

Basic Course Information

Semester:	Spring 2018	Instructor Name:	Dr. Cynthia J. Spence
Course Title & #:	English 010	Email:	cynthia.spence@imperial.edu
CRN #:	20249	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, Thursday	Office Phone #:	760-355-5702
Class Times:	2:00-4:30	Emergency Contact:	Email or office phone
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)

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 minimizes 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, ILO4, ILO5)

Course Objectives

Upon satisfactory completion of the course, students 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

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	10 X 10	100
Malcolm Gladwell In-Class Reading	10 X 10	100
Logical Fallacies Quiz		15
Works Cited Quiz		15
Works Cited Project		25
Introductions Quiz		15
Compare/Contrast Drafts	3 X 15	45
Compare/Contrast Paper		100
Argument Drafts	3 X 15	45
Argument Paper		100
Research Drafts	4 X 15	60
Research Paper		100
Reading Quizzes	3 X 15	45
Annotations	3 X 15	45
In-Class Final		100
Malcolm Gladwell Review One		40
Malcolm Gladwell Review Two		50
Total Points Possible		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	*****
Thursday February 15	Logical Fallacies pages 367-370	*****
Tuesday February 20	Logical Fallacies Review, MLA and Works Cited pages 98, 400-411	*****
Thursday February 22	MLA/Works Cited Review and Quotations pages 416, 541, and 549	Logical Fallacies Quiz 15 points
Tuesday February 27	Plagiarism pages 413-414	*****
Thursday March 1	Grammar Word Choice pages 41-45 and 431-435 and 562-563 Grammar Worksheet -Words to Avoid handout, Introductions, Titles, and Conclusions handout. Pages 72-75 Malcolm X “Learning to Read”	Works Cited Quiz 15 points
Tuesday March 6	Annotation pages 89-90 and 105-106, Ben Carson “Do it Better” Malcolm Gladwell Chapter One The Matthew Effect Reflection 10 Points	*****
Thursday March 8	No Class – Instructor Obligation	*****
Tuesday March 13	Malcolm Gladwell Chapter Two The 10,000 Hour Rule 10 Points In-class Workshop on Works Cited Group One 10 points	“Do it Better” Annotation Due with Annotation Chart 15 points
Thursday March 15	Compare/Contrast pages 297-322 and Kinds of Sentences Worksheet Group Two 10 points	“Learning to Read” Annotation Due with Annotation Chart 15 points Works Cited Project Due uploaded to Canvas by 11:59 pm 25 points
Tuesday March 20	Commas pages 433, 542-546 and Parallelism pages 537-538, Malcolm Gladwell Chapter Three The Trouble With Geniuses 10 Points	Introductions Quiz 15 Points
Thursday March 22	Capitalization 39-41, 430-431, Dangling and Misplaced Modifiers pages 543-5636 Group Three 10 points	Compare/Contrast Introduction and first supporting paragraph uploaded to Canvas Due 15 Points

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Date	Activity, Assignment, and/or Topic	Assignments
Tuesday March 27	Argument pages 364-393 Pronoun agreement Malcolm Gladwell Chapter Four Louis Terman's Error 10 Points	Compare/Contrast Introduction and two supporting paragraphs uploaded to Canvas 15 Points
Thursday March 29	California Prison System, Fragments, Comma Splices, and Run-ons worksheet Group Four 10 points	Quiz on Ian Lovett's "California Prisons Agree to Scale Back Solitary Confinement" pages 248-250 15 Points
Tuesday April 3- Thursday April 5	No Class- Spring Break	*****
Tuesday April 10	Discuss Argument Topics, Spanking, Abortion, Indian Mascots, United States Budget, Malcolm Gladwell Chapter Five: The Rise of the Jewish Lawyer 10 Points	Quiz 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 15 points Compare/Contrast Conclusion Due uploaded to Canvas 15 points
Thursday April 12	Transitions pages 58, 70, 118, 121 "Dark Day in the Dust Bowl" pages 123-124 Transitions worksheet Group Five 10 points	Compare/Contrast Final Paper Due uploaded to Canvas by 11:59 pm 100 Points and Argument Topic Due uploaded to Canvas 15 points
Tuesday April 17	"Graffiti: Taking a Closer Look" pages 343-347 Subject Verb agreement worksheet Group Six 10 points	Argument Introduction Due uploaded to Canvas 15 points
Thursday April 19	Art in Argument, Satire, Parody, Irony – Extra Credit Assignment	*****
Tuesday April 24	Presentations Malcolm Gladwell Chapter Six Harlan, Kentucky 10 points	Malcolm Gladwell Book Review One Due 35 points
Thursday April 26	"When a Nanny State is Necessary" pages 395, Group Seven 10 points	Argument paper revised introduction and two supporting paragraphs uploaded to Canvas Due 15 Points
Tuesday May 1	Research Introduction pages 400-424 – Take notes Group Eight 10 points- Malcolm Gladwell Chapter Seven Turnaround in the Skies 10 Points	*****
Thursday May 3	Research topics Fracking, High Fructose Corn Syrup, and Income Inequality, Men and Women pages 305, Take notes Group Nine 10 points	Quiz "Men Are From Mars, Women are from Venus" pages 187-190 15 Points
Tuesday May 8	Malcolm Gladwell Chapter Eight Rice Paddies and Math Tests 10 Points	Argument Counter Argument and Conclusion uploaded to Canvas Due 15 Points
Thursday May 10	Punctuation & Capitalization	Argument Final Paper Due uploaded to Canvas by 11:59 pm 100 points and Research Topic Due uploaded to Canvas 15 points

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Date	Activity, Assignment, and/or Topic	Assignments
Tuesday May 15	Malcolm Gladwell Chapter Nine Marquita's Bargain 10 Points	"Brainology" by Carol Dweck Annotation 15 points Research Introduction uploaded to Canvas Due 15 points
Thursday May 17	In Class Final Practice Group Ten 10 points	Research Supporting Paragraphs uploaded to Canvas Due 15 points
Tuesday May 22	In Class Final Practice Malcolm Gladwell Conclusion A Jamaican Story 10 Points	Research Conclusion uploaded to Canvas Due 15 points
Thursday May 24	Presentations	Malcolm Gladwell Book Review Two Due 40 points
Tuesday May 29	In-Class Workshop	Research Paper Due 100 points upload to CANVAS by 11:59 pm
Thursday May 31	In Class Final 100 points	*****
Tuesday June 5	In-Class Workshop	*****

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