

Basic Course Information

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|-------------------|--|---------------------|---|
| Semester: | Spring 2018 | Instructor Name: | Kevin Howell |
| Course Title & #: | English 10- English Composition Accelerated | Email: | Kevin.howell@Imperial.edu |
| CRN #: | 20247 | Webpage (optional): | |
| Classroom: | Room 2728 | Office #: | Arts and Science Room 2781 |
| Class Dates: | 2/12- 6/8/18 | Office Hours: | Monday and Wednesday from 8-9 a.m. via Zoom. Tuesday and Thursday from 7:00-7:30 in room 2728 and from 12:45- 1:15 in my office. |
| Class Days: | Tuesdays and Thursdays | Office Phone #: | 760-355-5712 |
| Class Times: | 7:30- 10:00 | Emergency Contact: | Department Secretary or email me. |
| Units: | 4 | | |

Course Description

Accelerated class that prepares students for transfer-level English composition and associate-degree classes. Emphasizes and develops skills in critical reading and academic writing. Strongly recommended: participation in the writing placement (Accuplacer) process. (Nontransferable, nondegree applicable)

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

There are no prerequisites for this course.

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 a prompt and is structured around a controlling idea or thesis. (ILO1, ILO2, ILO5)
2. Compose a multi-paragraph essay with few errors in sentence structure such as fragments, comma splices, and run-on sentences. (ILO1, ILO2)
3. Demonstrate an understanding of basic research strategies, including appropriate use and correct documentation of research materials. (ILO1, ILO2, ILO3, ILO4)
4. Demonstrate critical thinking skills by analyzing and responding to a selected reading. (ILO1, ILO2, ILO4, ILO5)

Course Objectives

Student will be able to:

1. Develop and apply the use of discovery techniques in writing and interpreting readings.
2. Demonstrate an understanding of the difference between connotative and denotative meaning in the study and analysis of others' writings.
3. Utilize pre-writing techniques to develop multi-paragraph essays that are clearly structured around a controlling idea or thesis.
4. Write essays totaling at least 4000 words of formal writing that demonstrate understanding of various rhetorical modes, such as description, narration, comparison/contrast, cause/effect, exemplification, definition, and argumentation.
5. Recognize and identify various audiences, both general and academic, in order to tailor a written assignment to address a specific audience.
6. Develop text interpretation supported by citations from the readings.
7. Practice a variety of sentence types and successfully demonstrate principles of effective sentence construction and punctuation.
8. Acquire a level of control over subject-verb agreement and consistent verb tense while avoiding fragments, comma splices, and fused sentences.
9. Practice and successfully demonstrate the skills in areas designated by the instructor to be appropriate supplemental activities to improve reading and writing.

Textbooks & Other Resources or Links

1. *Successful College Composition* is a pdf. that we will use. It is free.
2. Hall, Ron, and Denver Moore. *Same Kind of Different as Me*. Nashville: W. Publishing, 2006. Print. ISBN: 9780849919107
3. One Online Access Code- English Essential. This will come with learning center and free ebook. English Essentials Plus - Student Access Kit (printed)(New) 978-1-59194-466-9 \$20.00
4. Online Writing Lab (OWL) from Purdue University- [OWL Purdue MLA Website](#) This is a great resource to use for MLA format. I recommend it highly and use it a lot.

Course Requirements and Instructional Methods

Demonstration

Discussion

Group Activity

Individual Assistance

Lab Activity-APLIA, No More Red Ink.com

Audio Visual

Computer Assisted Instruction

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 Descriptors | Percentage |
|------------------------|------------|
|------------------------|------------|

| Course Grading Based on Course Objectives | |
|--|------|
| 1. Collaborative and In-class Essays (If absent, you will receive a 0 %.) | 10 |
| 2. Individual Essays with Revisions (2) | 15 |
| 3. Midterm Essay Exam(1) | 20 |
| 4. Final Writing Essay Exam (1) | 20 |
| 5. Midterm and Final (Textbook, Readings, MLA, Grammar, Usage, and Mechanics) | 10 |
| 6. Reading Quizzes- from the Langan and Patterns text, articles, and <i>Same Kind</i> (If absent, you will receive a 0 %.) | 10 |
| 7. Townsend Press Online Homework | 10 |
| 8. Peer Revising and Editing Workshops | 05 |
| Total | 100% |

Overview of Assignment Descriptors

- 1. Collaborative Writing (not just limited to essays):** Writing with your peers is very beneficial because you can learn from each other. Here are few reasons for participating in collaborative learning:

 - Collaborative groups draw upon the strengths of all their members. Although one student may be stronger in critical thinking skills, another may excel in organizing. By working in groups, you learn from each other while you complete assigned tasks.
 - More and more workplace activities involve project teams. Opportunities to work collaboratively on academic projects can help prepare you for the advantages and pitfalls of collaborative work on the job.
 - By working in collaborative groups, you can take advantage of group members for built-in peer review as you complete writing projects.
 - If you are absent on the day of collaborative writing, you will receive a 0% on the writing. Attending class is very important.

2. **Individual Essays with Revisions:** There are two individual essays for the semester. Each essay will go through revisions with me and peers.
3. **Peer Revising and Editing Workshops:** If you are absent on that day, you will receive a 0%. If your essay is not ready to be peer-reviewed, you will receive a 0%.
4. **Midterm Essay:** You must be here to write this essay. If you are absent, you will receive a 0%. This is worth 20% of your grade.
5. **Final Essay:** You must be here to write this essay. If you are absent, you will receive a 0%. This is worth 25% of your grade.
6. **Midterm and Final Exams (Readings, MLA, and Grammar, Usage, and Mechanics):** These exams will cover all of the material that we have covered until that point in the semester. If you are absent, you will receive a 0%.
7. **Reading Quizzes:** Most weeks, we will have a reading quiz. If you are absent, you will receive a 0%. These reading quizzes will come from the Langan textbook, the class novel, and outside articles.

Online Homework: The Townsend Press website will count as 5% of your grade. This website code is 20.00. With this 20.00 purchase, you will receive a copy of the ebook.

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, 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

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

| Date or Week | Activity, Assignment, and/or Topic Pages/ Due Dates/Tests |
|------------------------|--|
| Week 1- 2/12 | <ul style="list-style-type: none"> ● Introduction and Overview of the Course ● Sign Up for APLIA ● Critical Thinking, Reading, and Writing ● Sentence Structure (Subject, Verbs, Simple, Compound and Complex Sentences) ● Review of Paragraph Writing (Topic sentence and Supporting Details) |
| Week 2- February 19 | <ul style="list-style-type: none"> ● Critical Thinking, Reading, and Writing ● Sentence Structure (Subject, Verbs, Simple, Compound and Complex Sentences) ● Moving from Par. to Essay (thesis, topic, support, and conclusion) ● Start reading the class novel- <i>Same Kind</i> |
| Week 3 February 26 | <ul style="list-style-type: none"> ● Critical Thinking, Reading, and Writing <ul style="list-style-type: none"> ○ “Reading with a Pen” Handout ● Sentence Structure and Grammar ● Collaborative Essay #1 ● The Writing Process (Cyclical) ● SOAPSTone Strategy: (Writing) Subject, Occasion, Audience, Purpose, Style, Tone |
| Week 4 March 5 | <ul style="list-style-type: none"> ● Continue Working on Collaborative Essay #1 ● Sentence Structure ● Readings from <i>Patterns</i> ● Continue to Read <i>Same Kind</i> |
| Week 5 March 12 | <ul style="list-style-type: none"> ● Sentence, Structure, and Grammar (Sentence Types Continued) ● UPOWER- Strategy for in-class essays ● Collaborative Essay #1 Due ● Start Individual Essay with Revisions #1 ● Readings from <i>Patterns</i> ● Continue to Read <i>Same Kind</i> |
| Week 6 March 19 | <ul style="list-style-type: none"> ● Run-ons, Comma Splices, Fragments, and Subject-Verb Agreement ● Description Paragraphs ● Continue with Individual Essay with Revisions #1 ● Readings from <i>Patterns</i> ● Continue to Read <i>Same Kind</i> |

| Date or Week | Activity, Assignment, and/or Topic Pages/ Due Dates/Tests |
|---------------------|--|
| Week 7 March 26 | <ul style="list-style-type: none"> • Run-ons, Comma Splices, Fragments, and Subject-Verb Agreement • Individual Essay with Revisions #1 DUE • Midterm Exam on Readings, Grammar, and MLA- Wednesday in the lab. |
| Week 8 April 9 | <ul style="list-style-type: none"> • Midterm Essay Exam will take up both classes. |
| Week 9 April 16 | <ul style="list-style-type: none"> • Moving from Paragraphs to Essays • Thesis Statements • Collaborative Essay #2 • Readings from Patterns • Continue to Read <i>Same Kind</i> • Make Pronouns Reference Clear |
| Week 10 April 23 | <ul style="list-style-type: none"> • Collaborative Essay #2 • Continue to Read <i>Same Kind</i> |
| Week 11 April 30 | <ul style="list-style-type: none"> • Collaborative Essay #2 Due • Readings from Patterns • Continue to Read <i>Same Kind</i> • Word Choice |
| Week 12 May 7 | <ul style="list-style-type: none"> • Individual Essay with Revisions #2 • Essay Readings from Patterns • Continue to Read <i>Same Kind</i> |
| Week 13 May 14 | <ul style="list-style-type: none"> • **No class on Wednesday for Veterans' Day** • Individual Essay with Revisions #2 • Readings from Patterns • Continue to Read <i>Same Kind</i> |
| Week 14 May 21 | <ul style="list-style-type: none"> • Individual Essay with Revisions #2 is Due • Final Review for Final • Continue to Read <i>Same Kind</i> |
| Week 15 May 28 | <ul style="list-style-type: none"> • Final Essay Exam- will take the entire week. |
| Week 16 June 4 | <ul style="list-style-type: none"> • Final Exam for Readings, MLA, and Grammar, Usage, and Mechanics |