

Basic Course Information

Semester:	Winter 2018	Instructor Name:	Scott Simpson
Course Title & #:	Basic Composition II	Email:	scott.simpson@imperial.edu
CRN #:	15018		
Classroom:	online	Office #:	2794
Class Dates:	online		
Class Days:	online	Office Phone #:	760 355-6164
Class Times:	online	Emergency Contact:	English Department secretary
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)

Course Prerequisite(s) and/or Corequisite(s)

ENGL 008 with a grade of "C" or better or appropriate placement.

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 write expository essays totaling at least 4,000 words, 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 write a paper for an academic audience.
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.
7. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities of improved writing technique.
8. Understand academic ethics, and avoid plagiarism.

Textbooks & Other Resources or Links

1) Writing Matters 2nd edition by Peter Beidler (**ISBN-10:** 1603811745; **ISBN-13:** 978-1603811743) available electronically for immediate purchase (Kindle edition: https://www.amazon.com/Writing-Matters-Peter-G-Beidler-ebook/dp/B00D8IPVU0/ref=mt_kindle?_encoding=UTF8&me=) for \$6.95 Get this immediately as we will be using it Week One.

2) The National Football League and Brain Injuries by Richard G. Hamermesh and Matthew Preble only available for purchase online at

<https://hbr.org/product/the-national-football-league-and-brain-injuries/815071-PDF-ENG>

The National Football League and Brain Injuries case study will be needed for our third essay.

Course Requirements and Instructional Methods

Over the course of this term, students will read, examine, analyze, and evaluate readings, video lectures and a 20-page case study. Students will participate in online discussion threads and VoiceThreads. Students will learn basic composition skills, focusing on writing essays, leading to a mini-research paper.

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.

Since this is an online class and we do not meet in the classroom each week, please be prepared to spend about 12 hours each week on English 9 online. You should plan on logging on to Canvas and working on this class every day. Try to complete at least one task every time you log on to this class.

Course Grading Based on Course Objectives

Major Writing Assignments

- | | |
|---|------------|
| 1. Brainology paragraph (Dweck) | 50 points |
| 2. Definition Mode Essay (Dweck/Zimbardo) | 100 points |
| 3. Compare/Contrast Essay (Carl Jung/American Dream) | 150 points |
| 4. Argument Essay (NFL & Brain Injuries) | 150 points |
| *5. Final exam (essay written in class) | 200 points |
| 6. Mini-Research paper (cause/effect mode/Mass Delusions) | 200 points |

Note: If the Mini-Research paper is not handed in, there will be no opportunity to pass the course. Period. This is not an optional assignment, regardless of the number of points you will have accumulated.

No Mini-Research paper = no pass !

- * The final exam is basically graded on a pass/fail basis, and there are three possible grades:
Fail: 0 points Pass: 150 points High Pass: 200 points

Other Assignments

Outlines	60 points (3 x 20 points each)
Sentence Writing Exercises	90 points (6 x 15 points each)
Quizzes	50 points
VoiceThread Presentations	64 points (2 x 32 points each)
Discussions	192 points (16 x 12 points each)

Grading Scale

1175- 1306 -- A
1045- 1174-- B
914- 1044 -- C
784- 913 -- D
0 - 783 -- F

- Deadlines and late work: Check upcoming deadlines regularly. All deadlines are posted there. A **short** grace period is given for essays and some other assignments.
- Note that plagiarism results in a zero for any assignment and could lead to discipline by the college which could not only dismissal from the class but also permanent expulsion from IVC.
- Also note that the instructor reserves the right to assign a grade of zero to any assignments if the quality of writing is not similar to the quality of writing shown in the final exam.

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 on a timely basis 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 the first week and thereafter 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

We will meet for the final exam in the classroom. Please keep the following in mind.

- 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, only students enrolled in the class may attend; children are not allowed.

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.

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.

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

COURSE MAP

ENGL 09 Basic Composition II • Scott Simpson

NOTE: Our weekly schedule typically starts on Mondays and ends on the following Sunday.

Week 1 (Module One): Welcome/Introduction/Dweck's *Brainology*/Writing Matters (major writing assignments are underlined)

<p>Week 1 Overview: You will be introduced to the online course environment and IVC policies and procedures. You will read a much-discussed article entitled "Brainology," write a paragraph on it and discuss it in an online discussion. You will read some short chapters in our <i>Writing Matters</i> textbook and discuss them in an online discussion.</p>		
<p>Objectives: By the end of this unit, you will be able to:</p> <ul style="list-style-type: none"> • Assess your readiness for online learning. • Interpret the course syllabus. • Navigate the Canvas learning environment. • Understand the College's add and drop policies, procedures and online learning requirements. • Make worthy contributions to an online discussion. • Write a structured college level paragraph assignment. 		
Tuesday	Wednesday	Thursday
<p>Complete: Online Learning Readiness survey</p> <ul style="list-style-type: none"> • Read: WELCOME to ENGL 09 & Course Overview • Read: ENGL 09 syllabus • Read: Week 1 schedule (this!) • Watch: Video "Navigating Canvas" 	<ul style="list-style-type: none"> • Read: <i>Brainology</i>/Dweck article • DB1a: Response to Dweck's <i>Brainology</i> article -- initial post due by 11 PM • Read: Connecting Sentences with Coordinating Conjunctions 	<ul style="list-style-type: none"> • Read: <i>Writing Matters</i> (textbook) Chapters 1 - 5 • DB2a: Share (A) one of your Writing Challenges & (B) a positive writing experience-- initial post due by 11 PM • Watch: Interview with Carol Dweck
Friday	Saturday	Sunday
<ul style="list-style-type: none"> • DB1b: Response to Dweck's <i>Brainology</i> article -- two response posts due by 11 PM • Write & Submit: Coordinating Conjunction exercise 1 	<ul style="list-style-type: none"> • DB2b: Two response posts due by 11 PM • Write & Submit: <u><i>Brainology</i> response paragraph by 11 PM</u> 	<ul style="list-style-type: none"> • Write & Submit: Coordinating Conjunction exercise 2 • Complete: <u>Zimbardo Time Perspective Inventory (survey) & keep scores from your profile</u>

DB = Discussion Board (DB1 = Discussion Board assignment one, etc.

"a" = initial post; "b" = two response posts)

Week 2 (Module Two): Preparation for and Submission of Definition Mode Essay (major writing assignments are underlined)

<p>Week 2 Overview: You will be introduced to writing a college level definition mode essay. You will be engaged in a variety of activities that will prepare you for writing an essay, including reading materials about the structure of college essays, reading an example definition mode essay, contributing comments to an online discussions, and writing an essay outline. You will practice writing more meaning-packed sentences using subordinating conjunctions.</p>		
<p>Objectives: By the end of this unit, you will be able to:</p> <ul style="list-style-type: none"> • Relate a concrete example in a discussion board activity that applies Zimbardo's concepts to your own behavior and/or thinking • Create a useful outline of a college essay • Combine two sentences into one using subordinating conjunctions • Write a research-based and personally oriented college level definition mode essay. 		
Monday	Tuesday	Wednesday
<ul style="list-style-type: none"> • Read: Week 2 schedule (this!) • Watch: Zimbardo Lectures on Youtube • Read: <i>Writing Matters</i> Chapters 6 - 9, 13, 24 & 25 • Read: Elements of an Essay • Read: Example • <i>The Definition Mode Essay</i> • Watch: • <i>How to Select Parts of Your Time Profile for Your Essay</i> • Read: Essay 1 assignment details (definition mode essay/Zimbardo) • Read: Essay Grading Rubric 	<ul style="list-style-type: none"> • Read: Zimbardo Time Perspective Inventory Scores • Low/Moderately Low/Moderate/Moderately High/High Explanation • DB3a: Share Zimbardo Time Perspective Inventory (ZPTI) survey results & <i>Writing Matters</i> chapter 24 on <i>Concrete Details</i> (Beidler) initial post due by 11 PM • Read: <i>Connecting Sentences with Subordinating Conjunctions</i> 	<ul style="list-style-type: none"> • Take Quiz: <i>Elements of an Essay</i> by 11 PM (14 points) • Read: <i>How to Write an Effective Outline</i> • DB4a: Your Personal Writing Process (ch 5) & Use of "I" in an essay (ch 25/Beidler) – initial post due by 11 PM • Write & Submit: Subordinating Conjunction Exercise 1 due by 11 PM
Thursday	Friday	Saturday
<ul style="list-style-type: none"> • DB3b: Response to Your Personal Writing Process – two response posts due by 11 PM • Write & Submit: Subordinating Conjunction Exercise 2 due by 11 PM 	<ul style="list-style-type: none"> • Write & Submit: Outline for Essay (Zimbardo/Definition Mode) 20 points • DB4b: Two response posts due by 11 PM 	
	Sunday	
	<ul style="list-style-type: none"> • Write & Submit: <u>Essay: Define Key Aspects of Yourself in Terms of Zimbardo's Time Perspective Theory (definition mode essay) due by 11 PM (100 points)</u> 	

Tentative, subject to change without prior notice