

Eng 090 Section WN105	Delta College, Winter 2012
Course Name:	Introduction to Academic Writing
Course Credit:	Four (4) Credits
Course Meetings:	M, W 8 – 10:25 a.m. Room S-058
Instructor:	Alexandros M. Goudas
Office and Phone:	S-032 989-686-9161
Office Hours:	M, W 10:30 a.m. – 12 p.m.; T, H 2 – 3 p.m. <i>*More office hours by appointment</i>
Email:	alexandrosgoudas@delta.edu
SLA:	Noah Essenmacher noah.essenmacher@gmail.com
WRIT Center Location:	Back of library
WRIT Center Hours:	Monday to Friday (see www.delta.edu/writingcenter for hours)
WRIT Center Email:	writingcenter@delta.edu 989-686-9086

Required Texts and Materials

- Bryson, Bill. *I'm a Stranger Here Myself*. New York: Broadway, 2000.
ISBN-10: 0-7679-0382-X ISBN-13: 978-0-7679-0382-0
- Goudas, Alexandros. *Practical Developmental English*. Self-Published, 2011.
NOTE: You can purchase this coursepack in the college bookstore. You are only being charged for the price of paper and processing since this textbook is still being developed.
- Used Dictionary (buy from a used bookstore; do not buy a pocket-sized one or thesaurus)
- Three-ringed binder (1" spine or larger)
- Ream of loose-leaf paper, 8 ½ by 11, college rule
- At least two black or blue ink pens

Attendance, Tardiness, and Classroom Etiquette

Attendance is required for passing this course. However, students are allowed to miss up to two 145-minute class sessions (one week of class) without penalty. However, the third session missed may result in 50 points off of the final point total (see next paragraph). The fourth session missed will result in 50 points off the final point total. The fifth session missed will likely result in an instructor-initiated withdrawal, depending on circumstances. Students are responsible for homework during absences; no make-ups on quizzes allowed.

Exception to Points Off Policy for Third Absence or its Equivalent: If a student misses a third class session or its equivalent (three tardies is one absence), and if that student has turned in at least 90% of his or her homework, and if that student's homework is above a C average, then that student will not lose the 50 points on the third absence. If, however, that same student misses a fourth class session or its equivalent, then that student will lose 50 points as per the policy.

Tardiness: Students who arrive to class five minutes or more after the beginning of class will be counted "tardy." Every three tardy marks will equal one absence, unless it is the fifth absence, in which three tardies will result in 50 points off of a student's final grade. Leaving Early: Students who leave class early (up to 1/3rd of the class) will be marked tardy. Students who miss 1/3rd or more of a class session will be counted absent.

Students who do not show up on the first class session will be dropped from the course immediately and may or may not be added again depending on the circumstances of the absence. If added again, the absence will count toward the total.

Students are expected to display professional etiquette and behavior at all times. Disruptive student behavior is governed by Senate Policy 4.020 and Procedures Manual and Policy 8.045 and will be addressed accordingly.

Grading Components Overall

- Written Essays (6): 60% - 600 pts
- Final Project (or quizzes/homework): 10% - 100 pts

- Homework: 30% - 300 pts
NOTE: Schedule for these TBA. Total: 1000 pts

Grading System

A = 930 – 1000	B- = 800 – 829	D+ = 670 – 699
A- = 900 – 929	C+ = 770 – 799	D = 630 – 669
B+ = 870 – 899	C = 730 – 769	D- = 600 – 629
B = 830 – 869	C- = 700 – 729	F = 0 – 599

Grading on Essays

Essays will be graded on the criteria listed below. Points will be taken off for incomplete or incorrect components. Regarding number four below, major errors are two points off and minor errors are one point off. However, up to twenty points will be taken off based on the severity of, incompleteness, or incorrectness of each of the first three components:

1. A clear thesis or central idea which relates directly to the assigned topic;
2. A logical organization with an introduction including the thesis, at least three well-developed body paragraphs with one main idea per paragraph, and a conclusion;
3. Non-repetitious, clear, and well-organized thoughts that use logical and clear transitions, all written in Standard English;
4. Grammar and mechanics, which can be generalized into two categories:
 - a. Major errors include sentence errors, such as run-ons, comma splices, fragments, dangling modifiers, and confusing syntax; verb errors in tense, mood, and voice; subject-verb disagreement; pronoun-antecedent disagreement; illogical tense shifts; and improper participial form.
 - b. Minor errors include improper punctuation not resulting in major sentence errors; improper capitalization; misplaced modifiers; faulty pronoun usage; and misspelling.

Essay and Homework Submissions

Essay and homework assignments are due at the beginning of class on the due date. If they are turned in late, meaning any time after the request for turning them in, then points will be taken off in the following manner: For each day late, ten percent will be taken off over and above points taken off for errors. “One day late” means from immediately after the time the assignment is due until twenty-four hours later, and assignments turned in during this time are ten percent off. After five business days, assignments will be given a zero. Absences do not exempt assignments from being late. There are no exceptions to this rule and there are no make-up points for assignments. Students are encouraged to turn in assignments to my office as soon as they can, and to not wait for the next class session.

Assignments must be in the format requested. You must ask me if it is acceptable to email homework. In some cases, email submissions may be acceptable for late, non-handwritten assignments; however, emailed homework must be attached to an email and they absolutely must use Microsoft Word 2003 or a newer version.

WRIT Center (Writing, Reading, & Information Technology)

Based on student work, I may recommend the Delta College WRIT Center, near A-125 in the back of the library, for help. There, students can receive personalized help from writing lab workers. Even if one does not receive a recommendation, improving one’s writing by attending the WRIT Center is an excellent idea.

Plagiarism and Academic Honesty

Plagiarism is the unacknowledged reproduction of another’s words, ideas, or work. *The ideas and the information on the web are not free ideas; they are the intellectual property of others and MUST be*

documented. Two of the most common instances of unintentional plagiarism are 1) when students fail to acknowledge the *ideas* from a source; and 2) when students receive too much outside assistance. While the art of acknowledging the ideas of others will be discussed during this course, *please be aware that if someone else writes passages (i.e. more than two or three words together at a time) of your text for you, or you take passages of text from others' writing, then this act is plagiaristic, academically dishonest, and cause for penalty.* Sometimes the penalty may be as severe as failing the course. Consult the college catalog and handbook for policies on plagiarism and academic honesty. Severe penalties result from plagiarism and academic dishonesty.

Guidelines for Online Communication

You are welcome to email me with questions or concerns *related to the course.* I usually respond within 24 hours. However, I will not provide specific information about assignments since it is impossible to condense a class session into one email. Therefore, if students miss a session, they should first, try to contact another student for information, and if this does not work, then second, set up an individual meeting with me during my office hours.

Technological Requirements

You will be required to be able to access your email and Desire2Learn (the online course management system) as well as to know how to use Microsoft Word. Claiming that you are unable to access these based on not understanding computers is not a valid argument. Please ask me or contact the library or tutor center for help.

Privacy Policy Regarding Written Work

Students should be aware that they are responsible for any admission of criminal activity in written homework. The instructor is not a lawyer, and therefore, the instructor can be subpoenaed by a court if necessary. Simply put, students should consider their written homework as public knowledge and adjust the tone and depth of their work accordingly. If a crime is written about, depending on the severity, the instructor will have a duty to report it for the safety of the student and others.

Note for Students with Disabilities

If you have a documented disability (or believe you may have) 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, or contact Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322.

Classroom Participation and Discussions

Because you will inevitably interact with other humans in the “real world,” you will have to learn how to best relate to people, and this class will be no different. Therefore, students will be required to participate in class. This means students will be required answer at least one question posed to them in class for every class session. Furthermore, students will be required to work appropriately with other students in groups occasionally.

Finally, each week we will devote some time to having discussions on various topics related to our writing assignments. The topics will often be current issues that may evoke strong feelings one way or another. Therefore, it is important to remember that we should all respect the views expressed by others and remain calm while discussing them. We are not necessarily discussing the topics in order to change anyone’s mind; rather, we are discussing these topics to increase our own individual knowledge of them so that we may make a more informed decision when action is required in the future. However, overtly racist and discriminatory statements are not part of an acceptable discussion.

Outcomes and Objectives

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

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.

Final Disclaimer

The instructor reserves the right to modify the syllabus throughout the semester based on the progress of the class.

Further Information on Delta College Policies

See the online college catalog for more information: <http://www3.delta.edu/catalog/contents.asp>