Total Points	Percent of Grade
Writing Warm-ups (10)	10 points each	100	10%
Chapter Quizzes (10)	10 points each	100	10%
Discussion Posts (9)	10 points each	90	9%
Paragraph 1	50 points	50	5%
Paragraph 2 (in-class)	60 points	60	6%
Essay 1 (in-class)	100 points	100	10%
Essay 2 (in-class)	150 points	150	15%
Essay 3 (in-class final)	200 points	200	20%
Final Grammar Test	150 points	150	15%
<b>Total Points</b>		<b>1000</b>	<b>100%</b>

### Grading Scale:

Letter Grade	Points	Percent
A	895-1000	90-100%
B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

### 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.
- 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 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.

### Online Netiquette

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## 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

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.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **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.

## 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. 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 provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information.

### Veteran's Center

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

### Extended Opportunity Program and Services (EOPS)

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population. Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## 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 Class Schedule/Calendar

### Tentative Class Schedule

Week/Date	Topic, Activity, and Assignments	Homework
Week 1 8/14/17	Syllabus & Introduction Baseline Essay (Writing Warm-up 1)	<ul style="list-style-type: none"> <li>• Discussion Post 1 (initial post due 8/17, response post due 8/20)</li> </ul>
Week 2 8/21/17	Writing Warm-up 2 Ch. 4 Parts of Speech Ch. 5 Subjects & Verbs Prewriting Strategies Introduction to Paragraph Writing	<ul style="list-style-type: none"> <li>• Discussion Post 2 (initial post due 8/24, response post due 8/27)</li> <li>• Review Chapter 4</li> <li>• Review Chapter 5</li> </ul>

Week/Date	Topic, Activity, and Assignments	Homework
Week 3 8/28/17	Paragraph 1 Ch. 4 Parts of Speech Review Ch. 5 Subjects & Verbs Review Prewriting Strategies Review/Paragraph rubric self-scoring	<ul style="list-style-type: none"> <li>• Chapter 4 Canvas Quiz (due 9/3)</li> <li>• Chapter 5 Canvas Quiz (due 9/3)</li> </ul>
Week 4 9/4/17	<b>No class (Labor Day)</b>	<ul style="list-style-type: none"> <li>• Discussion Post 3 (initial post due 9/7, response post due 9/10)</li> <li>• Finish Paragraph 1 (due 9/11—bring two typed copies to class)</li> </ul>
Week 5 9/11/17	Writing Warm-up 3 Ch. 6 Kinds of Sentences Ch. 7 Combining Sentences Paragraph Writing Workshop	<ul style="list-style-type: none"> <li>• Finish final draft of Paragraph 1 (due in Canvas on 9/14 before midnight)</li> <li>• Discussion Post 4 (initial post due 9/14, response post due 9/17)</li> <li>• Review Chapter 6</li> <li>• Review Chapter 7</li> </ul>
Week 6 9/18/17	Writing Warm-up 4 Ch. 6 Kinds of Sentences Review Ch. 7 Combining Sentences Review Review Paragraph 1 Ch. 19 Paragraphs & Essays Ch. 20 Descriptive Narration	<ul style="list-style-type: none"> <li>• Chapter 6 Canvas Quiz (due 9/24)</li> <li>• Chapter 7 Canvas Quiz (due 9/24)</li> <li>• Read Gary Soto's "The Jacket" (Ch. 20, pages 328-330)</li> </ul>
Week 7 9/25/17	Review and Discussion of "The Jacket" Essay 1 (1 <sup>st</sup> Draft) Ch. 8 Correcting Fragments, Comma Splices, and Run-ons Ch. 9 Verbs Ch. 21 Exemplification Writing Workshop	<ul style="list-style-type: none"> <li>• Read Kate Chopin's "The Story of an Hour" (Ch. 20, Pages 331-332)</li> <li>• Discussion Post 5 on Kate Chopin's "The Story of an Hour" (initial post due 9/28, response post due 10/1)</li> <li>• Review Chapter 8</li> <li>• Review Chapter 9</li> <li>• Work on 2<sup>nd</sup> draft of Essay 1</li> </ul>
Week 8 10/2/17	Writing Warm-up 5 Ch. 8 Correcting Fragments, Comma Splices, and Run-ons Review Ch. 9 Verbs Review Ch. 22 Analysis by Division Essay Scoring Practice Writing Workshop	<ul style="list-style-type: none"> <li>• Chapter 8 Canvas Quiz (due 10/8)</li> <li>• Chapter 9 Canvas Quiz (due 10/8)</li> <li>• Finish final draft of Essay 1</li> </ul>
Week 9 10/9/17	Writing Warm-up 6 Ch. 10 Pronouns Ch. 11 Adjectives & Adverbs Ch. 12 Balancing Sentence Parts Ch. 23 Process Analysis Turn in final draft of Essay 1, prior drafts, and feedback forms	<ul style="list-style-type: none"> <li>• Chapter 10 Canvas Quiz (due 10/15)</li> <li>• Chapter 11 Canvas Quiz (due 10/15)</li> <li>• Chapter 12 Canvas Quiz (due 10/15)</li> </ul>
Week 10 10/16/17	Writing Warm-up 7 Ch. 13 Punctuation & Capitalization Ch. 26 Argument: Writing to Persuade Review Essay 1	<ul style="list-style-type: none"> <li>• Read Julie Barlow's "Should Teachers Let Failing Students Pass by Doing an 'Extra Credit' Assignment?" (Ch. 26, Page 490)</li> <li>• Discussion Post 6 on Barlow's essay (initial post due 10/19, response post due 10/22)</li> </ul>

Imperial Valley College Course Syllabus – English 008 Basic English Composition I

Week/Date	Topic, Activity, and Assignments	Homework
		<ul style="list-style-type: none"> <li>• Review Chapter 13</li> </ul>
Week 11 10/23/17	Writing Warm-up 8 Ch. 13 Punctuation & Capitalization Review Ch. 25 Comparison & Contrast	<ul style="list-style-type: none"> <li>• Chapter 13 Canvas Quiz (due 10/29)</li> <li>• Read Jose Antonio Burciaga's "A Tex-Cal Marriage" (Ch. 25, Pages 461-463)</li> </ul>
Week 12 10/30/17	Review and Discussion of "A Tex-Cal Marriage" Essay 2 Ch. 24 Cause & Effect Review Chapters 4-8	<ul style="list-style-type: none"> <li>• Discussion Post 7 (initial post due 11/2, response post due 11/5)</li> <li>• Study for Final Grammar Test on Chapters 4-8</li> <li>• Read Luis Torres's "Why I'm Boycotting the Super Bowl" (Ch. 24, Pages 435-436)</li> </ul>
Week 13 11/6/17	Writing Warm-up 9 Review and Discussion of "Why I'm Boycotting the Super Bowl" Final Grammar Test Part 1 (Chapters 4-8) Review Chapters 9-13	<ul style="list-style-type: none"> <li>• Discussion Post 8 (initial post due 11/9, response post due 11/12)</li> <li>• Study for Final Grammar Test on Chapters 9-13</li> </ul>
Week 14 11/13/17	Writing Warm-up 10 Final Grammar Test Part 2 (Chapters 9-13) Review Essay 2 Test Preparation	<ul style="list-style-type: none"> <li>• Discussion Post 9 (initial post due 11/16, response post due 11/19)</li> </ul>
*No class on 11/20/17	<b>Thanksgiving Break</b>	<ul style="list-style-type: none"> <li>• Prepare for final essay</li> </ul>
Week 15 11/27/17	Final Exam: Essay 3	<ul style="list-style-type: none"> <li>• Enjoy your Winter Break!</li> </ul>

\*\*\*Tentative, subject to change without prior notice\*\*\*