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Basic Course Information

Semester:	Fall 2020	Instructor Name:	Esmeralda Lopez
Course Title & #:	Eng. 009 Basic English Composition II	Email:	Esmeralda.lopez@imperial.edu
CRN #:	10244	Class Days/Times:	Online (Asynchronous Learning)
Classroom:	Online	Virtual Office Hours:	Dates/Hours & link are on Canvas
Class Dates:	8/24/20 – 12/11/20	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. (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 a research paper that effectively synthesizes ideas and information from multiple sources and utilizes correct MLA formatting of citations. (ILO1, ILO2, ILO3, ILO4, ILO5)
2. Develop an essay that contains a thesis statement, provides adequate support, and employs a clear organizational structure. (ILO1, ILO2, ILO4)
3. Develop an essay that avoids sentence-level and grammatical errors. (ILO1, ILO2, ILO3, ILO4)
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:

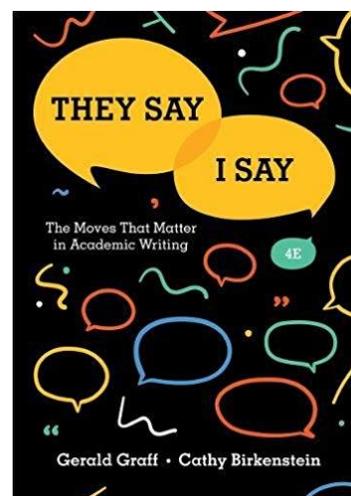
1. Write multiple essays—including one mini-research paper and the common final—that, together, add up to 4,000 words of formal writing
2. Demonstrate an understanding of the writing process, which may include pre-writing, drafting, revising, self- editing, peer group editing, and proofreading
3. Compose multi-paragraph essays that respond to essay prompts with clear or thesis statements or topic sentences
4. Compose multi-paragraph essays that use correctly formed sentences with few to no sentence-level or grammar errors
5. Compose multi-paragraph essays with clear organizational structure and adequate support
6. Compose multi-paragraph essays utilizing various rhetorical modes, such as comparison/contrast, definition, cause/effect, and argumentation
7. Demonstrate an ability to write for an academic audience and to adapt writing strategies for the requirements of the writing situation (particularly in-class writing)

8. Utilize research strategies, such as advanced search engines and electronic databases, to identify and evaluate resources for a mini research paper
9. Synthesize information from multiple sources to produce a mini research paper that is formatted and documented according to MLA guidelines
10. Demonstrate an understanding of the rules regarding plagiarism and academic ethics
11. Read actively, using metacognitive strategies to monitor comprehension, build vocabulary, and improve analysis of college-level texts
12. Analyze the rhetorical context when reading by identifying genre, medium, purpose, audience and tone
13. Analyze the organization and other strategies an author uses to make and support a claim, including the use of fallacies
14. Synthesize knowledge by relating texts to personal experience, to past and present events, and to other texts

Textbooks & Other Resources or Links

Required book:

- *They Say/I Say: The Moves That Matter in Academic Writing*, Fourth Edition by Birkenstein and Graff (ISBN- 978-0393631678)



Other Materials:

- College-level dictionary (or access to online dictionary)
- Access to a computer and the internet (course requires access to Canvas)

Course Requirements and Instructional Methods

Class Activities:

The goal of this course is to help you improve your writing skills *and* empower you to enter academic conversations. Your voice matters, so it is important that you practice your writing skills so that you write well—so that you express yourself clearly and effectively. It takes practice, patience, and persistence to improve any skill, but it is worth the time and effort invested. This course consists of video and slideshow lessons, Canvas discussions, reading assignments, quizzes, paragraph and essay writing, and writing workshops. You will have the opportunity to work with your peers in various group activities.

Notes:

For each week you will have lessons available for you in the Canvas modules. There usually will be about 2-4 videos, slideshows, or pages on different topics. You are required to review these lessons and submit notes. Your notes could be typed or handwritten. If you choose to handwrite, you will have to scan or take pictures of your notes to submit them on Canvas. Make sure that your writing is legible and that the pictures you submit are clear. Notes are 10 points each, and they amount to 14% of your final grade. The directions and rubric for this assignment are available on Canvas.

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. 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 classmates' 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 meet or exceed 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 amount to 16% of your final grade. In some of the prompts you respond to a short article or short video, in some you will be required to do some research (at least one source), and three of the discussion posts will be writing workshops where you will give and receive feedback.

Quizzes:

You will take quizzes on the topics covered in the modules. These quizzes are open book/notes quizzes which you will take on Canvas after we have covered the topics. You will take seven quizzes that are 10 points each and amount to 7% of your final grade, and you will take one final quiz that is worth 30 points/3% of your final grade. Refer to the class schedule for due dates. The quizzes will not be available after the deadlines.

Paragraph Writing:

You will write two paragraphs before you get into essay writing. The first paragraph assignment is a Definition paragraph. The second one is a Cause and Effect paragraph. Check the Tentative Class Schedule for the dates of the assessments. You will choose a timeframe to write the paragraphs. Both are worth 25 points, so they amount to 5% of your final grade.

Essay Writing:

You will write a total of three essays before the final essay writing assessment. The first essay will be a Compare and Contrast essay. The second one will be a Persuasive essay. Both essays are worth 100 points. The third essay will be an Argumentative Essay which requires some research (at least four sources). That essay is worth 150 points. You will have the opportunity to participate in writing workshops for all of the essays (as Discussion Post assignments). All essays must use MLA formatting. More information will be provided in Canvas.

Essay Writing Assessment:

Your final essay is worth 200 points, 20% of your final grade. Since this is the final exam for the course, it will be timed (you will have four hours). You have the option of taking the assessment from 10 am – 2 pm on Thursday, December 10th or from 5 pm - 9 pm (also on December 10th). I will have you all sign up for the timeframe two weeks before the final exam. If those two timeframes do not work with your schedule, you may request a different timeframe for the same day, but you must do so a week prior to the assessment (and you will receive an alternative prompt).

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.

What if I need to borrow technology or access to WIFI?

1. To request a loaner laptop, MYFI device, or other electronic device, please submit your request here: <https://imperial.edu/students/student-equity-and-achievement/>

2. If you'd like access the WIFI at the IVC campus, you can park in parking lots "I & J". Students must log into the IVC student WIFI by using their IVC email and password. The parking lots will be open Monday through Friday from 8:00 a.m. to 7:00 p.m.

Guidelines for using parking WIFI:

- Park in every other space (empty space BETWEEN vehicles)
- Must have facemask available
- For best reception park near buildings
- Only park at marked student spaces
- Only owners of a valid disabled placard may use disabled parking spaces
- Only members of the same household in each vehicle
- Occupants **MUST** remain in vehicles
- Restrooms and other on-campus services not available
- College campus safety will monitor the parking lot
- Student code of conduct and all other parking guidelines are in effect
- Please do not leave any trash behind
- No parking permit required**

If you have any questions about using parking WIFI, please call Student Affairs at 760- 355-6455.

Course Grading Based on Course Objectives

Assignment/Quantity	Points	Total Points	Percent of Grade
Notes (14)	10 points each	140	14%
Quizzes (7)	10 points each	70	7%
Final Quiz	30 points	30	3%
Discussion Posts (8)	20 points each	160	16%
Paragraphs (2)	25 points each	50	5%
Compare & Contrast Essay	100 points	100	10%
Persuasive Essay	100 points	100	10%
Argumentative Essay	150 points	150	15%
Essay Writing Assessment	200 points	200	20%
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.

What does it mean to “attend” an online class?

Attendance is critical to student success and for IVC to use federal aid funds. Acceptable indications of attendance are:

- Student submission of an academic assignment
- Student submission of an exam
- Student participation in an instructor-led Zoom conference
- Documented student interaction with class postings, such as an interactive tutorial or computer-assisted instruction via modules
- A posting by the student showing the student's participation in an assignment created by the instructor
- A posting by the student in a discussion forum showing the student's participation in an online discussion about academic matters
- An email from the student or other documentation showing that the student has initiated contact with a faculty member to ask a question about an academic subject studied in the course.

Logging onto Canvas alone is NOT adequate to demonstrate academic attendance by the student.

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.

How do I act differently if I have an on-ground class during COVID?

- 1. DO NOT COME TO CAMPUS OR ATTEND AN OFF-CAMPUS CLASS IF YOU FEEL SICK, HAVE A FEVER, OR HAVE A COUGH**
 - a. Even if your symptoms are mild, stay home.
 - b. Email your instructor to explain why you are missing class.
 - c. [If you are sick with COVID-19 or think you might have COVID-19](#), provides CDC guidance.
 - d. If you have tested positive for COVID-19, you must self-quarantine for 14 days and then be without symptoms for at least 72 hours. Clearance is required prior to returning to any face-to-face interaction. It is recommended that you undergo a final COVID-19 test to confirm that you are no longer infected.
 - e. If you are exposed through direct contact with a person known to be COVID-19 positive, then you must submit negative COVID-19 test results prior to returning to any face-to-face interaction.
- 2. ARRIVE AT CAMPUS EARLY (at least 15 minutes early is advised).**

- a. All people entering the IVC campus will need to pass a screening process, which will occur at the gates as your drive onto campus. You will need to take a short questionnaire and get your temperature taken (the screening is completely touchless and will take place while you remain in your car).
- 3. BRING A MASK TO CLASS (and always wear it).**
 - a. Be sure that your mask covers both your nose and mouth. If your mask is cloth, then wash it each day. If your mask is disposable, then use a new one each day.
- 4. GO DIRECTLY TO YOUR CLASSROOM.**
 - a. The IVC campus is mostly closed so you should not visit other areas or seek any face-to-face services. Services are available to students online and can be accessed through www.imperial.edu.
- 5. WASH YOUR HANDS FREQUENTLY (and use the provided sanitation supplies).**
 - a. Your classroom is equipped with cleaning supplies. Use them as needed.
- 6. BE SURE TO SOCIAL DISTANCE (stay at least 6 feet from other).**
 - a. The number of students in a classroom at any one time is very limited so you have plenty of space to spread and ensure that you stay at least 6 feet from others.
- 7. BRING YOUR OWN FOOD AND DRINKS.**
 - a. There is no food service currently offered on campus.

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 (!!!)].

How am I expected to act in an online “classroom” (especially Zoom)?

Attending a virtual meeting can be a challenge when there are many students on one conference call. Participating in such meetings may count as class attendance, but disruptive behavior may also result in you not being admitted to future meetings. Follow the tips below for best results:

- 1) Be RESPECTFUL**
 - a. Your written, verbal, and non-verbal communications should be respectful and focused on the learning topics of the class.
- 2) Find a QUIET LOCATION & SILENCE YOUR PHONE (if zooming)**
 - a. People walking around and pets barking can be a distraction.
- 3) EAT AT A DIFFERENT TIME.**
 - a. Crunching food or chugging drinks is distracting for others.
 - b. Synchronous zoom times are set in advance so reserve meals for outside class meetings.
- 4) ADJUST YOUR LIGHTING SO THAT OTHERS CAN SEE YOU**
 - a. It is hard to see you in dim lighting so find a location with light.
 - b. If your back is to a bright window, you will be what is called “backlit” and not only is it hard on the eyes (glare) but you look like a silhouette.
- 5) POSITION THE CAMERA SO THAT YOUR FACE AND EYES ARE SHOWING**
 - a. If you are using the camera, show your face; it helps others see your non-verbal cues.

- b. You may be at home, but meeting in pajamas or shirtless is not appropriate so dress suitably. Comb your hair, clean your teeth, fix your clothes, etc. before your meeting time to show self-respect and respect for others.

6) Be READY TO LEARN AND PAY ATTENTION

- a. Catch up on other emails or other work later.
- b. If you are Zooming, silence your phone and put it away.
- c. If you are in a room with a TV – turn it off.

7) USE YOUR MUTE BUTTON WHEN IN LOUD PLACES OR FOR DISTRACTIONS

- a. Pets barking, children crying, sneezing, coughing, etc. can happen unexpectedly. It's best if you conference in a private space, but if you can't find a quiet place, when noises arise **MUTE** your laptop.

8) REMEMBER TO UNMUTE WHEN SPEAKING

- a. Follow your instructor's directions about using the "**raise hand**" icon or chat function to be recognized and to speak, but make sure you have unmuted your device.
- b. Do not speak when someone else is speaking.

9) REMAIN FOCUSED AND PARTICIPATE IN THE MEETING

- a. Especially when the camera is on YOU, we can all see your actions. Engage in the meeting. Look at the camera. Listen to instruction. Answer questions when asked.
- b. Do not use the Zoom meeting to meet with your peers or put on a "show" for them.

10) PAUSE YOUR VIDEO IF MOVING OR DOING SOMETHING DISTRACTING

- a. Emergencies happen. If you need to leave the room or get up and move about, stop your video.

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 importance 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.

How do I show academic honesty and integrity in an online "classroom"?

- **KEEP YOUR PASSWORDS CONFIDENTIAL.**

- You have a unique password to access online software like Canvas. Never allow someone else to log-in to your account.
- **COMPLETE YOUR OWN COURSEWORK.**
 - When you register for an online class and log-in to Canvas, you do so with the understanding that you will produce your own work, take your own exams, and will do so without the assistance of others (unless directed by the instructor).

Examples of Academic Dishonesty that can occur in an online environment:

- Copying from others on a quiz, test, examination, or assignment;
- Allowing someone else to copy your answers on a quiz, test, exam, or assignment;
- Having someone else take an exam or quiz for you;
- Conferring with others during a test or quiz (if the instructor didn't explicitly say it was a group project, then he/she expects you to do the work without conferring with others);
- Buying or using a term paper or research paper from an internet source or other company or taking any work of another, even with permission, and presenting the work as your own;
- Excessive revising or editing by others that substantially alters your final work;
- Sharing information that allows other students an advantage on an exam (such as telling a peer what to expect on a make-up exam or prepping a student for a test in another section of the same class);
- Taking and using the words, work, or ideas of others and presenting any of these as your own work is plagiarism. This applies to all work generated by another, whether it be oral, written, or artistic work. Plagiarism may either be deliberate or unintentional.

Additional Services for Students

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.

How do I access services now that we are mostly online?

- **CANVAS LMS.** Canvas is Imperial Valley College's 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.** In order to accommodate students and maximize student success during the COVID-19 Pandemic, all tutoring support is being provided through one Zoom link ([IVC online Tutoring](#)). When campus is open again, there are several learning labs to assist students. Whether you need support using computers, or you need a tutor, please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** Visit the Spencer Library's page on the IVC website for a wealth of valuable resources and online access to databases, e-books and more. Contact us so we can help you with instructional and research development skills (for those conducting research and writing academic papers). When campus re-opens, students also have access to tutoring services in the Study Skills Center as well as private study rooms for small study groups. There is more to our library than just books!
- **Career Services Center.** The Career Services Center is dedicated to serve all IVC students and Alumni. Services include Career Assessments, Resume and Cover Letter Assistance, Interview Preparation, Internship Opportunities and Job Placement.
- **Child Development Center.** The Preschool and Infant/Toddler Centers are on-campus demonstration lab programs that meet the educational, research, and service needs of the institution and community at large. The Preschool program (children three to five years of age) and the Infant/Toddler program (newborn to three years of age) is in buildings 2200 and 2300. Service is available to families who meet the California Department of Education qualifications for enrollment. The centers are open during COVID from Monday-Friday 7:15-5:30.

Breakfast, lunch and snack are provided through the California Adult and Child Food Program. Location: Buildings 2200 and 2300. Phone: (760) 355-6528 or (760) 355-6232. Application: <https://forms.imperial.edu/view.php?id=150958>

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. When campus is open, 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, but you must make an appointment. 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, or when campus reopens, visit 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 when campus reopens visit 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 in three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie. The Center also serves as a central hub that connects military/veteran students, as well as their families, to campus and community resources. The goal is to ensure a seamless transition from military to civilian life. When campus reopens, the Center is 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, book grants, transportation assistance, individualized counseling, tutoring, and community referrals to eligible students. Our staff is available to assist and support students in navigating personal, psychological, academic, and/or career-related issues through empathy, cultural-competence, and a commitment to equity and social justice. Also under the umbrella of EOPS is the CARE (Cooperative Agency Resources for Education) Program, designed to serve single parents and assist with addressing 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 about the EOPS or CARE Programs please contact our Program Office 760.335-6407 and/or visit our Program website www.imperial.edu/students/eops for eligibility criteria and application procedures. We look forward to serving you! - EOPS/CARE Staff

Student Equity Program

The Student Equity & Achievement 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. SEA addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, LGBTQIA+, Veterans, foster youth, homelessness, and formerly incarcerated students. The SEA Program also houses IVC’s Homeless Liaison, Foster Youth Liaison, Formerly Incarcerated Liaison, and Military Affiliated Liaison, who provide direct services and referrals to students in need. SEA strives 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 enrollment, education, degree and certificate completion, and the ability to transfer to a university. SEA also provides outreach at local Imperial County high schools to ensure graduating seniors are successfully matriculated into the college and have a strong support system. Please visit us online for assistance at <https://imperial.edu/students/student-equity-and-achievement/> or call us at 760-355-6465 or when campus reopens, visit Building 401.

What if I cannot afford food, books, or need other help?

We have many resources that are available to you. Please tell us what you need by submitting your request(s) here: <https://imperial.edu/students/student-equity-and-achievement/>

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 8/24-8/28	Introductions Review Syllabus Sentence Structure Prewriting Strategies	<ul style="list-style-type: none"> • Discussion Post (DP) 1 Initial Post (due 8/27) • Week 1 Notes (due 8/29)
Week 2 8/31-9/4	Sentence Structure Review Introduction to Paragraph Writing Paragraph Writing Practice	<ul style="list-style-type: none"> • Week 2 Notes (due 9/5) • DP 1 Response Posts (due 9/5) • DP 2 Initial Post (due 9/5)
Week 3 9/8-9/11	Common Grammatical Errors Part 1 MLA Formatting Definition Paragraph (Writing Assessment) Introduction: Entering the Conversation	<ul style="list-style-type: none"> • Paragraph Writing Assessment (due 9/10) • DP 2 Response Posts (due 9/12) • DP 3 Initial Post (due 9/12) • Quiz 1: Sentence Structure (due 9/12)

Imperial Valley College Course Syllabus – English 009 Basic English Composition II

Week/Date	Topic, Activity, and Assignments	Homework
	Ch. 13: Entering Online Conversations	<ul style="list-style-type: none"> • Read <i>They Say/I Say</i> Introduction (Pgs. 1-18) • Read <i>They Say/I Say</i> Ch. 13 (Pgs. 166-175) • Week 3 Notes (due 9/12)
Week 4 9/14-9/18	Common Grammatical Errors Part 2 Organization & Transitions Active Reading Ch. 1: Starting with What Others are Saying	<ul style="list-style-type: none"> • DP 3 Response Posts (due 9/19) • Read <i>They Say/I Say</i> Ch. 1 (Pgs. 19-29) • Week 4 Notes (due 9/19)
Week 5 9/21-9/25	Common Grammatical Errors Review Varying Your Sentences Cause & Effect Paragraph (Writing Assessment) Ch. 2: The Art of Summarizing	<ul style="list-style-type: none"> • Paragraph Writing Assessment (due 9/24) • DP 4 Initial Post (due 9/26) • Quiz 2: Subjects & Verbs (due 9/26) • Read <i>They Say/I Say</i> Ch. 2 (Pgs. 30-42) • Week 5 Notes (due 9/26)
Week 6 9/28-10/2	Varying Your Sentences Review Punctuation & Capitalization Ch. 3: The Art of Quoting Introduction to Essay Writing Essay 1: Compare & Contrast Essay	<ul style="list-style-type: none"> • DP 4 Response Posts (due 10/3) • Quiz 3: CGE (due 10/3) • Essay 1 Prewriting and 1st Draft (due 10/3) • Read <i>They Say/I Say</i> Ch. 3 (Pgs. 43-52) • Week 6 Notes (due 10/3)
Week 7 10/5-10/9	Punctuation & Capitalization Review Strong vs. Weak Thesis Statements Writing Workshop for Comp. & Cont. Essay (DP5)	<ul style="list-style-type: none"> • DP 5 Initial Post (due 10/10) • Quiz 4: Varying Your Sentences (due 10/10) • Week 7 Notes (due 10/10)
Week 8 10/12-10/16	Editing vs. Revising Ch. 4: Three Ways to Respond Ch. 5: Distinguishing What You Say from What They Say	<ul style="list-style-type: none"> • DP 5 Response Posts (due 10/17) • Quiz 5: Punct. & Capitalization (due 10/17) • Essay 1 2nd Draft (due 10/17) • Read <i>They Say/I Say</i> Ch. 4 (Pgs. 53-66) • Read <i>They Say/I Say</i> Ch. 5 (Pgs. 67-76) • Week 8 Notes (due 10/17)
Week 9 10/19-10/23	Persuasive Appeals Ch. 6: Planting a Naysayer in Your Text Ch. 7: Saying Why It Matters	<ul style="list-style-type: none"> • DP 6 Initial Post (due 10/24) • Essay 1 Final Draft (due 10/24) • Read <i>They Say/I Say</i> Ch. 6 (Pgs. 77-90) • Read <i>They Say/I Say</i> Ch. 7 (Pgs. 91-100) • Week 9 Notes (due 10/24)
Week 10 10/26-10/30	Persuasive Appeals Review Essay 2: Persuasive Essay Ch. 10: The Art of Metacommentary	<ul style="list-style-type: none"> • DP 6 Response Posts (due 10/31) • Essay 2 Prewriting and 1st Draft (due 10/31) • Read <i>They Say/I Say</i> Ch. 10 (Pgs. 131-140) • Week 10 Notes (due 10/31)
Week 11 11/2-11/6	Figures of Speech Part 1 Writing Workshop for Persuasive Essay (DP7) Ch. 8: Connecting the Parts	<ul style="list-style-type: none"> • DP 7 Initial Post (due 11/7) • Quiz 6: Persuasive Appeals (due 11/7) • Essay 2 2nd Draft (due 11/7) • Read <i>They Say/I Say</i> Ch. 8 (Pgs. 101-116) • Week 11 Notes (due 11/7)
Week 12 11/9-11/13	Figures of Speech Part 2 Research & Academic Honesty Essay 3: Argumentative Essay	<ul style="list-style-type: none"> • DP 7 Response Posts (due 11/14) • Essay 3 Thesis Proposal (due 11/14) • Essay 2 Final Draft (due 11/14)

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Week/Date	Topic, Activity, and Assignments	Homework
	Ch. 11: Using the Templates to Revise	<ul style="list-style-type: none"> • Read <i>They Say/I Say</i> Ch. 11 (Pgs. 141-161) • Week 12 Notes (due 11/14)
Week 13 11/16-11/20	Figures of Speech Review Writing Workshop for Persuasive Essay (DP8) Ch. 9: Academic Writing Doesn't Mean Setting Aside Your Own Voice	<ul style="list-style-type: none"> • DP 8 Initial Post (due 11/21) • Choose Final Exam timeframe (due 11/21) • Essay 3 Final Draft (due 11/21) • Read <i>They Say/I Say</i> Ch. 8 (Pgs. 117-130) • Week 13 Notes (due 11/21)
*Thanksgiving Break 11/23-11/27		
Week 14 11/30-12/4	Essay Writing Review Final Quiz (Grammar, Persuasive Appeals, & Figures of Speech) Review	<ul style="list-style-type: none"> • DP 8 Response Posts (due 12/5) • Quiz 7: Figures of Speech (due 12/5) • Week 14 Notes (due 12/5)
Week 15 12/10/20	Final Exam: Essay Assessment	<ul style="list-style-type: none"> • Final Quiz (due 12/10) • Final Exam: Essay Assessment (due 12/10)

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