

Basic Course Information

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|-------------------|---------------------------|---------------------|--|
| Semester: | Spring 2018 | Instructor Name: | Dr. Cynthia J. Spence |
| Course Title & #: | English 009 | Email: | cynthia.spence@imperial.edu |
| CRN #: | 20243 | Webpage (optional): | none |
| Classroom: | 3000 | Office #: | 2799 |
| Class Dates: | February 13-June 5 | Office Hours: | Tues 4:45-5:15 in the 2600 lab Wed 3:00-5:00 in my office Thurs 4:45-5:45 in the 2600 lab Sat 12:30-1:00 in my office |
| Class Days: | Tuesday | Office Phone #: | 760-355-5702 |
| Class Times: | 5:30 pm – 9:45 pm | 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, non-degree 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. Develop an essay that contains a thesis statement, provides adequate support, and employs an clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that avoids sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. 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)
4. Demonstrate an ability to comprehend and interpret college-level texts, including arguments, without relying on outside sources for assistance (ILO1, ILO2, ILO3, ILO4)

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* (13th Edition). Houghton Mifflin. **This text is on hold in the IVC library and is an optional purchase.**

Gladwell, Malcolm 2008. *Outliers* Little, Brown & Co

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

| | | |
|-----------------------------------|---------|-----|
| Group Projects | 5 X 25 | 125 |
| Malcolm Gladwell In-Class Reading | 10 X 10 | 100 |
| Logical Fallacies Quiz | | 20 |
| Works Cited Quiz | | 20 |
| Works Cited Project | | 20 |
| Introductions Quiz | | 20 |
| Compare/Contrast Draft | | 25 |
| Compare/Contrast Paper | | 100 |
| Argument Topic | | 20 |
| Argument Draft | | 25 |
| Argument Paper | | 100 |
| Research Topic | | 20 |
| Research Draft | | 25 |
| Research Paper | | 100 |
| Reading Quizzes | 2 X 20 | 40 |
| Annotations | 2 X 20 | 40 |
| In-Class Final | | 100 |
| Malcolm Gladwell Book Review | 2 X 50 | 100 |

Total 1000

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.

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

| Date | Activity, Assignment, and/or Topic | Assignments |
|------------------------|--|--|
| Tuesday February 13 | Syllabus & Introduction – Critical Thinking -Logical Fallacies pages 367-370 | ***** |
| Tuesday February 20 | Logical Fallacies Review, MLA and Works Cited pages 98, 400-411, MLA/Works Cited Review and Quotations pages 416, 541, and 549 Malcolm Gladwell Chapter One The Matthew Effect 10 Points | ***** |
| Tuesday February 27 | Plagiarism pages 413-414, Grammar Word Choice pages 41-45 and 431-435 and 562-563 Malcolm Gladwell Chapter Two The 10,000 Hour Rule 10 Points | Logical Fallacies Quiz 20 points |
| Tuesday March 6 | Annotation pages 89-90 and 105-106, Ben Carson “Do it Better” and Malcolm X “Learning to Read”, Words to Avoid handout, Introductions, Titles, and Conclusions handout. Pages 72-75 Malcolm Gladwell Chapter Three The Trouble With Geniuses 10 Points | Works Cited Quiz 20 points |
| Tuesday March 13 | Compare/Contrast pages 297-322, Commas pages 433, 542-546, Parallelism pages 537-538, and Transitions pages 58, 70, 118, 121 Malcolm Gladwell Chapter Four Louis Terman's Error 10 Points | “Do it Better” Annotation Due with Annotation Chart 20 points , “Learning to Read” Annotation Due with Annotation Chart 20 points Works Cited Project Due 20 points |
| Tuesday March 20 | Argument pages 364-393, Capitalization 39-41, 430-431, Dangling and Misplaced Modifiers pages 543-5636 Malcolm Gladwell Chapter Five: The Rise of the Jewish Lawyer 10 Points | Introductions Quiz 20 Points Compare/Contrast draft due upload to Canvas Due 25 Points |
| Tuesday March 27 | California Prison System, Discuss Argument Topics, Group One 25 points Malcolm Gladwell Chapter Six Harlan, Kentucky 10 Points | Quiz on Ian Lovett’s “California Prisons Agree to Scale Back Solitary Confinement” pages 248-250 20 Points |
| Tuesday April 3 | No Class – Spring Break | ***** |
| Tuesday April 10 | Spanking, Abortion, Indian Mascots, “When a Nanny State is Necessary” page 395, In-Class Workshop on Compare/Contrast | Quiz Pro/Con: “How Kids Feel the Swats of Spanking” 374-375 and |

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| Date | Activity, Assignment, and/or Topic | Assignments |
|---------------------|---|---|
| | paper. Group Two 25 points Malcolm Gladwell Book Review Part One 50 Points | “Shouldn’t Men have Choice Too” 377-379 and Indian Mascots ‘You’re Out’ 380-381 20 points |
| Tuesday April 17 | In-Class Compare/Contrast workshop | Compare/Contrast Final Paper Due Upload to CANVAS by 11:59 pm 100 Points - Argument Topic Due with Two Annotated EBSCOhost articles, and an Outline or Concept Map uploaded to Canvas 20 points |
| Tuesday April 24 | Art in Argument, Satire, Parody, Irony Group Three 25 points Malcolm Gladwell Chapter Seven Turnaround in the Skies 10 Points | Argument Draft Due Uploaded to Canvas 25 points |
| Tuesday May 1 | Research Introduction pages 400-424 Research topics Fracking, High Fructose Corn Syrup, and Income Inequality. In Class Workshop on Argument paper Group Four 25 points Malcolm Gladwell Chapter Eight Rice Paddies and Math Tests 10 Points | Quiz “Men Are From Mars, Women are from Venus” pages 187-190 20 Points |
| Tuesday May 8 | Malcolm Gladwell Chapter Nine Marquita’s Bargain 10 Points Malcolm Gladwell Conclusion A Jamaican Story 10 Points | Argument paper due Upload to CANVAS by 11:59 pm 100 Points |
| Tuesday May 15 | In-Class Workshop on Research paper | Research topic due with Two Annotated EBSCOhost articles, and an Outline or Concept Map 20 points |
| Tuesday May 22 | In-Class Workshop on Research paper | Research Draft due upload to Canvas 25 points , Malcolm Gladwell Book Review Part Two 50 Points |
| Tuesday May 29 | Practice in Class Final – Group Five 25 points | Research paper due 100 points Upload to CANVAS by 11:59 pm 100 Points |
| Tuesday June 5 | In Class Final 100 points | ***** |

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