

Delta College
English 090: Introduction to Academic Writing and Reading
Winter 2012
4 Credit Hours

Instructor: Mrs. Janet Alexander
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Required Texts and Materials

- ◆ *Real Essays with Readings 3rd edition* by Susan Anker
- ◆ *The Last Lecture* by Randy Pausch
- ◆ *Tuesdays with Morrie* by Mitch Albom
- ◆ Highlighters
- ◆ Thumb drive
- ◆ A pocket folder for turning in all stages of the written work on the due dates
- ◆ Collegiate quality dictionary, highly recommended
- ◆ Collegiate quality thesaurus, highly recommended

Course Description as described by Delta College's English Division:

Prerequisite: Appropriate score on the current College assessment instrument. Provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112) with opportunity to improve their reading and writing skills in an interactive and collaborative setting. Includes practice of personal and academic writing with special attention given to individual needs, which may include organization, sentence structure and variety, correct usage, and vocabulary development. Practices active reading strategies to understand, interpret, and apply information from reading. Does not earn credit towards graduation. Must earn a grade of "C" or better in ENG 090 for progression to the next level. (75-0)

Outcomes and Objectives

According to the standards set by Delta's English Division, a successful student in this class should be able to master the following outcomes and objectives:

Outcome 1: Develop a writing process for pre-college and college essays.

Objectives:

- A. Plan and brainstorm ideas for an essay before beginning to write.

- B. Produce drafts of an essay and show an understanding of revision.
- C. Participate effectively in writing groups and conferences.
- D. Demonstrate an ability to work with written comments.
- E. Produce edited, properly formatted essays.

Outcome 2: Develop abilities with the basic structures of an essay.

Objectives:

- A. Use introductions, conclusions, and paragraphs.
- B. Write essays that demonstrate a sense of organization.
- C. Use topic sentences.
- D. Use transitions between sentences and paragraphs.
- E. Write at least two essays with a clear thesis.

Outcome 3: Develop abilities with the more complex aspects of an essay.

Objectives:

- A. Demonstrate ability to develop significant ideas and use supportive, specific examples.
- B. Write essays that lack confusion.
- C. Write essays that demonstrate an awareness of audience.
- D. Reduce number of errors in grammar and punctuation.

Outcome 4: Demonstrate ability to use reading process necessary to active, purposeful reading of a variety of texts mostly through 9th grade readability.

Objectives:

- A. Use specific strategies before, during and after reading, including previewing, predicting, accessing prior knowledge, questioning and summarizing.
- B. Demonstrate ability to retain general information from a piece of reading and reproduce same on an objective quiz/test.
- C. Check comprehension by identifying topic, thesis/focus and supporting details and locating explicit information, in a passage, that answers "who, what, when, where, why and how."
- D. Use study strategies, including SQ3R, annotation of text, outlining, mapping, and sequential summarizing, particularly with textbook materials.
- E. Demonstrate ability, both orally and in writing, to make personal connections to the ideas in a piece of reading.
- F. Demonstrate an ability to negotiate unfamiliar vocabulary, as well as make new words a part of one's own vocabulary.

G. Demonstrate introductory skills for information literacy, including accessing dictionaries, encyclopedias, handbooks and the Internet.

Structured Learning Assistance

- This course will have an SLA Leader.
 - An SLA leader is a person with a degree who has already done well in this or a similar course and is here to help students be successful in this course.
 - SLA leader will help in class by being available for questions and help facilitate writing groups.
 - SLA leader will be available to help outside of class at a half hour workshop twice a week, before the start of class.
 - All students must attend the workshop.

Grading Scale

95-100=A	80-82=B-	67-69=D+
90-94=A-	77-79=C+	60-66=D
87-89=B+	73-76=C	59 & below=F
83-86=B	70-72=C-	

Course Grade Calculation

300 points 2 Essays: You will have two major writing assignments. The first will be a **narrative essay** and that will be worth **10%** of your final grade. The second will be a **reflective** essay based on the books that we read, and that will be worth **20%** of your final grade. You are not just graded on the final product; you are graded on all the steps of the process that are necessary for writing a fine product. To break it down in specifics for you, your pre-writings are worth **5%**, your rough drafts(s) are worth **5%**, your conferences with me and fellow students are worth **15%**, and your final draft is worth **75%**.

You will receive specifics on each assignment when we get to that point in the semester. You will also receive a specific sheet that breaks down exactly how the **75%** product will be evaluated for each writing assignment.

150 points In-class writing: Writing is like any skill, you have to practice to be good. Therefore, we are going to practice everyday in class. We will do journal writing and many other writing activities to account for this portion of your grade. Therefore, you must be in-class and take part in these activities in order to get credit. These cannot be made up.

150 points Homework: This will be collected daily. You will have assignments from your textbook and from other sources. The requirements for each assignment will be explained thoroughly to you.

150 points Quizzes over Homework Chapters: These quizzes will be over the chapters that you were responsible for in homework form, the session beforehand. If you read the material, took notes, did the homework, were present for the class session discussing it, you should be successful on these.

150 points Reading Logs: This will be your opportunity to show that you have read the assigned chapters of the reading books and that you understood what you read. So, you will summarize the assigned reading (covering each of the major elements of the plot) and then you will respond to it (i.e. how do you connect to that part? How did you not connect? What are your predictions for the future of the novel? Are you hooked? Why or why not? In other words, what is your overall or specific reaction to anything or everything that you have just read.) These should be two to three paragraphs: one to two paragraphs for your summary and one to two paragraphs for your reaction. You will be graded on how in-depth your summary is, how in-depth your reaction is, and how well your mechanics are under control.

100 points Participation: Together we will be becoming a community of readers and writers. Therefore, I believe that not only do you learn from me, but you also learn (probably more so) from each other. In order for that to be true, we will all need to participate. Therefore, everyday, we need you to be here for the entire class. We also need to hear from you at least once. This can be in the form of asking a thoughtful question, answering a question, or making an insightful comment during our discussions. Everyday you will be given 10 participation points for contributing. If you are late to class or the SLA session, or if you leave early, you can only get a total of 5 points.

Plagiarism

Not giving credit to an author's specific words, thoughts, or ideas is a serious offense and will result in an "F" for the assignment and possibly the course. This could be a professional author or it could mean copying homework from a friend or classmate. For more information about Delta's policies on plagiarism see the [Delta College Catalog](#) or the English Division site at: www.Delta.edu/~english/plagiar.html

Late Work

If you **must** miss a class in which an assignment is due, then turn it in advance, send it to me via a word email attachment, or have a roommate, spouse, parent, etc. get it to my *office* by 6 p.m. the day the work is due! You may turn in up to two reading log assignments one class session late. After those two, reading logs will NOT be accepted late, so please only use those freebies if you absolutely have to. Furthermore, you may turn in one final draft essay up to one class session late. Your other essay will NOT be accepted late, so please only use that freebie if you absolutely have to.

Attendance

Since the quizzes, in-class writing, much of the process of writing and all of our group discussions will take place in class and cannot be made up, you must attend class regularly. To reward you, if you only miss 0-1 times you will be given two extra credit participation grades. However, more than **four** absences at mid-term will result in a withdrawal. This policy includes the SLA sessions.

Instructor Initiated Drop for Lack of Attendance

Your English Division instructors will drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this particular course this semester (or term) that means in excess of four class periods. This is an English Division policy.

Early Alert

In an effort to ensure you have the supports necessary to be successful, Delta College has an Early Alert Referral Program. If we feel you could benefit from additional support outside of the classroom, we may make a referral.

Disabilities

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 686-9330.

Class Agenda

Note: This schedule may change due to teacher or student needs

<u>Week</u>	<u>Date</u>	<u>Class Content/Readings/Homework</u>
1	1/10	Intro to Course
1	1/12	Preview text; note taking strategies
2	1/17	Chapters 1 and 20 Quiz; reading logs
2	1/19	Preview <i>The Last Lecture</i>
3	1/24	Chapters 2 and 22 Quiz; Prewriting Essay #1
3	1/26	<i>The Last Lecture</i> first fourth due
4	1/31	Chapters 3 and 23 Quiz
4	2/2	<i>The Last Lecture</i> second fourth due
5	2/7	Chapters 10 and 24 Quiz; Workshop Essay #1
5	2/9	<i>The Last Lecture</i> third fourth due
6	2/14	Chapters 8 and 25 Quiz; Rough Draft of Essay #1 due
6	2/16	<i>The Last Lecture</i> final fourth due
7	2/21	Conferencing Essay #1
7	2/23	Essay #1 due

8	2/28	Chapters 9 and 26 Quiz
8	3/1	Chapters 19 and 27 Quiz; Preview <i>Tuesdays with Morrie</i>
9	3/6	No Class: Mid-Semester Break!
9	3/8	No Class: Mid-Semester Break!
10	3/13	Mid-Semester Conferences
10	3/15	<i>Tuesdays with Morrie</i> first fourth due
11	3/20	Chapters 21 and 28 Quiz; Prewrite Essay #2
11	3/22	<i>Tuesdays with Morrie</i> second fourth due
12	3/27	Chapters 29 and 30 Quiz; Workshop Essay #2
12	3/29	<i>Tuesdays with Morrie</i> third fourth due
13	4/3	Chapters 31 and 32 Quiz; Workshop Essay #2
13	4/5	<i>Tuesdays with Morrie</i> final fourth due
14	4/10	Chapters 34 and 35 Quiz; Rough Draft of Essay #2 due
14	4/12	Conferencing Essay #2
15	4/17	Essay #2 due
15	4/19	Chapters 36, 37 and 38 Quiz
16	4/24	Chapters 39, 40 and 41 Quiz; Wrap Up
16	4/26	Exit Conferences