



Experience the Delta Difference

ENG 090 SYLLABUS

Term: Winter 2012 **Section:** WN138 **Time:** MW 9:30-11:25 / SLA 11:25-11:55 **Location:** S057

Term: Winter 2012 **Section:** WN150 **Time:** TR 11:00-12:55 / SLA 12:55-1:25 **Location:** G163

Name of Instructor: Mrs. Denise Hill

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Office Hours: M 2:00-4:00 / TR 1:00-2:00 & 3:30-4:00 / Also by appointment

Adverse Weather Line: (989) 686-9179 or 1-800-686-9179

COURSE MATERIALS

Unless noted, the following are **REQUIRED** materials for this class and are available at the college bookstore.

- *American Heritage Dictionary*
 - *English Brushup* by Langan
 - *Delta College Catalog 2011-2012* course pack
 - Memory device for saving work from computer – USB drive (memory stick/thumb drive).
 - Three-ring binder with dividers.
 - Know your user name and password to log onto Delta computers and have reliable source for internet access.
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COURSE DESCRIPTION

Prerequisite: Writing Level 1 or Bridge Program Placement. This class 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.

OUTCOMES AND OBJECTIVES FOR ENG 090 - Introduction to Academic Writing

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:

- 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.

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

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.

Outcome 3: 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 and punctuation.

Outcome 4: Produce written responses to and understand texts at the basic level.

Objectives:

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

STRUCTURED LEARNING ASSISTANCE (SLA) is a program of mandatory directed study and practice workshops attached to Bridge Program courses. It is:

- Course centered – Study and learning strategies are applied to the specific content students are learning and focused on the particular teaching style of the professor.
- Background enhancement – Students are provided with content-specific background information to assist them in making connections between their prior knowledge and the class assignments and presentations.
- Collaborative – Students are involved in group activities and study teams.

Students enrolled in my ENG090 classes are required to attend all SLA sessions as a regular part of the class. Any absence will be counted in the class attendance policy.

ATTENDANCE POLICY

The Delta attendance policy includes the following statement: “Individual instructors determine attendance rules and will explain those rules at the initial course meeting and/or in the course syllabus.” This policy allows each instructor to have her/his own attendance rules, and it is your responsibility to be aware of and adhere to each set of rules.

BE HERE ON TIME It is your responsibility to be on time for class and remain through the entire session. Repeatedly entering class late or leaving early without prior arrangement will be regarded as “disruptive” as provided under the “Students’ Rights, Responsibilities, and Conduct” section in the *Delta Catalog*, and addressed accordingly.

BE HERE IF YOU’RE HERE You are expected to actively attend every class. This means you need to be awake and mentally connected to what is going on in the classroom. Sleeping in class is unacceptable (not to mention it makes you look silly). You do not need to ask permission to leave a college class. If you’re sleepy, stand up, go get a drink, go to the bathroom, get some fresh air, but do not sleep through class. Sleeping through any portion of class may result in not receiving participation credit for that day. Sleeping through class that results in your inability to participate in class activities will be regarded as disruptive behavior. Snoring in class is definitely disruptive.

Actively attending and being on time is a responsibility to yourself, but also to your peers. By choosing to be here, you agree to be a supportive member of a learning environment. *Why be here if you aren’t going to be here?*

EXCUSED ABSENCES? I understand that “life happens” and you must make choices. I do not judge your choice to miss class, and therefore do not differentiate between reasons why you miss class; “excused absences” don’t exist in most college classes. You make your own decision for missing class and accept the consequence of the absence, which might mean zero points, getting assignments from peers, making up missed time on your own, etc.

The English Division has adopted a shared policy for **Instructor Initiated Drop for Lack of Attendance**: “Your English Division instructor reserves the right to drop any student who misses the first class meeting. Your English Division instructor may drop you from this course if you miss, for any reason, in excess of 2/15 of your classes for this course. For this class that means in excess of **four class periods** [or the equivalent of **nine hours and forty minutes of scheduled class hours – including SLA sessions**].” In addition, any student who misses more than one class period [or in excess of two hours of total class time] within the first three weeks of class may be dropped.

I will always attempt to work with you on attendance difficulties, providing you are willing to communicate with me in a timely and respectful manner. Please visit me during office hours or schedule a time to meet when you and I can have a thoughtful and thorough conversation about your needs and college expectations. While I love e-mail, this is often a conversation best held in person.

IF YOU MISS CLASS: SOME DOs AND DON'Ts

DO NOT send me an e-mail asking what you missed. I will not respond.

DO NOT e-mail me work due in class for which you were absent. This is what your peer contact is for.

DO NOT ask at the beginning of the class what you missed in the last class. When I come to class, I am responsible for the whole class, not to spend class time catching up one individual.

DO NOT ask other students at the beginning of class what you missed in the last class. This is really the lowest form of poor academic practice.

DO MAKE A PEER CONTACT from class whom you can contact if you miss class.

DO visit me during office hours to catch up on missed work that can be made up and to receive handouts and assignments prior to the next class.

DO check the class website for updates. This is a “bonus” feature which may not always be available, so

DO contact your peer to ask for notes, assignments, etc.

DO come to class prepared or you may be asked to leave and rejoin the class once you have caught up.

PREPARATION, MAKE-UP, AND LATE WORK PROCEDURES

My responsibility as an instructor is to be here during scheduled class time to present material. Your responsibility as a student is to be here to receive that material. Use your peer contact to get lecture notes and assignments for any missed class. Incomplete/missing assignments due to not being able to reach me are unacceptable.

Early Work: If you have planned absences for which you inform me, I will negotiate accommodations.

Late Work: I accept no late work for my classes without prior arrangement.

In-Class Assignments: In-class assignments cannot be reduplicated, and so therefore cannot be made up.

Quizzes/Exams: I generally do not give pre-planned quizzes and exams during class time. If I do, it will be considered an in-class assignment that cannot be made up. Other situations can be negotiated.

Extra Credit: Highly unlikely in my classes. Do not count on it to save your grade at the end of the semester.

In-Class Activities: I use a variety of activities in my classes to help students better understand the course material. Some of these activities may push your comfort level. While I attempt to create a safe environment for your participation, it is not my intention to force you into an emotionally harmful situation. If you feel you cannot participate in a class activity, you will not receive credit. However, if you will meet with me during office hours to discuss the matter, together we can create an alternative assignment so you have an equal opportunity to gain academic experience and maintain your standing in the course.

Peer Review Days: These are extremely important in the writing process and in building trust within the writers' community we establish in this class. Points will be assigned for this as an in-class activity. Even if you do not have a draft, it is better to come to class than to skip for not having your work done. You will still earn some credit for being there and helping your peers with their writing. It will also help you develop your own ideas.

You are responsible for bringing photocopies of your work on peer draft day – often two or three copies. You can make copies by either printing out extra copies of your work at the computer or making photocopies in the library on campus (there is a charge for this). You get a limited number of copies per semester that you can print from Delta computers, but if you go the A-Z index, “Printing Appeal Form,” you can request additional prints.

DO NOT make the mistake of only bringing an electronic copy of your paper to class thinking you will be able to use the lab to print it or that I will make photocopies for you. I will make angry faces instead of photocopies.

“But the computer...” Why Blaming Technology Won’t Work in My Class

The computer crashed... The printer ran out of ink... The lab computer can’t read my device... There was a virus...
Technical failures are not an excuse for late or missing work. Here’s some advice to help avoid these and other frustrating situations:

- SAVE EVERYTHING to memory stick as well as to your MyDelta SharePoint portal or other online document saving system such as Dropbox or Microsoft SkyDrive.
- Use a program that campus computers can open; use the “Save As” option and save your document in multiple versions. Delta now has Word 2010.
- E-mail a copy of your work – either as an attachment or in the body of the e-mail, or both. Some formatting may be lost in the body of the e-mail, but it’s better than nothing.
- **DO NOT** e-mail me copies of your work. I will not accept e-mailed work as “on time.” I will not open attachments, as I am not willing to risk getting a virus, nor is it my responsibility to expend the time/ink/paper to print the work. Ask your **peer contact** to receive and print your work and turn in for you.
- Have two computers you know you can use. If you have one at home, where is a second one you can access if that one isn’t working? Check out the library in your neighborhood for access and hours. If you don’t turn something in because your computer wasn’t working, I will ask, “What about your second computer?” Remember: Relationships come and go. Public computers are your best choice.
- Do not wait until the last minute to do your work then blame technology. “My computer wasn’t working and the library was closed.” Not many libraries are open at 2:00 AM, the **MORNING** before your paper is due, so that’s just poor planning, not the computer’s fault and not the library’s fault.

ETHICS POLICIES

Classroom Behavior: My role as instructor is to create a safe classroom environment open to the exchange of ideas and viewpoints. I respect the varying viewpoints of each individual, and welcome the diversity of discussion this can create in keeping with the purposes of this course. I expect you to show similar respect to both me and your peers. Blatant bashing will not be tolerated, although I will make attempts to assist you in finding appropriate methods for expressing your views and encourage you to assist one another in this task as well. If you feel in any way threatened by activities in the classroom, I encourage you to bring it up immediately, or to discuss it with me outside of the classroom.

Participation in this class is essential. We will have whole group and small group activities. Sometimes you will get to choose your group/partner, sometimes you won’t; it is your responsibility to make the process work as best you can for yourself and others. This may mean you’ll need to take a leadership role. This may mean you’ll need to sit back and let someone else lead. It means speaking in such a way that others will be receptive to hearing what you have to say. It means listening carefully to what others say even if the message seems harsh. Listen and respond. Be honest but considerate. Be willing to learn as well as teach. Use “I” statements instead of “you” statements.

Plagiarism/Cheating: The Delta Student Handbook outlines plagiarism and the consequences for such academic dishonesty. You should familiarize yourself with this policy, as you will be held accountable to it.

Prior and Concurrent Assignments: Any writing produced for high school or other college courses will not be acceptable in this class. I will consider allowing writing for this class that may also apply in another concurrent class. This may be done **ONLY** if (1) both instructors are made aware of this and both agree without reservation, (2) the work fulfills all necessary requirements for the writing in this class, with no exceptions, (3) the arrangement is agreed upon within a timely manner after the assignment is given.

GRADING PROCEDURE

You begin the course with no points and must earn credit to achieve a passing grade or better. The final number of points for the course will be dependent upon the number of assignments given. Delta utilizes a +/- system, which will be reflected in your final course grade. All grades will be maintained throughout the semester on eLearning (24/7 access online). Total points in previous classes have been around 250-300.

The calculation of each assignment's grade is based on the denominator of a fraction representing the weight of the assignment. For example, a minor assignment may have a denominator of 10 and a major assignment denominator of 250. The numerator that completes the fraction determines the percentage that results in the letter grade (example: $200/250=80\%=low\ B$ or $15/20=75\%=mid\ C$). Grades are as followed based on percentage of total points earned:

% POINTS	GRADE	% POINTS	GRADE
93-100	A	67-69	D+
90-92	A-	63-66	D
87-89	B+	60-62	D-
83-86	B	0 – 59.9	F
80-82	B-		
77-79	C+	I STRONGLY ENCOURAGE you to keep track of your assignments and points earned throughout the semester. SAVE EVERYTHING UNTIL FINAL GRADES ARE ISSUED.	
73-76	C		
70-72	C-		

Assignment Grades

Approximate grade weight of assignments as estimated from previous classes:

- 50% Papers:** Narrative Autobiography; Narrative Biography; Informative; Position; Problem Solution; Research
- 15% Journals:** Two per week every week until the end of the semester.
- 15% In-class Activities**
- 10% Dictionary Quiz and Exercises (6)**
- 10% Miscellaneous Homework:** Essays, Reading Questions, Career Center, etc.

SAFETY PROCEDURES

It is your responsibility to be familiar with all procedure bulletins posted in the instructional areas and follow them in the event of an emergency. Delta College also has Safety Ambassadors during daytime business hours assigned specific areas on campus. During times of emergency, these individuals will be wearing bright green vests and you should take direction from them like you would any uniformed police officer.

AVAILABLE ASSISTANCE

Accommodations: Delta College is committed to affording equal opportunity to students with disabilities by providing access to its programs, activities, and services. It is the responsibility of the student to make known, in a timely manner, the need for any accommodation or auxiliary aids. Please contact Disability Support Services department by calling (989) 686-9322 or via e-mail at disabilityservices@delta.edu.

Computers: Computer labs are available in the LLIC as well as in most public libraries.

Counseling and Advising (D-Wing): The Counseling and Advising Center is available for issues relating to academic advising, personal, and career counseling. Call for more information: (989) 686-9330. Students are seen on a walk-in basis. For emergency or crisis counseling, tell the staff at the sign-in desk that you are there for "Personal Counseling" as opposed to academic counseling, and they will see that you receive the next available counselor.

Multicultural Services: The Office of Multicultural Services offers a wide range of services and activities designed to support students from multicultural backgrounds and experiences. If you encounter difficulties which interfere with your goals or progress, let the OMS know. They provide a supportive environment and serve as a resource to help students more effectively meet their personal and academic challenges. Additionally, the OMS sponsors programs and activities designed to help students get involved and connect with the College as well as to recognize the cultural, historical, and linguistic heritage of our students. Appointment can be made by calling (989) 686-9125.

Safe Space is a nationally recognized LGBTQ student support initiative. Faculty and staff who have attended training display the logo: a pink triangle with a green circle around it and the text "Delta Safe Space". This helps

students identify allies who are knowledgeable about LGBTQ issues and resources and are willing to assist in a variety of ways. I am one of the coordinators for this program, so if you have any questions or concerns, please contact me directly.

Tutoring: The Library Learning Information Center (LLIC) provides tutoring for most subjects. You need your student picture ID (obtained at the Department of Public Safety) to use most of the services in the LLIC.

Veterans Services Office: Delta College welcomes all veterans, their dependents and spouses, disabled veterans, Guards and Reservists to use the veteran's benefits they are entitled to at Delta College. The Veterans Services Office is located in B101 (Registration Office), phone: (989) 686-9456, e-mail: vets@delta.edu. The VSO website has more information and forms that can be completely directly online.

Writing Reading and Information Technology (WRIT) Center (Library - A125): For any writing at any stage of the process. Don't know where to start? Take in your assignment, they'll help you brainstorm. Have an early draft that needs direction? A final draft that needs polishing? They can help! They'll also help with resumes, cover letters, poetry – you name it. Staffed by consultants as well as faculty. They also accept online submissions! Go to Delta's A-Z index and look up "Writing Center" for current hours and online assistance.

CANCELLATION COMMUNICATION

Should I not be able to attend class at any time, I will post announcements on eLearning, and e-mail each of you with information about the missed class. It will be your responsibility to maintain contact via these electronic methods.

WITHDRAWAL

Official withdrawal/drops are allowed through four-fifths of the course (the 12th week of a 15-week semester course). When an official withdrawal/drop is initiated after mid-course, the grade will be a "W." If you do not officially withdraw/drop, I must assign an appropriate final letter grade ("A" through "F") in relation to total course requirements achieved.

As with any option that affects your status in a class, PLEASE take the time to consult with your instructor, your academic advisor or counselor, and if you are receiving any type of financial aid, with the Financial Aid Office.

ELECTRONIC DEVICES IN THE CLASSROOM

Please turn off all personal electronic devices while in class unless you have made arrangements with me in advance. This includes laptops for note taking. Use without approval is subject to disruptive behavior code of conduct.

SYLLABUS REVISION/INSTRUCTOR PREROGATIVE

The instructor retains the right to modify this syllabus and any of its terms as appropriate throughout the semester. This right, however, is limited to practical necessities (schedule, assignments, etc.) and legal or institutional requirements that supersede this syllabus as a contract. Student feedback will also be taken into consideration. Students will be notified of any change to the syllabus.

STUDENT WORK

Intellectual Property Rights

All work originated and produced by a student or team of students is the intellectual property of those producing it. This instructor exercises no proprietary rights over the content or format of such work. All references to such work must be fully attributed and documented.

Physical Rights of Document Ownership

Copies of student work submitted as fulfillment of this instructor's assignments are the physical property of Delta College. It is the instructor's prerogative whether to return that work (project, document, etc.) to the student(s). Such properties may be held for permanent records as evidence in cases of suspected plagiarism or other scholarly malpractice. Documents unclaimed within one term following enrollment in the class may be destroyed.

ADULT CONTENT NOTIFICATION

Each year, I select a variety of readings for my ENG090 classes. These readings are chosen to demonstrate certain aspects of rhetoric as well help connect with social themes and issues to encourage critical thinking skills. Some of these readings may contain or make reference to swearing, derogatory language, issues of sexuality, prejudice, violence, etc., although not, in my opinion, gratuitously. Part of the discussion this allows us to have is about exactly how such content is handled in writing, both by the writer and the reader, as well as about the issues themselves.

SAFETY PROCEDURES

It is your responsibility to familiarize yourself with procedure bulletins posted in the classroom.

ACTIVITY SCHEDULE

Because I work individually with each class, I do not make an exact schedule of assignments in advance. It is important that you regularly attend class to keep up with the assignments, or communicate with your peer contact should you miss class. You will always have plenty of advance notice before major assignments are due. You will always be held personally responsible if you have not made note of or missed class sessions when deadlines are announced.

In addition to a copy of this document being made available to each student at the opening class session, a copy has also been electronically distributed to the English Department Office for record keeping.