

### Basic Course Information

Semester:	<b>Winter 2018</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 009</b>	Email:	cynthia.spence@imperial.edu
CRN #:	<b>15015</b>	Webpage (optional):	
Classroom:	<b>2727</b>	Office #:	<b>2799</b>
Class Dates:	<b>January 2 - February 2</b>	Office Hours:	<b>By appointment</b>
Class Days:	<b>M, T, W, R, F</b>	Office Phone #:	<b>760-355-5702</b>
Class Times:	<b>10:45 am - 1:35 pm</b>	Emergency Contact:	Email or office phone
Units:	4		

### Course Description

Preparation for ENGL 110. The course seeks to facilitate the student's mastery of the short essay at the college level. The course follows in sequence from ENGL 008 (ENGL 098). (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. Compose a multi-paragraph essay that responds to an essay prompt with a clear controlling idea or thesis statement. (ILO1, ILO2, ILO4)
2. Compose a multi-paragraph essay with a clear organizational structure and adequate support. (ILO1, ILO2, ILO3, ILO4)
3. Compose a multi-paragraph essay that uses correctly formed sentences with virtually no sentence-level or grammar errors. (ILO1, ILO2, ILO4)
4. Develop a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)

### Course Objectives

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

1. Develop and apply discovery techniques for expository writing with five or more multi-paragraph essays, including a mini research paper.
2. Design an essay plan based on concrete data in pre-writing exercises that produces a controlling idea or thesis statement.
3. Organize content to support a thesis statement and subsequent supporting paragraphs while studying and applying various rhetorical modes with emphasis on comparison/contrast, definition, cause/effect, and argumentation.
4. Demonstrate the ability to recognize and identify various audiences, both general and academic, focusing on academic audiences.
5. Synthesize ideas and information from multiple sources in the development of a writing assignment that is supported by citations from the reading.
6. Practice a variety of sentence types and demonstrate principles of effective sentence construction and punctuation, including correct use of the comma, semicolon, quotation mark, apostrophe, and parentheses.
7. Demonstrate an understanding of connotative meaning and figurative language in his/her own writing after recognizing this technique in the writing of others.
8. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.

### Textbooks & Other Resources or Links

**Required Materials:** Brandon, Lee and Kelly Brandon (2013). *Paragraphs and Essays: With Integrated Readings* (12<sup>th</sup> Edition). Houghton Mifflin. **This book is on hold in the IVC library.**

### 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.

### Course Grading Based on Course Objectives

**Grading Scale 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

Canvas Writing Assignments	15 X 15	225
Class Notes	8 X 20	160
Annotations	3 X 20	60
Logical Fallacies Quiz		15
Works Cited Quiz		15
Introductions Quiz		15
Reading Quiz	3 X 15	45
Works Cited Project		25
Compare/Contrast Paper		100
Argument Paper		100
Research Paper		100
In-Class Final Prep	2 X 20	40
In-Class Final		100
<b>Total Points Possible</b>		<b>1000</b>

### Attendance

- A student who fails to attend the first meeting of a 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. This is an accelerated course; missing even one class can lead to a student falling behind in instruction and assignments. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week 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.

## Student Equity and EOPS

**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.

**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.

### 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 - Information Literacy

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.

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.

### 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.

### 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](#).

### Anticipated Class Schedule/Calendar

Date	Activity, Assignment, and/or Topic	Assignments
Tuesday January 2	Syllabus & Critical Thinking, Logical Fallacies pages 367-370 – <b>Class Notes One 20 Points</b>	*****
Wednesday January 3	Logical Fallacies Review, MLA, and Works Cited pages 98, 400-411	*****
Thursday January 4	Logical Fallacies Review, MLA/Works Cited Review, Quotations pages 416, 541, and 549, and Plagiarism pages 413-414  <b>Canvas Writing Project One 15 Points – MLA Template</b>	*****
Friday January 5	Annotation pages 89-90 and 105-106, Ben Carson and Malcolm X Introduction - <b>Class Notes Two 20 Points</b>	Logical Fallacies <b>Quiz One 15 points</b>
Monday January 8	Grammar: Word Choice pages 41-45 and 431-435 and 562-563 Commas pages 433, 542-546 and Parallelism pages 537-538  <b>Canvas Writing Project Two 15 Points - Works Cited</b>	<b>Works Cited Quiz Two 15 points</b>
Tuesday January 9	Compare/Contrast pages 297-322 Words to Avoid handout, Introductions, Titles, and Conclusions handout. Pages 72-75  <b>Canvas Writing Project Three 15 Points – Compare/Contrast Introduction</b>	“Learning to Read” Annotation Due with Annotation <b>Chart 20 points</b> and “Do it Better” Annotation Due with Annotation <b>Chart 20 points</b>
Wednesday January 10	Introductions Review  <b>Canvas Writing Project Four 15 Points - Compare/Contrast Introduction and first supporting paragraph</b>	Brainology” by Carol Dweck Annotation <b>20 points</b>  Works Cited Project Due <b>25 points</b>
Thursday January 11	Capitalization 39-41, 430-431, Dangling and Misplaced Modifiers pages 543-5636  <b>Canvas Writing Project Five 15 Points - Revised Compare/Contrast Introduction, Revised paragraph one, new paragraphs three and four</b>	Introductions <b>Quiz Three 15 Points</b>

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Date	Activity, Assignment, and/or Topic	Assignments
Friday January 12	Argument pages 364-393  <b>Canvas Writing Project Six 15 Points</b> - Revised Compare/Contrast paragraphs and conclusion	*****
Monday January 15	<b>Holiday – No Class</b>	*****
Tuesday January 16	California Prison System - <b>Class Notes Three 20 Points</b>	<b>Quiz Four</b> on Ian Lovett’s “California Prisons Agree to Scale Back Solitary Confinement” pages 248-250 <b>15 Points</b>  Compare/Contrast Final paper due uploaded to Canvas by 11:59 pm <b>100 points</b>
Wednesday January 17	Discuss Argument Topics, Spanking, Abortion, Indian Mascots, United States Budget  <b>Canvas Writing Project Seven 15 Points</b> – Find two EBSCOhost and have instructor approve your topic.	<b>Quiz Five</b> on Pro/Con: “How Kids Feel the Swats of Spanking” 374-375 and “Shouldn’t Men have Choice Too” 377-379 and Indian Mascots ‘You’re Out” 380-381 <b>15 points</b>
Thursday January 18	“When a Nanny State is Necessary” pages 395  <b>Class Notes Four and add</b> List of regulations that should or should not be in place with supporting points <b>20 Points</b>	Argument Topic Due <b>15 points</b>
Friday January 19	Research Introduction Fracking, High Fructose Corn Syrup, and Income Inequality - <b>Class Notes Five 20 Points</b>  <b>Canvas Writing Project Eight 15 Points</b> - Argument introduction and first supporting paragraph	*****
Monday January 22	<b>Canvas Writing Project Nine 15 Points</b> - Revised argument introduction and first paragraph and two additional supporting paragraphs	*****
Tuesday January 23	Art in Argument, Satire, Parody, Irony – <b>Class Notes Six 20 Points</b> - Extra Credit Assignment	*****
Wednesday January 24	<b>Canvas Writing Project Ten 15 Points</b> - find 2 EBSCOhost PDF Research Sources in Works Cited format – work on argument paper	Argument Final Paper Due – upload to Canvas by 11:59 pm <b>100 points</b>
Thursday January 25	Men and Women and communication - <b>Class Notes Seven 20 Points</b>  <b>Canvas Writing Project Eleven 15 Points</b> - Research Introduction	<b>Quiz Six</b> “Men Are From Mars, Women are from Venus” pages 187-190
Friday January 26	The Environment and Monsanto - <b>Class Notes Eight 20 Points</b>  <b>Canvas Writing Project Twelve 15 Points</b> - Research Introduction and first supporting paragraph	*****

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Date	Activity, Assignment, and/or Topic	Assignments
Monday January 29	Practice in Class Final <b>20 Points</b>  <b>Canvas Writing Project Thirteen 15 Points</b> - Research Introduction and two supporting paragraphs	*****
Tuesday January 30	Practice in Class Final <b>20 Points</b>  <b>Canvas Writing Project Fourteen 15 Points</b> – Add Research Conclusion	*****
Wednesday January 31	In-Class Final <b>100 Points</b>	*****
Thursday February 1	<b>Canvas Writing Project Fifteen 15 Points</b> – Research paper workshop	*****
Friday February 2	<b>Extra Credit Writing Workshop 20 points</b>	Research Paper Due upload to Canvas by 11:59 pm <b>100 Points</b>

**\*\*\*The Assignment Calendar is Subject to Change, Changes Will Be Announced in Class\*\*\***