

**ENGLISH 090**  
**INTRODUCTION TO ACADEMIC READING AND WRITING**

**INSTRUCTOR: MRS. BETHANY EICHER**  
**EMAIL: [bethanyeicher@delta.edu](mailto:bethanyeicher@delta.edu)**

**OFFICE HOURS**

DCPL Main Office  
Office Hours: Wednesday 8 – 8:30  
Messages: (989) 667-2260 (main office – Janet)

Main Campus Office: S-053  
Office Hours: Monday 11:30 – 12  
Tuesday & Friday 12 – 12:30  
Messages: (989) 686-9159 (main English office – Sue)

All students are encouraged to stop by during office hours at least once during the semester. You may come to check in after missing a class, prepare ahead for a class you will miss, ask questions about assignments, reading, or homework you did not understand, get feedback about your writing, or just check on your progress.

If the scheduled office hours don't work for you, please send me an email to schedule a different time. I enjoy meeting with my students, and will try to find a time and place that works for both of us.

**REQUIRED MATERIALS**

1. *Exploring Writing: Sentences and Paragraphs* by John Langan
2. *The Last Lecture* by Randy Pausch
3. A college dictionary – check “dollar stores” for inexpensive versions
4. Notebook with perforated pages (pages you can remove neatly)
5. Red and black/blue pens
6. Save money to print or make copies if you will need to use public machines

**ATTENDANCE POLICY**

If you miss more than 4 class sessions before April 10, I have the option of dropping you from the class. After April 10, your final grade will be lowered a full letter grade for each absence over 4.

No absences are “excused” – it is not my responsibility to judge the choices you make. However, it is a good idea to let me know when you will be absent so we can make arrangements for you to turn in any work. You should check the class calendar and email me after you miss a class, so you are ready for the next class.

Leaving early or being late to class 3 times will count as an absence. Arriving or leaving during the break will count as 2 late arrivals.

College-sponsored activities and religious holidays don't count against you as absences. However, you should tell me ahead of time when and why you'll miss class, and plan to turn in your work early.

If you come to class so unprepared that you can't participate in the day's activities, sleep through class, or disrupt the learning of others, you may be asked to leave and counted absent.

If you have long-term problems that will affect your attendance or timeliness, please let me know as soon as possible.

To find out if classes are cancelled for bad weather, call (989) 686-9179.

### **MY EXPECTATIONS OF YOU**

1. Show up for class. Be on time.
2. Bring a pen or pencil, your textbooks, a notebook, and any assigned homework to every class.
3. Leave cell phones, pagers, text messages, and music players for outside of class.
4. Respect your classmates by listening carefully when they speak, taking their ideas and writing seriously, and thoughtfully discussing (not attacking) ideas you don't agree with.
5. Participate. This class isn't about what you already know – it's about what you are discovering and learning. We often learn as much from a thoughtful guess as from a textbook answer.
6. Ask for help. If you're confused or don't understand something, speak up. You may ask relevant questions during class, or can make an appointment or stop by during office hours for more personal concerns.
7. Complete work with integrity. Passing off someone else's work as your own is a serious academic offense. Academic dishonesty may result in a zero for the assignment or an E in the course.

### **EMAIL GUIDELINES**

1. Please include your full name and English 090 in all emails.
2. All emails should have a short, descriptive subject line.
3. Try to use your best spelling, grammar, and punctuation. This helps avoid misunderstandings. Run a spelling and grammar check before sending.
4. I will check and respond to email at least once a day, usually more. I don't check email in the evenings, so emails sent late in the day may not be answered until the next morning.
5. When you send an email, check for a response at least twice before asking if I got your message.

### **HOW TO TURN IN WORK**

1. Work is collected during class on the due date. If you can't be in class, you may send a friend or family member to the classroom to turn in your work.

2. If you know you'll miss class, you may turn in work early. Early work should be placed in my mailbox in S-006 (the English office on main campus) or in the Planetarium Office.
3. You may *not* email or fax your homework. This includes drafts and essays.
4. All work should have your name, my name, the course number, the name of the assignment, and the date in the upper left-hand corner. For example:  
     Jane Doe  
     Mrs. Eicher  
     Eng090  
     Descriptive paragraph, draft 1  
     1/15/09
5. All work must be presented neatly. Work completed in class should be handwritten clearly in dark pencil or ink. All other work should be typed in 12-point, Times New Roman font, double-spaced, and printed in black ink.
6. Illegible work, or work that does not meet the assignment requirements, will be returned without a grade.
7. Homework will not be accepted at any time after I have collected it in class. I will accept late essays, but any essay turned in after it has been collected will be marked down one grade for each day it is late (so an A becomes a B, then a C, and so forth). Essays that are more than 4 days late (including weekends) will not be accepted.

**STRUCTURED LEARNING ASSISTANCE**

**SLA LEADER: JEANNE LESINSKI**

**EMAIL: JEANNELESINSKI@DELTA.EDU**

In English 090, you get the help of an additional resource – a Structured Learning Assistance (SLA) Leader, Jeanne Lesinski. Jeanne will hold workshops on Mondays and Wednesdays from 8:00 – 8:25 a.m. and will be here during class.

You must attend the SLA workshops if your course grade is a C+ or lower; however, everyone is welcome to attend. Going to the SLA workshops is not a sign that you are “stupid,” but rather a sign that you’re a serious student who is working hard to succeed. For the first four weeks of class, everyone must attend the SLA workshops. I will let you know if/when attendance at SLA workshops become optional.

You should treat Jeanne and the SLA workshops with the same respect you give the regular class periods, and the same high standards for behavior and attendance will apply. Because the workshop period is short, there are a few differences in the attendance policies between SLA workshops and regular class periods:

1. Coming more than 5 minutes late to a required SLA workshop will count as 1 workshop absence.
2. Missing 3 required workshops counts as missing 1 class session.
3. If you must miss the SLA workshop, you should discuss your absence with Jeanne (even if you also miss the class session and have talked to me about your absence).

You're always welcome to talk to Jeanne about specific problems you are having in the class. Sometimes it is very helpful to have information explained in a new way by someone other than the instructor. Please understand that Jeanne will not grade your work – any questions you have about grading (including whether or not you need to attend workshops) should be directed to me.

### **TEACHING AND LEARNING CENTER (T/LC)**

The T/LC, located in the Delta College library, has tutors to help you with writing, proofreading, revision, or reading assignments. Help is given on a walk-in basis. All students in this class are welcome to use the T/LC as a resource to help you succeed.

### **WRITING CENTER CAFÉ**

Another great campus resource is the Writing Center Café, located in S-132 on the main campus. Trained writing consultants are available to help you with writing assignments for any class. Please feel free to make use of this resource.

### **DISABILITY SERVICES**

If you have, or think you may have, learning or other disabilities, please contact Delta's disability services office at (989) 686-9330. The staff there can help you get any necessary documentation and accommodations, and will help make sure all your instructors know how to best assist you in learning. All accommodations must come through the disability services office.

### **GRADING SCALE**

You must earn a C or higher to pass this class and move on to other English courses. I will keep you up-to-date on your grade throughout the semester. If you have questions about your current grade, make an appointment to meet with me outside of class.

<b>A</b>	<b>94 – 100</b>	<b>B-</b>	<b>80 – 82</b>	<b>D+</b>	<b>67 – 69</b>
<b>A-</b>	<b>90 – 93</b>	<b>C+</b>	<b>77 – 79</b>	<b>D</b>	<b>63 – 66</b>
<b>B+</b>	<b>87 – 89</b>	<b>C</b>	<b>73 – 76</b>	<b>D-</b>	<b>60 – 62</b>
<b>B</b>	<b>83 – 86</b>	<b>C-</b>	<b>70 – 72</b>	<b>E</b>	<b>0 – 59</b>

### **MAJOR ASSIGNMENTS**

#### **CLASS PARTICIPATION (125 POINTS)**

Each day, you will earn up to 4 points for your participation in class activities. Participation includes speaking during discussions and group activities, listening respectfully to others, engaging in peer review, and arriving prepared for class. At the end of the semester, students with 1 absence or less will earn an additional 5 points.

#### **READING QUIZZES (100 POINTS)**

Brief quizzes to check that you are completing and understanding the assigned readings. Each quiz will be scored out of 100%. At the end of the semester, all your quiz scores will be averaged together to determine your final quiz grade. Specific quiz dates will be given on the unit calendars.

#### READING JOURNALS (150 POINTS)

Each week, you will write a short journal entry in response to reading assigned from *The Last Lecture*. Reading journal entries are usually due on Mondays. Each journal entry will be worth 10 points. Specific topics for the reading journals will be given on the unit calendars.

#### CLASS VOCABULARY LIST (75 POINTS)

During the semester, you will be adding to a class vocabulary list, and will get points for bringing new words and definitions when required. You will be able to use this list to earn bonus points throughout the semester – more details coming soon.

#### HOMEWORK ACTIVITIES (150 POINTS)

Each homework assignment will be scored out of 100%. At the end of the semester, all your homework scores will be averaged together to determine your final homework grade. Please note that if you are assigned multiple activities for homework on one day, each activity will be graded separately.

#### PARAGRAPH ASSIGNMENT (60 POINTS)

This is your first formal writing assignment of the semester, and should help you get used to the process of prewriting, drafting, and revision that this class will use.

#### ESSAY 1 (150 POINTS)

Your first essay assignment will be completed during the first half of the semester.

#### ESSAY 2 (150 POINTS)

Your second essay assignment will take most of the second half of the semester to revise and complete.

#### FINAL READING (40 POINTS)

During the last week of class, each student will participate in a class reading to showcase your best work and everything you have learned.

#### EXTRA CREDIT

There will be a few times this semester when you can earn bonus points. Those opportunities will be given to the whole class. No extra credit or make-up assignments will be given to individual students who fall behind in their work or who don't earn the grades they wanted.

\*In order to pass this class, you must complete both essay 1 and essay 2.

#### **IMPORTANT DATES**

Specific due dates for assignments and readings will be given on unit calendars throughout the semester.

16 Jan.	100% refund period ends
20 Jan.	50% refund period ends

	Deadline to drop a class with no grade
6 Mar.	Deadline to withdraw from a class with a “W” grade
9 – 14 Mar.	Spring break
10 Apr.	Deadline to withdraw from a class with a “WE” or “WP” grade
27 Apr.	Book buy back begins at the bookstore
1 May	Last day of the semester

### **ENGLISH 090 OBJECTIVES AND OUTCOMES**

These are the common goals for all English 090 classes at Delta College. Your assignments and grading rubrics have been set up to reflect these goals. Students who pass English 090 are students who have successfully met these goals on class assignments.

#### DEVELOP A WRITING PROCESS FOR PRE-COLLEGE AND COLLEGE ESSAYS:

- Plan and brainstorm ideas for an essay before you start to write
- Write and revise more than one draft of each essay
- Participate effectively in writing groups and conferences
- Show that you can work with written comments
- Produce edited, properly formatted essays

#### DEVELOP ABILITIES WITH THE BASIC ESSAY STRUCTURES:

- Use introductions, conclusions, and paragraphs
- Write essays that are organized clearly
- 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:

- Develop important ideas by using supportive, specific examples
- Write essays that aren't confusing
- Write essays that show you are aware of your audience (readers)
- Reduce your number of errors in grammar and punctuation

#### DEMONSTRATE ABILITY TO USE READING PROCESS NECESSARY TO ACTIVE, PURPOSEFUL READING OF A VARIETY OF TEXTS, MOSTLY THROUGH 9<sup>TH</sup> GRADE READABILITY:

- Use specific strategies before, during, and after reading, including previewing, predicting, accessing prior knowledge, questioning, and summarizing
- Show that you can remember general information from a piece of reading and reproduce that information on an objective quiz/test
- Identify topic, thesis/focus and supporting details, and find information in a piece of writing that answers “who, what, when, where, why and how.”
- Use study strategies, including SQ3R, annotation of texts, outlining, mapping, and sequential summarizing, particularly with textbook materials
- Show that you can make personal connections to the ideas in a piece of reading, both out loud and in your writing
- Show that you can negotiate unfamiliar vocabulary, and make new words a part of your own vocabulary

- Demonstrate introductory skills for information literacy by using dictionaries, encyclopedias, handbooks, and the Internet

#### **SAMPLE EMAILS**

Email is the best way to contact Jeanne and me. Below are some samples of common emails that get sent, so you know what information you should include in order to get the best results. These examples might be useful in your other classes, too.

#### **PLANNED ABSENCE FROM CLASS (Sent before the class that will be missed)**

Subject: Missing Eng090 on Monday

Mrs. Eicher,

I wanted to let you know that I will be absent from English 090 on Monday, July 6. I have looked at the calendar, and see that we will be turning in journals that day. Can I arrange to turn that work in to you early? I could easily have it ready by Friday.

I plan to contact Blake or Madison to get more information about what we do in class, and will come to your office hours on Wednesday if there is anything I don't understand.

Thank you!

Jane Doe

*NOTE: Be sure to tell the teacher what class you are in, and what day you will miss. You should look ahead to see what is due and what you will miss, and offer to make arrangements to make up work early.*

#### **MISSED CLASS (Sent as soon as possible after the class has been missed)**

Subject: Absence from Eng090 on Monday

Mrs. Eicher,

I am sorry that I had to miss English 090 on Monday, July 6. I had my brother take my journal to the main campus later that morning. He was going to leave it in your mailbox. Please let me know if you got it on time.

I talked to Blake about what happened in class. He said we learned about commas, and did some activities from the book. I plan to do those activities on my own. Can I meet with you after the next class to go over my answers? Please let me know if there is anything else I need to know before the next class.

Thanks!

John Doe

*NOTE: State the class you're in, and the day you missed. If any work was due, you should have tried to turn it in on time – if work was left in a mailbox, tell the teacher where the work is, and find out if she or he got it. Explain what you have done to find out what*

*happened during the class you missed, and ask any questions you have. If you have lots of questions, ask to arrange a time to meet, and say when you are available.*

**TO MAKE AN APPOINTMENT**

**(Sent any time)**

Subject: Scheduling an appointment

Mrs. Eicher,

I am in your English 090 class, and want to meet with you to talk about my homework grades. I do all the reading, but when I go to do the homework I am still confused. My grades aren't very good, and I want to do better. I hope you can help me.

I am on campus all day Tuesday and Thursday, and have a free period from 11 – 1. I could also meet Wednesday after 4:00. Do any of those times work for you?

Please let me know when we can meet, and if there is anything other than my textbook that I should bring.

Thanks for your help!

Jane Doe

*NOTE: It's helpful if you explain what you want to talk about. That way, the person you want to meet can think about what to say, and can bring books, grades, or other materials that will help the meeting go well. It's also good to state when you are available – you don't have to give every time, but should offer at least two options. If the meeting needs to happen within a certain timeframe – before the next class, or before an assignment is due – to be clear about your timing, and try to be flexible about when you can meet.*

**TO FIND OUT YOUR GRADE**

**(Sent any time)**

Subject: English 090 Grade Update

Mrs. Eicher,

I am trying to stay on top of my grades this semester, and wondered if you could email me with my current grade in English 090 (Monday and Wednesday mornings). If you have any comments about how I could improve my grade, I would appreciate that as well.

Thanks in advance!

John Doe

*NOTE: Always explain which class you are in – if you know the section number or meeting times, it helps the teacher access your grade quickly. Knowing your grade is most helpful if you also ask the teacher to explain the grade or give you feedback about how you are doing overall. This lets you know what to work on, and shows the teacher that you care about improving.*

