

Basic Course Information

Semester:	Fall 2018	Instructor Name:	Esmeralda Lopez
Course Title & #:	Eng. 008 Basic English Composition I	Email:	Esmeralda.lopez@imperial.edu
CRN #:	10220	Class Days:	Mondays
Classroom:	203	Class Times:	5:30 p.m. to 9:45 p.m.
Class Dates:	8/13/18 - 12/8/18	Units:	4
Emergency Contact:			Sara Hernandez (760) 355-6224

Course Description

Preparation for ENGL 009. Provides developmental instruction approaching the college level in paragraph and short essay writing. (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 clear thesis statement, provides adequate support, and employs a solid organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that minimizes sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
3. Demonstrate an ability to comprehend a variety of different texts, including simple arguments, without relying on outside sources for assistance. (SLO1, SLO2, SLO3)

Course Objectives

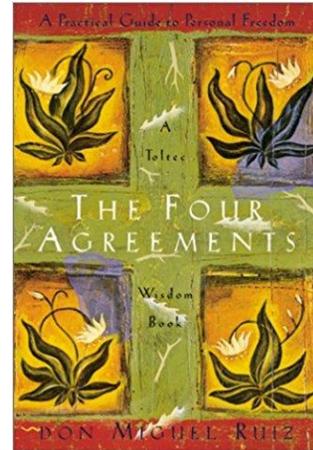
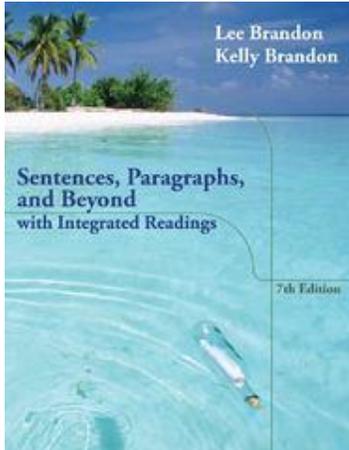
Upon satisfactory completion of the course, students will be able to:

1. Develop and use discovery techniques such as free-writing and clustering and apply these techniques to expository writing of paragraphs and essays.
2. Generate ideas based upon knowledge of concrete data and be able to express ideas effectively using a controlling idea or thesis statement.
3. Organize data necessary to support a thesis statement or controlling idea while studying and applying various rhetorical modes with emphasis on description, narration, and exemplification.
4. Demonstrate the use of critical thinking by identifying the main ideas and developing written responses to a variety of written texts.
5. Demonstrate clean and correct sentence patterns and work to eliminate sentence errors such as fragments, comma splices, and run-ons.
6. Produce writing in which meaning is unobscured by grammar or usage errors in punctuation, spelling, subject-verb agreement, verb tense, word choice, and word order.
7. Demonstrate an understanding of the writing process with special attention given to editing and proofreading.
8. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Required Books:

- *Sentences, Paragraphs, & Beyond with Integrated Readings*, 7th Edition by Brandon and Brandon (ISBN-13: 978-1-133-59192-4)
- *The Four Agreements* by Don Miguel Ruiz (ISBN-978-1-878424-93-8)



Note: You are required to bring both books to each class. You will need the *Sentences, Paragraphs, and Beyond* textbook because we will work on some of the chapter exercises during class. You will need *The Four Agreements* for some of the writing warm-ups and class discussions.

Other Materials:

- College-level dictionary (or access to online dictionary)
- Spiral notebook, 8 ½ x 11 in. sheets of lined paper, pencils, pens, highlighters, stapler
- Access to a computer and the internet (homework assignments require access to Canvas)

Course Requirements and Instructional Methods

Class Activities:

This course consists of writing warm-up exercises, lectures, reading assignments, discussions, quizzes and tests, paragraph and essay writing, and writing workshops. You will have the opportunity to work with your peers in various group activities. Keep in mind that each class will cover several topics, so attendance is very important. It is also important that you attend class prepared to participate in class discussions. Attendance, preparation, and active participation are your keys to success in this class!

Writing Warm-ups:

At the beginning of each class we will begin with a writing warm-up exercise. You will be given a writing prompt, and you will write for about 15 minutes. If you miss class or arrive after the warm-up exercise, you will not be able to make up the assignment. Writing warm-ups are 10 points each, and they are worth 12% of your final grade. Some warm-up exercises will be based on the reading assignments from *The Four Agreements*, and some will be from some of the integrated readings in *Sentences, Paragraphs, and Beyond*; therefore, it is important that you keep up with the reading assignments that are assigned as homework so that you are prepared for the warm-ups and class discussions. Do not forget to bring both books to class in case you need to refer to them for your warm-ups or class discussions.

Discussion Posts:

Online discussion assignments offer you the opportunity to practice your writing, critical thinking, and collaboration skills outside of class. For our discussion post assignments we will be using the learning management system Canvas (website: cas.imperial.edu). The requirement is that you post a response to your instructor's post for each assignment (this post is called your Initial Discussion Post). You must also respond to at least two of your colleagues' initial posts (these are called your Response Posts). You can earn up to 10 points for your initial post and 10 points for your two response posts. If you only respond to one post, you will only qualify for 5 points (the amount of points you will earn is based on the quality of your post). Review the discussion post rubric in Canvas to ensure your posts meets or exceeds the standards. A post which simply expresses agreement or disagreement is not enough. The post must show analysis of the writer's ideas and add new ideas to the discussion. Discussion posts are 14% of your final grade. The discussion post topics for Discussion Posts 2 through 7 will be based on *The Four Agreements*. The class schedule lists the chapter(s) you are required to read for each discussion post.

Chapter Quizzes:

You will take quizzes on chapters from *Sentences, Paragraphs and Beyond*. These quizzes are open-book/notes quizzes which you will take online (through Canvas) after we have covered the chapters. The quizzes are 10 points each, and they amount to 10% of your final grade. These quizzes will be based on chapters 4 through 13 of the textbook (class schedule lists due dates). You must complete the quizzes by the deadlines.

Paragraph Writing Assessment:

You will write two in-class paragraphs. The first one is a practice paragraph writing assessment which will not affect your grade. You will have the opportunity to edit and revise the practice paragraph after you have participated in a writing workshop. On Week 6 you will take the paragraph assessment, which is worth 40 points, 4% of your final grade.

Essays:

You will write a total of four in-class essays. In our first class you will write a baseline essay. Though I will rubric score the essay and give you feedback, this essay will not affect your grade. The purpose is to see your writing abilities in order to determine which areas you should focus on improving. We will compare this essay to your other essays by the end of the semester to see your growth. The first graded essay is worth 100 points. You will write your first draft in class on Week 7, and on Week 8 and 9 you will have the opportunity to work with your colleagues to edit and revise it. The second in-class essay is worth 150 points. This essay is practice for the final essay. Though you will not have the opportunity to edit and revise this essay, you will have the opportunity to review my feedback through a one-on-one conference to prepare you for the final essay. The last essay is the English 008 final, and it will also be written in class. It is worth 200 points, 20% of your final grade. This essay is your final writing assessment for English 008.

Final Grammar Test:

Your final grammar test will be on chapters 4 through 13 of *Sentences, Paragraphs, and Beyond*. Throughout the semester the chapter quizzes you will take are in preparation for this final test. The test is worth 150 points, 15% of your final grade.

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/Quantity	Points	Total Points	Percent of Grade
Writing Warm-ups (12)	10 points each	120	12%
Chapter Quizzes (10)	10 points each	100	10%
Discussion Posts (7)	20 points each	140	14%
Paragraph Writing Assessment	40 points	40	4%
Essay 1	100 points	100	10%
Essay 2	150 points	150	15%
Essay 3	200 points	200	20%
Final Grammar Test	150 points	150	15%
Total Points		1000	100%

Grading Scale:

Letter Grade	Points	Percent
A	895-1000	90-100%
B	795-894	80-89%
C	695-794	70-79%
D	595-694	60-69%
F	0-594	0-59%

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.

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 Class Schedule

Week/Date	Topic, Activity, and Assignments	Homework
Week 1 8/13/18	Introductions Review Syllabus Baseline Essay	<ul style="list-style-type: none"> • Discussion Post (DP) 1 Initial Post (due 8/15)
Week 2 8/20/18	Writing Warm-up 1 Ch. 4 Parts of Speech Part 1 Ch. 5 Subjects & Verbs Prewriting Strategies Introduction to Paragraph Writing	<ul style="list-style-type: none"> • DP 1 Response Posts (due 8/22)
Week 3 8/27/18	Writing Warm-up 2 Ch. 4 Parts of Speech Part 2 Ch. 5 Subjects & Verbs Review Ch. 6 Kinds of Sentences Writing Workshop Practice Paragraph Writing Assessment	<ul style="list-style-type: none"> • Read <i>The Four Agreements</i> Ch. 1 (by 8/29) • DP 2 Initial Post (due 8/29)
Week 4 9/3/18	No class (Labor Day)	<ul style="list-style-type: none"> • DP 2 Response Posts (due 9/5) • Ch. 5 Subjects & Verbs Quiz (due 9/9)
Week 5 9/10/18	Writing Warm-up 3 Ch. 4 Parts of Speech Review Ch. 7 Combining Sentences Ch. 8 Correcting Fragments, Comma Splices, & Run-ons Part 1 Ch. 19 Paragraphs & Essays Review Practice Paragraph Writing Assessment Writing Workshop	<ul style="list-style-type: none"> • Read <i>The Four Agreements</i> Ch. 2 (by 9/12) • DP 3 Initial Post (due 9/12) • Ch. 4 Parts of Speech Quiz (due 9/16)
Week 6 9/17/18	Writing Warm-up 4 Ch. 6 Kinds of Sentences Review Ch. 7 Combining Sentences Review Ch. 8 Correcting Fragments, Comma Splices, & Run-ons Part 2 Ch. 20 Descriptive Narration Part 1 Paragraph Writing Assessment	<ul style="list-style-type: none"> • DP 3 Response Posts (due 9/19) • Ch. 6 Kinds of Sentences Quiz (due 9/23) • Ch. 7 Combining Sentences Quiz (due 9/23)
Week 7 9/24/18	Writing Warm-up 5 Ch. 8 Correcting Fragments, Comma Splices, & Run-ons Review Ch. 13 Punctuation & Capitalization Ch. 20 Descriptive Narration Part 2 Essay Writing Tips Essay 1 (Prewriting and 1 st Draft)	<ul style="list-style-type: none"> • Read <i>The Four Agreements</i> Ch. 3 (by 9/26) • DP 4 Initial Post (due 9/26) • Ch. 8 Correcting Fragments, Comma Splices, & Run-ons Quiz (due 9/30)
Week 8 10/1/18	Writing Warm-up 6 Ch. 13 Punctuation & Capitalization Review Ch. 9 Verbs Ch. 21 Exemplification Essay Revising and Editing Practice Essay 1 (2 nd Draft)	<ul style="list-style-type: none"> • DP 4 Response Posts (due 10/3) • Ch. 13 Punctuation & Capitalization Quiz (due 10/7)

Imperial Valley College Course Syllabus – English 008 Basic English Composition I

Week/Date	Topic, Activity, and Assignments	Homework
Week 9 10/8/18	Writing Warm-up 7 Ch. 9 Verbs Review Ch. 10 Pronouns Ch. 26 Argument: Writing to Persuade Essay 1 (Final Draft)	<ul style="list-style-type: none"> • Read <i>The Four Agreements</i> Ch. 4 (by 10/10) • DP 5 Initial Post (due 10/10) • Ch. 9 Verbs Quiz (due 10/14)
Week 10 10/15/18	Writing Warm-up 8 Ch. 10 Pronouns Review Ch. 11 Adjectives & Adverbs Ch. 26 Argument: Writing to Persuade Review Writing Workshop Writing Conferences on Essay 1	<ul style="list-style-type: none"> • DP 5 Response Posts (due 10/17) • Ch. 10 Pronouns Quiz (due 10/21)
Week 11 10/22/18	Writing Warm-up 9 Ch. 11 Adjectives & Adverbs Review Ch. 12 Balancing Sentence Parts Ch. 23 Process Analysis Essay 2 (in-class essay)	<ul style="list-style-type: none"> • Read <i>The Four Agreements</i> Ch. 5 (by 10/24) • DP 6 Initial Post (due 10/24) • Ch. 11 Adjectives & Adverbs Quiz (due 10/28)
Week 12 10/29/18	Writing Warm-up 10 Ch. 12 Balancing Sentence Parts Review Review Chapters 4-8 Ch. 24 Cause & Effect Writing Workshop Writing Conferences on Essay 2	<ul style="list-style-type: none"> • DP 6 Response Posts (due 10/31) • Ch. 12 Balancing Sentence Parts Quiz (due 11/4) • Study for Final Grammar Test on Ch. 4-8
Week 13 11/5/18	Writing Warm-up 11 Final Grammar Test Part 1 (Ch. 4-8) Review Chapters 9-13 Ch. 25 Comparison & Contrast Writing Workshop Writing Conferences on Essay 2	<ul style="list-style-type: none"> • Read <i>The Four Agreements</i> Ch. 6 & 7 (by 11/7) • DP 7 Initial Post (due 11/7)
Week 14 11/12/18	No class (Veterans Day)	<ul style="list-style-type: none"> • DP 7 Response Posts (due 11/14) • Study for Final Grammar Test on Ch. 9-13
*No class on 11/19/18	Thanksgiving Break	
Week 15 11/26/18	Writing Warm-up 12 Final Grammar Test Part 2 (Ch. 9-13) Final Essay Exam Preparation Writing Workshop	<ul style="list-style-type: none"> • Prepare for final essay
Week 16 12/3/18	Final Exam: Essay 3	

Tentative, subject to change without prior notice