



## Basic Course Information

Semester:	<b>Fall 2022</b>	Instructor Name:	<b>Dr. Cynthia J. Spence</b>
Course Title & #:	<b>English 009 Basic English Composition II</b>	Email:	<b>cynthia.spence@imperial.edu</b>
CRN #:	<b>10110 and 10111</b>	Units:	<b>4</b>
Classroom:	<b>Fully Online</b>	Office #:	<b>#2799</b>
Class Dates:	<b>August 15, 2022 - December 9, 2022</b>	Office Hours:	Monday 11:00-12:00 via email Tuesday 4:30-5:30 in person Wednesday 11:00-12:00 via email Thursday 4:30-5:30 via email
Class Days:	<b>Fully Online</b>	Office Phone #:	<b>#760-355-5702</b>
Class Times:	Asynchronous Online: Asynchronous learning happens on your schedule. While your instructor will provide materials for reading, lectures for viewing, assignments for completing, and exams for evaluation, you have the ability to access and satisfy these requirements within a one-week time frame. Assignments will be posted on Monday in a weekly module and should be completed by Sunday 11:59 p.m. in order to be considered on time.	Emergency Contact:	<b>cynthia.spence@imperial.edu</b>

## Course Description

Preparation for ENGL 110 or ENGL 105. 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, AA/AS degree only)

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

ENGL 008 with a grade of "C" or better or appropriate placement.

## 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 a clear organizational structure. (ILO1, ILO2, ILO4)
2. Develop an essay that avoids 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, 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

**This is a ZTC/OER Course -Zero Textbook Cost/Online Educational Resources  
All reading materials are provided free on Canvas**

### **Textbooks**

Baldwin, Amy. *College Success*. Rice University OpenStax, 2020.

Samra, Matthew. *The Pocket Prof: A Composition Handbook*. Kellogg Community College Creative Commons, 2020.



## Academic articles provided free on Canvas

- Calvert, Deb. "Six Preferred Learning Styles for Adults Adapt Your Message for A Better Response." *Managing Americans*, 2021, <http://www.managingamericans.com/Workplace-Communication-Skills/Success/Six-preferred-learning-styles-for-adults-424.htm>. Accessed 29 January 2021.
- McKibben, Sarah. "GRIT and the Greater Good: A Conversation with Angela Duckworth: The Nation's Foremost Expert on Grit Says Being a "Good" Person is More Imperative Than Being "Great" at Something." *Educational Leadership*, vol. 76, no. 2, October 2018, pp. 40-45. *EBSCOhost*, <http://web.a.ebscohost.com.ezproxy.collegeofthedesert.edu/ehost/pdfviewer/pdfviewer?vid=14&sid=dff6271e-2dcd-40ed-8176-2af81d0c2ed4%40sdc-v-sessmgr02>. Accessed 29 January 2021.
- Stedron, Curt. "Mindset Matters in Tough Times." *State Legislatures*, vol. 46, no. 3, May/June 2020, p. 44. *EBSCOhost*, <http://web.a.ebscohost.com.ezproxy.collegeofthedesert.edu/ehost/pdfviewer/pdfviewer?vid=24&sid=dff6271e-2dcd-40ed-8176-2af81d0c2ed4%40sdc-v-sessmgr02>. Accessed 29 January 2021.
- Wright, Stephen. "On Critical Thinking It Takes Habit of Mind and Patterns of Inquiry." *Air & Space Power Journal*, vol. 33, no.4, Winter 2019, pp. 63-71. *EBSCOhost*, <http://web.a.ebscohost.com.ezproxy.collegeofthedesert.edu/ehost/pdfviewer/pdfviewer?vid=48&sid=dff6271e-2dcd-40ed-8176-2af81d0c2ed4%40sdc-v-sessmgr02>. Accessed 29 January 2021.

## Course Requirements and Instructional Methods

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. English 009 is a 4 unit college level English class. This means students should expect to spend four hours a week in our Canvas Imperial Valley College Course shell and eight hours a week outside of the Canvas shell reading, studying, researching, and writing. Expect to spend 12 hours a week working on this class in order to be successful in a 4 unit course.

Assignments include: Reading academic articles, writing two academic essays including drafts and revisions, quizzes on MLA rules and composition strategies, discussion threads, and reflective article responses

## Course Grading Based on Course Objectives

**Grading Scale: 0-599 = F, 600-699 = D, 700-799 = C, 800-899 = B, 900 -1000 = A**

**\*\*\*I do not round point totals up or down\*\*\***

I have designed the course in the student's favor, I tend to grade in the student's favor, and I offer several extra credit opportunities. With this in mind, a point total of 799 will receive a C, not a B. However, a point total of 800 will receive a B, not a C. I encourage you to watch your point total during the course, not your percentage total on individual assignments, and work towards the grade you would like to receive. I accept late work, but there will be a deduction in points for the assignment.

Discussion Threads	25 X 10 points	250
Argument Paragraph Drafts	6 X 15 points	90
Writing Projects	4 X 10 points	40
Argument Essay	1 X 100 points	100
Research Paragraph Drafts	6 X 15 points	90
Research Essay	1 X 100 points	100
Quizzes	6 X 20 points	120
The Pocket Prof Exercises	11 X 10 points	110
Reflective Article Response	4 X 20 points	100
Total Points		1000

Due to the Covid-19, and the fact that some students struggle in an online environment, **I will accept late assignments; however, there will be a small deduction in points.** This is meant to help students, but please keep in mind that students who wait until the end of the semester to turn in assignments are often not successful in the course. Therefore, I encourage you to try and meet the deadlines established.

## Course Policies

### 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. **The “Check-in Discussion Post” must be completed before 6:00 p.m. Friday August 19th or you will be dropped from the course.**
- Should re-admission 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.
- 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.

**Academic Honesty:** There are many different forms of academic dishonesty. The following examples 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.



- Asking someone else to write your essay or using an essay writing service is a **serious academic honesty infraction**.
- **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, essay, discussion board, or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. A plagiarism score above 25% is a serious error and will result in a point deduction on the essay.

Anyone who **allows another student to copy** discussion threads, reflections, or essays will also receive a “0” on the assignment – **enabling another student to cheat is also cheating**. 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. **Also remember, that any paper you have written and submitted to another teacher for a grade no longer belongs to you, it belongs to the instructor and can’t be submitted in this class for a grade.**

**There is an entire plagiarism module available to you in our course Canvas shell** if you need more information, but you can always feel free to discuss any questions before you submit your assignment.

### IVC Student Resources

IVC wants you to be successful in all aspects of your education. For help, resources, services, and an explanation of policies, visit <http://www.imperial.edu/studentresources> or click the heart icon in Canvas.

### Anticipated Class Schedule/Calendar

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

Course Topics Covered	Class Assignments Due @ 11:59 p.m. on Sundays
<p><b>Week One August 15th</b>            Course Introduction, Managing Your Time, Making Decisions</p>	<ul style="list-style-type: none"> <li>• <b>Check-in and post in Discussion Thread One – must be completed before Friday August 19<sup>th</sup> by 6:00p.m. or you will be dropped from the course (10 points)</b></li> <li>• Read “Managing Your Time and Priorities” Chapter Three Sections 3.1-3.7 1 from our textbook <i>College Success</i>. Pages 73-114</li> <li>• Post in the “Managing Your Time and Priorities” Discussion Thread Two <b>(10 points)</b></li> <li>• Post in the Dan Ariely “Are We in Control of Our Decisions” Discussion Thread Three <b>(10 points)</b></li> </ul> <p style="text-align: center;"><b>30 Points Possible this Week</b></p>

<p><b>Week Two August 22rd</b> MLA and Paragraph Structure, Power to Learn</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Organizing a Basic Essay – One Model” Assignment One – Page 6 <b>(10 points)</b></li> <li>• Paragraph Quiz <b>(20 points)</b></li> <li>• MLA Writing Project One <b>(10 points)</b></li> <li>• Read “The Power to Learn” Chapter Two Section 2.1 from our textbook <i>College Success</i>. Pages 34-38</li> <li>• Post in the “The Power to Learn” Discussion Thread Four <b>(10 points)</b></li> </ul> <p><b>50 Points Possible this Week</b></p>
<p><b>Week Three August 29th</b> Works Cited, Motivated Learner, Grit</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Italics/Quotation Marks” and Capitalization” Assignment Two – Page 22-23 <b>(10 points)</b></li> <li>• Works Cited Quiz <b>(20 points)</b></li> <li>• Works Cited Writing Project Two <b>(10 points)</b></li> <li>• Read “The Motivated Learner” of Chapter Two Section 2.2 from our textbook <i>College Success</i>. Pages 38-48</li> <li>• Post in the “The Motivated Learner” Discussion Thread Five <b>(10 points)</b></li> <li>• Post in the “Angela Duckworth’s Grit Scale” Discussion Thread Six <b>(10 points)</b></li> </ul> <p><b>60 Points Possible this Week</b></p>
<p><b>Week Four September 5th</b> Introductions and Quotations, Grit</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Ellipses and Brackets.” Page 32 and “Integrating Source Material/Signal Phrases Assignment Three – Page 28 <b>(10 points)</b></li> <li>• <i>The Pocket Prof</i> “Creating a Good Title” Page 9 and “Writing a Thesis Statement” Page 7 Assignment Four <b>(10 points)</b></li> <li>• Introductions Writing Project Three <b>(10 points)</b></li> <li>• Introductions Quiz <b>(20 points)</b></li> <li>• Quotations Writing Project Four <b>(10 points)</b></li> <li>• Read Sarah McKibben’s Article “GRIT and the Greater Good: A Conversation with Angela Duckworth: The Nation’s Foremost Expert on Grit Says Being a “Good” Person is More Imperative Than Being “Great” at Something.”</li> <li>• Post in the Sarah McKibben Discussion Thread Seven <b>(10 points)</b></li> </ul> <p><b>70 Points Possible this Week</b></p>
<p><b>Week Five September 12th</b> Argument, Plagiarism, and Words to Avoid in Academic Writing</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Using Transitions” Assignment Five – Page 8 <b>(10 points)</b></li> <li>• Plagiarism Quiz <b>(20 Points)</b></li> <li>• Words to Avoid in Academic Writing Quiz <b>(20 points)</b></li> <li>• Write and submit your reflective essay on Sarah McKibben’s article <b>(20 points)</b></li> <li>• Post in the Argument Topic Thesis Approval Discussion Thread Eight <b>(10 points)</b></li> </ul> <p><b>80 Points Possible this Week</b></p>

<p><b>Week Six September 19<sup>th</sup></b> Argument, Mindset</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Common Errors: Fragments and Run-Ons” Assignment Six – Page 12 (<b>10 points</b>)</li> <li>• Argument Introduction Draft Due (<b>15 points</b>)</li> <li>• Read “It’s All in the Mindset” Chapter Two Section 2.3 from our textbook <i>College Success</i>. Pages 49-56</li> <li>• Post in the “It’s All in the Mindset” Discussion Thread Nine (<b>10 points</b>)</li> <li>• Watch Carol Dweck’s YouTube video on Mindset</li> <li>• Post in the Carol Dweck’s Mindset Discussion Thread Ten (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>45 Points Possible this Week</b></p>
<p><b>Week Seven September 26<sup>th</sup></b> Argument, Commas, Mindset</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Comma – Six Main Uses” Assignment Seven – Page 14 (<b>10 points</b>)</li> <li>• Argument Reason One and Reason Two Supporting Paragraph Drafts due (<b>15 points each – 30 total</b>)</li> <li>• Comma Quiz (<b>20 points</b>)</li> <li>• Read Curt Stedron’s article “Mindset Matters in Tough Times.”</li> <li>• Post in the Curt Stedron’s Discussion Thread Eleven (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>70 Points Possible this Week</b></p>
<p><b>Week Eight October 3<sup>rd</sup></b> Argument, Mindset</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Semi-Colon,” and “Colon,” and “Joining Sentences” Assignment Eight – Page 16-18 (<b>10 points</b>)</li> <li>• Argument Counter Argument and Reply Paragraphs Due (<b>15 points each – 30 points total</b>)</li> <li>• Write and submit your reflective essay on Curt Stedron’s article “Mindset Matters in Tough Times” (<b>20 points</b>)</li> </ul> <p style="text-align: center;"><b>60 Points Possible this Week</b></p>
<p><b>Week Nine October 10<sup>th</sup></b> Argument, Learning Styles</p>	<ul style="list-style-type: none"> <li>• Argument Conclusion Draft Due (<b>15 points</b>)</li> <li>• Read “Learning Styles” Chapter Two Section 2.4 from our textbook <i>College Success</i>. Pages 56-60</li> <li>• Read “Personality Types and Learning” Chapter Two Section 2.5 from our textbook <i>College Success</i>. Pages 60-64</li> <li>• Read “Applying What You Know about Learning” Chapter Two Section 2.6 from our textbook <i>College Success</i>. Pages 65-68</li> <li>• Post in the “Learning Styles,” and “Personality Types and Learning,” and “Applying What You Know about Learning” Discussion Thread Twelve (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>25 Points Possible this Week</b></p>
<p><b>Week Ten October 17<sup>th</sup></b> Research Introduction</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Apostrophe” Assignment Nine – Page 19 (<b>10 points</b>)</li> <li>• Argument Essay Due (<b>100 points</b>)</li> <li>• Read Deb Calvert’s “Six Preferred Learning Styles for Adults Adapt Your Message for A Better Response” article</li> <li>• Post in the Deb Calvert’s Discussion Thread Thirteen (<b>10 points</b>)</li> </ul>



	<ul style="list-style-type: none"> <li>• Read “Planning for Your Future” Chapter Twelve Sections 12.1-12.3 from our textbook <i>College Success</i>. Pages 403-434</li> <li>• Post in the Chapter Twelve Discussion Thread Fourteen (<b>10 points</b>)</li> <li>• Watch the “Top 10 College Majors That Lead to Good Careers” YouTube video</li> <li>• Post in the “Top 10 College Majors That Lead to Good Careers” Discussion Thread Fifteen (<b>10 points</b>)</li> <li>• Post in the Research Topic Approval Discussion Thread Sixteen (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>150 Points Possible this Week</b></p>
<p><b>Week Eleven October 24<sup>th</sup></b> Research, Grammar, Learning Styles</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Homonyms” Assignment Ten – Page 20 (<b>10 points</b>)</li> <li>• Research Introduction Paragraph Draft Due (<b>15 points</b>)</li> <li>• Write and submit your reflective essay on Deb Calvert’s “Six Preferred Learning Styles for Adults Adapt Your Message for A Better Response” article (<b>20 points</b>)</li> <li>• Post in the Grammar Discussion Thread Seventeen (<b>10 points</b>)</li> <li>• Post in the Grammar Discussion Thread Eighteen (<b>10 points</b>)</li> <li>• Post in the Grammar Discussion Thread Nineteen (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>75 Points Possible this Week</b></p>
<p><b>Week Twelve October 31<sup>st</sup></b> Thinking, Critical Thinking</p>	<ul style="list-style-type: none"> <li>• <i>The Pocket Prof</i> “Primary, Secondary, and Tertiary Sources” Assignment Eleven – Page 24 (<b>10 points</b>)</li> <li>• Research Supporting Paragraph One Draft Due (<b>15 points</b>)</li> <li>• Read Chapter Seven “Thinking” Sections 7-1-7.7 from our textbook <i>College Success</i>. Pages 221-254</li> <li>• Post in the Chapter Seven “Thinking” Discussion Thread Twenty (<b>10 points</b>)</li> <li>• Watch the “Critical Thinking Video”</li> <li>• Post in the “Critical Thinking” Discussion Thread Twenty-One (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>45 Points Possible this Week</b></p>
<p><b>Week Thirteen November 7<sup>th</sup></b> Research, Critical Thinking</p>	<ul style="list-style-type: none"> <li>• Research Supporting Paragraphs Two and Three Drafts Due (<b>15 points each – 30 total</b>)</li> <li>• Read Stephen Wright’s “On Critical Thinking It Takes Habit of Mind and Patterns of Inquiry” article</li> <li>• Post in the Stephen Wright Discussion Thread Twenty-Two (<b>10 points</b>)</li> <li>• Watch Dan Ariely’s “Why We Think It’s OK to Cheat (Sometimes)” YouTube video</li> <li>• Post in the “Why We Think It’s OK to Cheat (Sometimes)” Discussion Thread Twenty-Three (<b>10 points</b>)</li> </ul> <p style="text-align: center;"><b>50 Points Possible this Week</b></p>





<p><b>Week Fourteen November 14th</b> Research</p>	<ul style="list-style-type: none"> <li>• Research Supporting Paragraph Four and Conclusion Paragraph Draft Due <b>(15 points each – 30 total)</b></li> <li>• Write and submit your reflective essay on Stephen Wright’s “On Critical Thinking It Takes Habit of Mind and Patterns of Inquiry” article <b>(20 points)</b></li> </ul> <p style="text-align: center;"><b>50 Points Possible this Week</b></p>
<p><b>Week Fifteen November 21st</b></p>	<ul style="list-style-type: none"> <li>• <b>Thanksgiving Week - Enjoy</b></li> </ul>
<p><b>Week Sixteen November 28<sup>th</sup></b> Reflect, Career Choices</p>	<ul style="list-style-type: none"> <li>• Post in the Course Reflection Discussion Thread Twenty-Four <b>(10 points)</b></li> <li>• Post in the Career Choices Discussion Thread Twenty-Five <b>(10 points)</b></li> <li>• Research Essay Due <b>(100 points)</b></li> </ul> <p style="text-align: center;"><b>120 Points Possible this Week</b></p>
<p><b>Week Seventeen December 5<sup>th</sup></b> Last Week Close Out</p>	<ul style="list-style-type: none"> <li>• Work on turning in late assignments if necessary – <b>Saturday December 10th Deadline instead of the traditional Sunday night</b></li> </ul>