

Basic Course Information

Semester	Fall 2018	Instructor Name	Amy Loper
Course Title & #	English 110	Email	Amy.loper@imperial.edu
CRN #	10270 & 10273	Webpage (optional)	
Room	2732 or 3400	Office	N/A
Class Dates	13 Aug 2018 - 08 Dec 2018	Office Hours	
Class Days	Tue OR Thur 5:30-9:45	Office Phone #	
Units	4	Office contact if student will be out or emergency	English Dept. Secretary 760-355-6224 760-355-6337

Course Description

The standard course in freshman English. The course seeks to improve the student's ability to understand serious and complex prose and to improve the student's ability to write an exposition that is thoughtful and clear, including the production of a well-documented research paper. (CSU, UC)

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 college-level essays that contain clear thesis statements, effective support, and unified organization. (ILO1, ILO2, ILO4)
2. Synthesize information from multiple sources to produce a research paper that is formatted and documented according to MLA guidelines. (ILO1, ILO2, ILO4, ILO5)
3. Demonstrate an ability to comprehend and interpret a variety of college-level texts, including complex arguments and at least one full length novel, play, or non-fiction book, 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. Read, analyze, and interpret a variety of written texts, including one single-author text.
2. Identify evidence, tone, purpose, and audience, and fallacies in a variety of written works.
3. Demonstrate a thorough understanding of the writing process, from development and drafting to revising and editing.
4. Demonstrate a command of varying writing patterns, such as comparison and contrast, definition, and argumentation.
5. Demonstrate an understanding of connotative and figurative language while writing for an academic audience.
6. Adapt writing strategies to the requirements of the writing situation (e.g., to essay exam or other timed writing, research writing, reflective writing)
7. Examine and analyze their own writing and that of other students with a view towards improving the effectiveness of the written work.
8. Develop text analysis and interpretation supported by citations, synthesized with the study and application of documentation styles and library skills (including electronic databases) to produce a research paper.

9. Demonstrate an understanding of the writing process by writing at least four essays using a variety of rhetorical modes, along with one research paper, composing a total of 8,000-10,000 words. Expository and argumentative papers constitute the bulk of student writing. However, revisions, summaries, journals, or other assigned writing may be used to meet the requirement.
10. Participate in a number of activities and areas of study as deemed appropriate by the instructor.

Textbooks & Other Resources or Links

Required Texts

Patterns for College Writing: A Rhetorical Reader and Guide

Laurie G. Kirszner

ISBN: 9780312676841

The House of the Scorpion

Nancy Farmer

ISBN-10: 0689852231

Recommended Texts and Materials

A writer's handbook like *The Pocket Wadsworth Handbook* (should include MLA 8 updates)

A good dictionary

A spiral-bound notebook

This course utilized Canvas; access to a computer and the internet is necessary

Course Requirements and Instructional Methods

Assignments

Homework: Most of the homework will come from the textbook. You are required to do *all* of the reading and the assigned exercises.

Quizzes: Quizzes will be given periodically to assure that you are doing the readings (minimum of three per semester).

Journal: Most days will begin with journal writing. You need to come to class prepared with paper and a pen or pencil everyday. A complete journal entry will consist of at least a full page of writing.

Discussions: Four or more discussions will be assigned using the forum feature on Canvas. For these discussions, you will be asked to write a short essay response to a question, and provide follow up commentary to your peers.

Workshops: Everyone is expected to be in attendance and participate in workshops. We will discuss these in class.

Writing Assignment: For this class, there will be a total of 5 graded essays and a final in-class essay. These essays will be worth at least half of your grade. These essays include a descriptive narrative, compare and contrast, and argument, research project (includes a presentation), and literary analysis. Only complete essays (**including rough drafts**) will be accepted for a grade.

Course Grading Based on Course Objectives

Writing Assignments (5) 50

Quizzes 10

Journal 10

Discussion 20

Final 10

100-90% - A

89-80% - B

79-70% - C

69-60% - D

59-0% - F

English 110 Essay and Research Paper Grading Rubric

	Strong	Functional	Inadequate	Score
Thesis statement	The thesis statement is one sentence, possibly two, that reflects the rhetorical mode and clearly focuses the reader on the scope of the paper.	The essay may have a thesis statement, but it is lacking in at least one area.	The thesis statement is missing or inadequate.	
Supporting detail	The essay contains specific detail to support the thesis statement and points of the essay.	There is minimal but adequate support for the thesis and points of the essay.	The essay's details are inadequate or inappropriate.	
Organization	The essay has clear organization that avoids repeating ideas. It uses a variety of transitional words and phrases effectively to link thoughts together.	The essay has weak, but recognizable, organization.	The essay lacks effective organization.	
Sentence Errors	There are no errors or only one error in sentence structure, including fragments, comma splices, run-on sentences, or garbled sentences.	Sentence structure is adequate. There are only two or three errors of fragments, comma splices, run-on sentences or garbled sentences.	There are four or more errors of fragments, comma splices or run-on sentences.	
Use of language	The essay shows command of formal, academic language supported by logical thought.	The essay shows adequate use of formal language.	The essay uses informal language, or uses language hampered by ESL interference and/or inappropriate word choice.	

Research	The student writes a 6-10-page research paper (length to be determined by the instructor) using at least seven sources that effectively draws on research from database files or other texts, as appropriate. If the student is writing an essay about a current topic, current research material is used.	The student writes a 6-10-page research paper (length to be determined by the instructor) using at least seven sources that adequately draws on research from database files or other texts, as appropriate. If the student is writing an essay about a current topic, only current research material is used.	The student does not complete a research paper, or the student writes a paper that does not adequately include proper research.	
Documentation	The paper consistently and completely documents outside sources properly using the current MLA protocols. The works cited page is properly constructed and used.	The paper adequately documents outside sources properly using the current MLA protocols. The works cited page is mostly properly constructed and used. There may be some inadvertent errors of documentation.	The paper inadequately documents outside sources. The works cited page is improperly constructed and used.	
Plagiarism			Intentional plagiarism results in an automatic zero grade on any paper. SafeAssign is used as a plagiarism checker.	

***Note: Essays and other assignments will be accepted up to one week late (seven days from the due date). Work will not be accepted beyond that time. Late work will automatically lose one point.**

***If you do not have a rough draft on the day of the Workshops (peer review), you will lose one point.**

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. **Consider**: specifics for your class/program
- 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.
- 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

- Plagiarism is to take and present 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 correctly 'cite a source', 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, or assisting others in using materials, which are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or 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 School 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) use of a commercial term paper service

Additional Help – Discretionary Section and Language

- Canvas support center:
- <https://www.imperial.edu/courses-and-programs/distance-education/helpdesk/>
- Learning Labs: There are several 'labs' on campus to assist you through the use of computers, tutors, or a combination. Please consult your college map for the Math Lab, Reading & Writing Lab, and Learning Services (library). Please speak to the instructor about labs unique to your specific program
- Library Services: There is more to our library than just books. You have access to tutors in the learning 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 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. We now also have a fulltime mental health counselor. For information see <http://www.imperial.edu/students/student-health-center/>. The IVC Student Health Center is located in the Health Science building in Room 2109, telephone 760-355-6310.

Student Rights and Responsibilities

Students have the right to experience a positive learning environment and due process. For further information regarding student rights and responsibilities please refer to the IVC General Catalog available online at http://www.imperial.edu/index.php?option=com_docman&task=doc_download&gid=4516&Itemid=762

Information Literacy

Imperial Valley College is dedicated to help students skillfully discover, evaluate, and use information from all sources. Students can access tutorials at <http://www.imperial.edu/courses-and-programs/divisions/arts-and-letters/library-department/info-lit-tutorials/>

Anticipated Class Schedule / Calendar

Week 1	Introductions, <i>Patterns</i> Chapter 1 & 2, Forum Discussion Introduction (1 point)
Week 2	<i>Patterns</i> Chapter 3, Chapter 6, "Thirty-Eight Who Saw Murder Didn't Call the Police" 127-132 "Living with Fire" 118-121

Week 3	<i>Patterns</i> Chapter 7, “No Wonder they Call Me a Bitch” 176-181, “Ground Zero” 182-187 Essay #1 Workshop
Week 4	Grammar Review (as needed), Essay #1 Due, <i>Patterns</i> Chapter 11 <i>House of the Scorpion</i> 1-49, <i>The Witness</i> (Film), Discussion Post #1 (4 pts)
Week 5	MLA/Research (Tentative) “Songs of the Summer of 1963...and 2013” 403, “Your Social Life: Are you a Fox or a Hedgehog?” 398-402 <i>House of the Scorpion</i> 50-143
Week 6	Essay #2 Workshop <i>Patterns</i> Chapter 8
Week 7	MLA Review, Discussion Post #2 (5 pts) Essay #2 Due (<i>Here Be Dragons</i> -Tentative) <i>House of the Scorpion</i> 144-257
Week 8	<i>Patterns</i> Chapter 13, <i>Patterns</i> Chapter 14 “I Want a Wife” 503-506, Discussion Post #3 (5 pts) <i>House of the Scorpion</i> 258-380
Week 9	<i>Patterns</i> Casebook: Is Football Too Dangerous? 603-625 <i>Patterns</i> Casebook: Should Guns be Allowed on College Campuses? 626-659 Discuss Literary Analysis
Week10	Essay #3 Workshop <i>Survivor Game</i> (Tentative)
Week 11	Essay #3 Due, <i>Patterns</i> 655-663 <i>Patterns</i> Chapter 10, “A Peaceful Woman Explains Why She Carries a Gun” 354-360
Week 12	<i>Patterns</i> “Sadie and Maude”430-431, “Inked Well” 685-691 MLA and Documentation Workshop
Week 13	<i>Patterns</i> “The Lottery” 311-318 w/ Movie (tentative)

Week 14	Discussion Post #4 (5 pts) Essay #4 Due Essay #5 Workshop (Lit Analysis) Presentations
Week 15	Break
Week 16	Final Review (Presentations-if needed) Essay #5 Due
Week 17	Finals

*Schedule is subject to change

