

*"It is not because things are difficult that we do not dare; it is because we do not dare that they are difficult." ~ Seneca*

English 090 (Section SS120)  
Introduction to Academic Writing  
Spring/Summer 2012: 5/7/2012 – 8/8/2012  
Mondays/Wednesdays: 10:00 a.m. – 12:10 p.m.  
Room: S-034

Instructor: Scott Drake  
Office: S-053  
Mailbox: S-006  
English Division Telephone: (989) 686-9159  
E-mail: scottdrake@delta.edu

We, too, are lucky to have a SLA (Structured Learning Assistant) Leader as a facilitator for our class. Jeanne Feyedelem will conduct a workshop on Mondays and Wednesdays from 12:15 p.m. – 12:45 p.m. to help you prepare, practice, and review the coursework. You are required to attend these sessions if your grade is 76%—a “high C”—or lower, but I strongly encourage you all to participate. **For the first month of class, attendance is required of everyone.** Missing a required workshop counts as half an absence, unless you clear it with either our SLA Leader or me first.

**SLA Leader:** Jeanne Feyedelem; **E-mail:** jlfeyede@delta.edu  
Spring/Summer 2012: 5/7/2012 – 8/8/2012  
Mondays/Wednesdays: 12:15 p.m. – 12:45 p.m.  
Room: S-034

### COURSE OVERVIEW:

Prerequisite: WRITING LEVEL 1: Provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112 or OAT 150, 151, 152) with opportunity to improve their 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.

### COURSE OUTCOMES & OBJECTIVES:

Upon successful completion of this course, the student will be able to:

#### **Use a writing process for pre-college and college essays at the basic level.**

Objectives:

- ❖ Plan and brainstorm ideas for an essay before beginning to write.
- ❖ Produce drafts of an essay and show an understanding of revision.
- ❖ Participate effectively in writing groups and conferences.
- ❖ Demonstrate an ability to work with written comments.
- ❖ Produce edited, properly formatted essays.

#### **Write basic college level essays.**

Objectives:

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

**Develop abilities with the more complex aspects of an essay.**

## Objectives:

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

**Produce written responses to and understand texts at the basic level.**

## Objectives:

- ❖ Demonstrate ability, both orally and in writing, to make personal connections to the ideas in a piece of reading.
- ❖ Demonstrate an ability to negotiate unfamiliar vocabulary, as well as make new words a part of one's own vocabulary.
- ❖ Demonstrate basic skills for information literacy, including accessing, analyzing, and using resources such as dictionaries, encyclopedias, handbooks, and the Internet.

**COURSE LEARNING AND TEACHING ACTIVITIES:**

The purpose of this class is to assist you in developing the writing and study skills that are necessary to college success. It emphasizes the following:

- ❖ Group activities
- ❖ Student interaction
- ❖ Freewriting in and out of class (to reflect, to prompt discussion, to dialogue with me and others in the class)
- ❖ Individual student-instructor conferences

Although it provides no credit toward graduation requirements, ENG 090 is an excellent choice for students who want to prepare themselves for academic study and better their chances for success.

**COURSE ASSIGNMENTS:**

<b>Course Work: Tests, Writing Projects, Final Exam, Homework/Quizzes, and Attendance</b>	<b>Percent of Final Grade</b>	<b>Due</b>
Unit Tests	15%	Unit Tests will be posted on Delta College's "D2L" Web site; I will announce each time I post one.
Comprehensive Tests: Parts 1, 3, and 4	10%	Week 3 (M 5/21): Part 1 Week 4 (W 5/30): Part 3 Week 11 (M 7/16): Part 4
Graded Paragraphs: #1 – #6	2.5% each x 6 Paragraphs = 15%	Week 5 (W 6/6): Paragraph #1 Week 6 (W 6/13): Paragraph #2 Week 7 (W 6/20): Paragraph #3 Week 8 (W 6/27): Paragraph #4 Week 9 (M 7/9): Paragraph #5 Week 10 (W 7/11): Paragraph #6
Graded Essay #1	15%	Week 12 (W 7/25)
Graded Essay #2	15%	Week 14 (W 8/8)

Final Exam: Parts 2 and 5	15%	Week 14 (W 8/8): Parts 2 and 5
Homework/Quizzes	10%	(Various Due Dates)
Attendance	5%	(See *Note Below)

**\*Note: Four or more absences equals zero percent for your Attendance grade and either dropped through an instructor-initiated drop or may fail the course.**

**Also, regardless of your final grade average, all Graded Paragraphs, Graded Essays, and the Final Exam must be completed and turned in, or you will receive an “F” in the course.**

All writings must be original work you conducted during this course; recycled works from other courses (such as high school courses) are not acceptable. Submission of such work will be considered plagiarism (see Plagiarism, below). Last, occasional homework assignments and quizzes, not on the syllabus, will be assigned in class.

### COURSE POLICIES:

#### Grades

All Course Work will receive a numerical percentage, which can be converted into a letter grade (“A” – “F”) by using the Grading Scale below. To help keep you informed of your progress, I will provide written comments and record your grade for all Course Work. I will also tell you what your midterm grade is. If you would like help determining your grade in the course at any time, please ask me. As far as homework grades are concerned, I will use the following acronyms and point system: **WD** = Well Done (6 points); **NW** = Needs Work (3 points); and **NA** = Not Acceptable (0 points)

#### Grading Scale

Grade	Percent	4-point
A	Above 92	4.0
A-	92 – 90	3.7
B+	89 – 87	3.3
B	86 – 83	3.0
B-	82 – 80	2.7
C+	79 – 77	2.3
C	76 – 70	2.0
D	69 – 60	1.0
F	Below 60	0.0

#### Revisions

Any Paragraphs or Essays (except Essay #2) that have earned lower than a “C” for reasons **other than lateness** may be revised for a grade change. Unless you make prior arrangements, I will not accept a revision later than **one week** after the original is returned in class (or in my mailbox on campus [S-006]). A successful revision will bring the grade of that Paragraph or Essay to a “C”. All revisions must be highlighted on the new version. Furthermore, I will read revised Paragraphs and Essays only if submitted with the previously graded Paragraph or Essay, and only if all revisions are clearly indicated on the revised version. I will not read Paragraphs or Essays that do not follow these guidelines.

### Attendance and Late Assignments

Regular attendance is essential for successfully completing this course. When you read through the class schedule, you will see how this course is built on collaboration among you, your peers, and me. You will most likely learn more and your grades will prosper if you consistently come to class well prepared, keep up with the readings and writing, and take the initiative for your contributions to class.

If some situation in your work or home life will prevent you from regularly attending this class and completing the work on time, I recommend that you drop the class now and take it when you will be able to successfully complete it. **Note that a student who misses the first two classes of the semester will be automatically dropped from the course. A student who misses two classes in a row without contacting me, or one who misses four or more sessions, will be dropped through an instructor-initiated drop or may fail the course.**

I will take attendance at the beginning of each class session. **Chronic lateness and early departures are disrespectful to me and to your classmates and disrupt the learning environment; therefore, three late arrivals and/or early departures will be counted as one absence in terms of your attendance grade.** Except for certain special college-connected events that conflict with class, there is no such thing as an excused absence; you are simply present or absent (for whatever reason). To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. You already are scheduled during your class time—you are not free to schedule something else. If you must be absent, you are still responsible for all information and assignments given during the class you missed. It is your responsibility to make arrangements—ahead of time, if possible—for missed class work. I am responsible for teaching only those who attend class. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you.

**Paragraphs and Essays are due in class on the stated day and will be downgraded one grade per calendar day late (turning in an assignment late, but on the same day, will count as one day late).** Homework will be due at the beginning of class. Late homework will not be accepted unless you were absent on the day it was due, in which case it is due when you return to class (you are responsible for showing it to me at the beginning of the period). Forgetting your homework is the same as not turning it in—you cannot get credit for it. If you were absent when it was assigned, you are still responsible for turning it in when it is due (therefore, ask in advance or e-mail me to see if additional homework was assigned; I will reply as soon as I get your message). **A missed Comprehensive Test must be made up in the Academic Testing Center within one week unless you make prior arrangements with me.**

### Withdraw Deadline

The last day to withdraw with a grade of “W”, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of “WI” is **Thursday, August 2**. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw (D102, 686-9330), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D101, 686-9080). If you stop coming after this date, you will receive an “F” instead of a “W/WI” at the end of the semester.

### Plagiarism

**Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an “F” for the project and possibly an “F” for—as well as dismissal from—the course.** For more information about Delta’s policies, refer to the “Integrity of Academic Work” section in the “Students’ Rights, Responsibilities, and Conduct” section of the *Delta College Catalog* or the English Division home page (<http://www.delta.edu/english/plagiarism.html>). If in doubt about plagiarism,

please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet sources) without proper citation is also plagiarism. In this class, we will use MLA citation methods.

#### Student Conduct

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, please refer to the “Students’ Rights, Responsibilities, and Conduct” section in the *Delta College Catalog*.

Also, individual student participation is strongly encouraged. Your questions and comments are valuable and are always welcome. However, rudeness and inattentiveness will not be tolerated. No student is to sleep, do his or her homework from other classes, play computer games, chat with friends, or engage in any other disruptive acts during class, especially while I am lecturing or we are discussing course work. Students persistently engaging in disruptive acts will be asked to leave class. **In addition, personal CD players, iPods, and cellular phones (e.g., NO TEXTING, which is my top-ranked pet peeve) WILL NOT be allowed in class.**

#### General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For details, including a list of the outcomes, please refer to (<http://www.delta.edu/gened/statement.html>).

#### Computer Use Guidelines

Delta College has very specific guidelines for accessing and using electronic resources, which you are required to follow. Please read the guidelines and penalties for violations, available at (<http://www.delta.edu/accessanduse.html>). **In addition, I expect you to use your time on the computer for course-related work, not for playing games, e-mailing, using Instant Messenger, or Facebook.** If you chose not to use your time on the computer for course-related work, I will dismiss you from our session—which, in turn, will have an effect on your attendance grade.

#### RESOURCES FOR WRITERS:

##### WRIT (Writing, Reading, Information Technology) Center

###### The Main Campus WRIT Center:

“The WRIT Center is at the back of the LLIC, **near A-125**; you will find welcoming faces, comfy chairs, and computers. Whether you need help brainstorming a topic, revising a cover letter for a job application, or just need one final pair of eyes to look over a piece you’ve written, the Writing Center can help. Students, faculty, and staff are welcome, so come early and stay late, and don’t forget to bring a snack if you are hungry. See you there...”

###### Our Virtual WRIT Center:

“Because Delta College is more than one building in University Center and because our students are more than just students, often holding down a full-time job and/or raising a family, we have a Virtual Writing Center to offer advice and assistance anywhere/anytime. All you need to do is answer a few

questions and upload your paper and you'll receive thoughtful feedback within 48 hours (Monday - Friday). View our Form Tutorial for how to submit to our online writing consultants. Our virtual service can also be accessed on [myportal.delta.edu](http://myportal.delta.edu), under 'Tools & Links.' For those looking for access to handouts, how-to articles, and example papers, see our Virtual Handbook for Students."

Please consult the WRIT Center's Web site (<http://www.delta.edu/writingcenter.aspx>) for additional information.

### **Teaching/Learning Center**

Main campus: LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their Web site for their hours. They also offer on-line tutoring at (<http://www.delta.edu/tlc/TLCyber>). You will need your Delta student ID number and the code for the course (ENG 112).

### **Library**

Main campus: LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their Web site for their hours. Note that food or beverages are not allowed in the LLIC.

### **Computers**

Outside of the classroom, there are computers available for use in the LLIC on the main campus (same hours as the library; for more information, refer to [<http://www.delta.edu/complab/>]). There is a Lab Assistant to help you at the circular desk by the computer pods (where you have to sign in using your ID). Be sure to bring a disk so you can save your work (and be sure to save your document onto the disk frequently as you work; it is also a good idea to have a backup disk). If you do not use Microsoft Word at home, you can still bring your work back and forth. The trick is to save your document in RTF format. Ask me if you need help.

Also, you will be expected to visit Delta College's "eLearning" Web site from time-to-time and access documents, etc. Please make sure that you have an active Delta College e-mail account in order to access this site.

### **Disability Support Services**

If you have a documented disability and need an academic accommodation, please contact Michael Cooper, Director of Disability Services (D-106, 686-9322).

### **Educational Advising & Counseling**

The Office of Educational Advising & Counseling (D-102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, making career decisions, and many things about yourself including working with you concerning personal and professional difficulties.

### **Me**

I will make every effort to see that this class is meaningful to you and that you improve your writing. I am happy to discuss your writing with you and to answer questions on anything that may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours. Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course.

**REQUIRED MATERIALS:**

- ❖ A **three-ring binder** (and—or, access to—a **three-hole punch**) and **tab dividers** to keep your materials organized
- ❖ A **spiral-bound, college-ruled notebook** with **perforated pages** to be used for notes, homework, and freewritings
- ❖ A **folder with horizontal pockets** on both sides. Write your name in the upper-right corner of the cover (if your name cannot be easily seen, please use a label)
- ❖ A set of **pens** (black, blue, and at least one more color of your choice)
- ❖ At least one **highlighter pen**
- ❖ A **stapler**
- ❖ An **E-storage device** (flash drive, etc.). You will use this when we/you visit the Computer Lab/Library

**REQUIRED TEXTS:**

*American Heritage College Dictionary*. 4<sup>th</sup> ed. Boston/New York: Houghton Mifflin, 2001.

*The American Heritage Thesaurus*, 1<sup>st</sup> ed. Boston/New York: Houghton Mifflin, 2005.

Kirszner, Laurie G. and Stephen R. Mandell. *The Pocket Wadsworth Handbook*. 5<sup>th</sup> ed. Boston: Thomson Wadsworth, 2011.

Winkler, Anthony C., and Jo Ray McCuen-Matherell. *Writing Talk: Paragraphs and Short Essays with Readings*. 5<sup>th</sup> ed. Saddle River: New Jersey: Pearson-Prentice Hall, 2009.

**TENTATIVE COURSE ASSIGNMENT SCHEDULE**

Note: This assignment schedule provides a general idea of the topics covered in the course. The number, length, and content of sessions may vary and is subject to change.

<b>Weeks and Sessions</b>	<b>Planned Activities: Writing/Rhetoric; Grammar/Mechanics; Unit Writing Assignments; Comprehensive Tests; and Essays</b>
<b>Week 1</b> M 5/7 & W 5/9	<b><u>Parts 1 and 2: Preparing to Write and Sentence Basics</u></b>  <b>Writing/Rhetoric</b> – Unit 1: The ESL Student and the Native Speaker <b>Grammar/Mechanics</b> – Unit 5: The Sentence; Error 17: Incorrect Capitalization, Part 1; Error 18: Incorrect Capitalization, Part 2 <b>Writing/Rhetoric</b> – Unit 2: Myths about Writing
<b>Week 2</b> M 5/14 & W 5/16	<b>Writing/Rhetoric</b> – Unit 3: Purpose and Audience <b>Grammar/Mechanics</b> – Unit 6: Building Sentences; Error 13: Omitted Commas, Part I; Error 14: Omitted Commas, Part II <b>Writing/Rhetoric</b> – Unit 4: Gathering Ideas
<b>Week 3</b> M 5/21 & W 5/23	<b>Comprehensive Test: Part 1</b>  <b><u>Part 3: Writing Good Paragraphs</u></b>  <b>Writing/Rhetoric</b> – Unit 8: The Paragraph and the Topic Sentence <b>Grammar/Mechanics</b> – Error 1: Sentence Fragments; Error 15:

	<p>Apostrophe Problems  <b>Writing/Rhetoric</b> – Unit 9: Adding Details</p>
<p><b>Week 4</b>  M 5/28 &amp; W 5/30</p>	<p><b>Memorial Day – College Closed (M 5/28)</b></p> <p><b>Writing/Rhetoric</b> – Unit 10: Sticking to the Point, Proving the Point, and Linking Sentences  <b>Grammar/Mechanics</b> – Error 2: Run-on Sentences; Error 16: Trouble with Quotation Marks  <b>Comprehensive Test:</b> Part 3</p> <p><b>Parts 4 and 5: Paragraph Strategies and Writing Good Essays</b></p> <p><b>Writing/Rhetoric</b> – Unit 11: Narrating  <b>Grammar/Mechanics</b> – Error 3: Lack of Subject-Verb Agreement  <b>Unit Writing Assignments: Paragraph #1</b> – Choose either the “Unit Writing Assignment” on p. 303 or the “Photo Writing Assignment on p. 304 and write a paragraph (you will <b>Peer Edit M 6/4</b> and <b>turn in your paragraph W 6/6</b>)</p>
<p><b>Week 5</b>  M 6/4 &amp; W 6/6</p>	<p><b>Writing/Rhetoric</b> – Unit 12: Describing  <b>Grammar/Mechanics</b> – Error 4: Incorrect Verb Forms  <b>Unit Writing Assignments: Paragraph #2</b> – Choose either the “Unit Writing Assignment” or the “Photo Writing Assignment on p. 319 and write a paragraph (you will <b>Peer Edit M 6/11</b> and <b>turn in your paragraph W 6/13</b>)</p>
<p><b>Week 6</b>  M 6/11 &amp; W 6/13</p>	<p><b>Writing/Rhetoric</b> – Unit 13: Illustrating  <b>Grammar/Mechanics</b> – Error 5: Incorrect Forms of <i>Do</i>, <i>Be</i>, and <i>Have</i> and Error 6: Passive Voice  <b>Unit Writing Assignments: Paragraph #3</b> – Choose either the “Photo Writing Assignment on p. 335 or the “Computer Assignment” on p. 335 and write a paragraph (you will <b>Peer Edit M 6/18</b> and <b>turn in your paragraph W 6/20</b>)</p>
<p><b>Week 7</b>  M 6/18 &amp; W 6/20</p>	<p><b>Writing/Rhetoric</b> – Unit 14: Explaining a Process  <b>Grammar/Mechanics</b> – Error 7: Shift in Tense and Error 8: Shift in Point of View  <b>One-on-One Conferences:</b> All of the class (W 6/20)  <b>Unit Writing Assignments: Paragraph #4</b> – Choose either the “Unit Writing Assignment” on p. 350 or the “Photo Writing Assignment on p. 351 and write a paragraph (you will <b>Peer Edit M 6/25</b> and <b>turn in your paragraph W 6/27</b>)</p>
<p><b>Week 8</b>  M 6/25 &amp; W 6/27</p>	<p><b>Writing/Rhetoric</b> – Unit 15: Defining a Term  <b>Grammar/Mechanics</b> – Error 9: Unclear or Missing Referent  <b>Unit Writing Assignments: Paragraph #5</b> – Choose either the “Unit Writing Assignment” on p. 373 or the “Photo Writing Assignment on p. 374 and write a paragraph (you will <b>Peer Edit W 7/2</b> and <b>turn in your paragraph M 7/9</b>)</p>
<p><b>Week 9</b>  M 7/2 &amp; W 7/4</p>	<p><b>Writing/Rhetoric</b> – Unit 16: Classifying  <b>Grammar/Mechanics</b> – Error 10: Lack of Pronoun Agreement and Sexism</p>

	<p><b>Unit Writing Assignments: Paragraph #6</b> – Choose either the “Unit Writing Assignment” on p. 392 or the “Photo Writing Assignment on p. 393 and write a paragraph (you will <b>Peer Edit M 7/9</b> and <b>turn in your paragraph W 7/11</b>)</p> <p><b>Independence Day – College Closed (W 7/4)</b></p>
<p><b>Week 10</b> M 7/9 &amp; W 7/11</p>	<p><b>Writing/Rhetoric</b> – Unit 17: Comparing and Contrasting; Unit 20: Moving from Paragraphs to Essays  <b>Grammar/Mechanics</b> – Error 11: Trouble with Comparisons and Superlatives  <b>Essay #1 Introduced</b> (you will <b>Peer Edit M 7/23</b> and <b>turn in your Essay #1 W 7/25</b>)</p>
<p><b>Week 11</b> M 7/16 &amp; W 7/18</p>	<p><b>Writing/Rhetoric</b> – Unit 18: Cause and Effect; Unit 21: The Thesis Statement  <b>Grammar/Mechanics</b> – Error 12: Dangling or Misplaced Modifiers  <b>Comprehensive Test (M 7/16):</b> Part 4  <b>One-on-One Conferences:</b> All of the class (W 7/18)</p>
<p><b>Week 12</b> M 7/23 &amp; W 7/25</p>	<p><b>Writing/Rhetoric</b> – Unit 22: Organizing Your Essay, from Beginning to End and Unit 23: Revising, Editing, and Proofreading  <b>Peer Edit Essay #1 (M 7/23)</b>  <b>Grammar/Mechanics</b> – Error 19: Misspelled Words, Part I  <b>Essay #1 Due (W 7/25)</b>  <b>Essay #2 Introduced</b> (you will <b>Peer Edit M 8/6</b> and <b>turn in your Essay #2 W 8/18</b>)</p>
<p><b>Week 13</b> M 7/30 &amp; W 8/1 (Last Day to Drop Spring/Summer 14-wk Classes w/W/WI – is R 8/2)</p>	<p><b>One-on-One Conferences:</b> Half of the class (M 7/30); Half of the class (W 8/1)</p>
<p><b>Week 14</b> M 8/6 &amp; W 8/8</p>	<p><b>Peer Edit Essay #2 (M 8/6)</b>  <b>Grammar/Mechanics</b> – Error 20: Misspelled Words, Part II  <b>Essay #2 Due (W 8/8)</b>  <b>Final Exam (W 8/8):</b> Parts 2 and 5</p>