

Introduction to Academic Writing Course Syllabus Winter 2012

ENG-090-WN110: TR 8:30 am – 8:55 am (SLA lab) and 9:00 – 10:55 am in N210
ENG-090-WN140: TR 11:30 am – 11:55 am (SLA lab) and 12:00 – 1:55 pm in S057



Instructor: **Trisha O'Connor**
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Office Hours: MW: 12-1:00 pm
TR: 2-3:00 pm

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E-mail: trishaconnor@delta.edu

And by appointment

And by appointment SLA Leader: **Stephanie Warren**

Number/s: _____ E-mail: _____

You will find the following information in this document:

Section and Page #(s)

- Required and Advised Texts (2)
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- Course Description and Objectives (2)
- Assignments and Grading Scale (3)
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Required Texts

- *English Brushup* (5th ed.) by John Langan and Janet M. Goldstein
- *Making the Most of Your Life: Eight Motivational Stories and Essays*. Ed. John Langan.



Advised Texts

- A good English dictionary—or bookmark or add to Favorites
<http://dictionary.reference.com/>
- A Roget's thesaurus —or bookmark or add to Favorites
<http://thesaurus.reference.com/>



Required Supplies

1. An appointment book, planner, or calendar (print or digital)
2. 1 folder or binder to store class handouts (may be the same as #3 if large enough)
3. 1 tabbed folder or binder including **college rule** paper for notes and in-class activities
4. 1 mini stapler
5. Set of pens (black, blue, and at least one more color of your choice)
6. At least 1 highlighter
7. A large bag to carry course materials
8. Internet access (through home, local library, and/or Delta)

Course Description and Objectives



Welcome to ENG 090. I'm glad you're here. The purpose of this class is to assist you in developing the writing skills necessary to college success. Although it

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

Every course at Delta College has its own specific Outcomes and Objectives. Please see the end of this syllabus for those of ENG 090.

My personal hope is that through this course you will come to learn that college success in writing is not a matter of high IQ or good luck. Rather, it is the result of deliberate choices, attitudes, and behaviors that lead to and beyond meeting your goals.



Assignments and Grading

Your points and grade are based on many different components. Here they are:

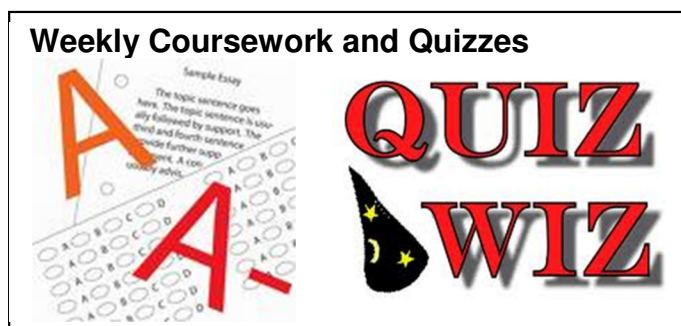
	Type of Assessments	Points Possible
1.	Coursework (Formative Assessment) and Quizzes	30 sessions @ 14 points per session = 420 points
2.	Essays: <ul style="list-style-type: none"> • Who Am I? (100 points) • Success Quest (100 points) • Interview (100 points) • Making the Most of Life: Challenges, Choices, and Changes (120 points) 	4 essays = 420 points
3.	Peer Reviews for the 4 Essays	4 reviews at 40 points each = 160 points
4.	Midterm & Final Exams	100 points each = 200 points
	Total Points Possible:	1200



O'Connor's Grading Scale

Your work will always earn a certain number of points. Your grade is calculated on the number of points you earn versus the number of points possible. That fraction becomes a percentage which becomes a letter grade. This is the scale:

1200-1116 (100%-93%) = A	1115-1080 (92-90%) = A-	
1079-1044 (89-87%) = B+	1043-996 (86-83%) = B	995-960 (82-80%) = B-
959-924 (79-77%) = C+	923-876 (76-73%) = C	875-840 (72-70%) = C-
839-804 (69-67%) = D+	803-756 (66-63%) = D	755-720 (62-60%) = D-
719-0 (59-0%) = F		



Each session **14** points are possible for college work prepared outside and inside class. To calculate what you earn out of 14, I look at the activities that have been assigned and how well you have completed or performed on them. If you are ever unsure about your assigned score, just ask. Of course, your first goal should be to

complete all tasks you are assigned. Second, you should do your best to prepare well and to answer correctly. You have an SLA to help you if you are unsure.



Writing is a skill mastered through process, much like playing sports or instruments. Your greatest success will come from consistent practice and group involvement. You will

work extensively with classmates in peer review sessions, with your Structured Learning Assistant (SLA) in focused study sessions, with a specialist (me) in private tutorial sessions, and with yourself in private thinking sessions to grow as a writer, reader, student, and person.

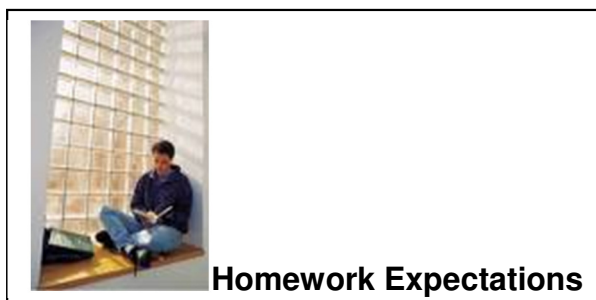
Let me tell you something. I've taught college a lot of years . . . 23 to be exact. I've worked at Central Michigan University, Alma College, and now here at Delta. Over these years, I've met hundreds of students. I can tell you for sure that if people fail, it's not because they're stupid or don't have the ability. Rather, they don't come to class; they're not prepared; they don't meet expectations; they're not willing to make the commitment to their own future. I don't want that to happen to you. I will also do my part to help you by doing my best to make our class enjoyable, but I don't want to kid you: you will have to work very hard.

I will always give you specific expectations (a rubric) I have for all activities and assignments. I will do this as we go through the semester. Since I don't want to overwhelm you today, I want to give you specific expectations for two types of work that will be upon us soon. The others will wait till we come to them.



Peer
review
and
tutorial

are two major components of 090. I will be giving you detailed guidelines for these activities as we progress through the semester. You are expected to follow them. The same holds true for formal essays, for which I will give you rubrics.



Homework Expectations

Expect a good amount of preparatory work, outside of class work, or if you prefer, homework in this class. At the end of each class session, I will give you an assignment to work on for the next class meeting.

The “old school rule” (yes, for college) is that for every hour you spend in class, you should plan to spend two hours outside of

class on homework and/or preparation time. Therefore, since we are in class four hours per week, you should plan to spend eight hours a week on homework (@ an hour a night). Of course, this is a general guideline, but my point is that you definitely won’t survive without some significant homework time. Remember, though, that that’s not all on one task . . . you’ll divide your time between reading, writing, and practicing.

When you submit homework, please remember:

1. Homework must always be written in ink or dark pencil. (You may use white-out or erasable pen.) When appropriate, you may type it.
2. It should always be neat and complete.
3. It is always due at the beginning of the class session. **You may not submit it afterwards, even 5 minutes later.** This is to ensure fairness to all students. **I do not accept work left on the classroom desk after I have called for it.** I will return it to you with a 0. For extenuating circumstances, call or email me **before** class, not after.

Because you do so much practice, you may not receive back every piece of homework you submit. However, I do evaluate each piece you do. If at any time you wish to go over any of your practice assignments with me, simply make an appointment. I am happy to go over the practice work with you in detail.



Attendance and Promptness Policy

Bottom line: You *have* to be here. Don’t take the course if you can’t. If you miss more than **four (4)** times total, you may be dropped from the course. I make no distinctions between excused and unexcused absences.

Tardiness is disrespectful to us all, and is unacceptable. **Two late arrivals and/or early departures will count as one absence. This includes missing or coming unprepared to your SLA session.**

Classroom Expectations



See **Policies Common to All English Division Courses.**

This is a college learning environment and adult behavior is expected. Any behavior that inhibits the learning of or is distracting to other students is unacceptable. Do not talk while I am speaking or another class member is speaking. In working with other students, I expect you to stay on track and to do your share of the work. I expect you to stay awake and on task. If you are here, I expect that you want to learn.

Delta does have a Disruptive Student Policy. Expectation violations will result in a verbal warning, a written warning, and finally, if necessary, removal from the classroom.

In our readings and class discussions, we may encounter issues we have strong opinions about. It is fine for us to disagree. However, I expect that when you express your opinion, or dialogue with anyone in class, that you maintain a tone of respect and tolerance for views different from your own. That's what it means to be an educated person.

Accessory Technology Policy



Any technology should be used for course-centered learning objectives. Feel free to use your laptop, netbook, or I-phone as a learning tool in this environment. Do not use any of these for texting friends, Facebooking, or visiting non-class related sites. (Exception: break time.) If you have an **emergency**, step outside; then put the phone away before you return. Ear buds are not allowed in the

classroom, except during breaks.

If you violate the A.T. policy, I will politely ask you to put the technology away. If I see it again, I will politely ask you to leave for the day.

Communication Policy



Keeping lines of communication open is crucial to your success. If you are going to miss class or arrive late, I expect you to **call or email me the day of class** to inform me. If you do, I will accept the work you were to turn in that day. Again, this only applies if you **contact me the day of class**. Any work done in class cannot be made up outside of class.

- **Student to Instructor: You must use your Delta email account to contact me.** Yahoo or any other personal account is viewed as SPAM. Any time I contact you, I will also use your Delta email. Get used to checking it every day. Most Delta professors use it as their primary way of communicating with students

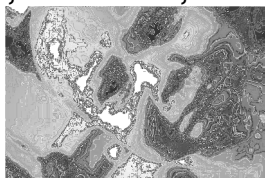
outside class. You have several contact sites for me (see p.1), so you should always be able to reach me.

- **Instructor to Student:** I will respond to your phone call or email as soon as possible. Since my schedule is sometimes hectic, you want to allow me at least 48 hours to respond, although I am usually much quicker. If you leave a phone message, ***be sure to leave your full name and a call-back number.*** If you send an email, ***be sure to give it an appropriate Subject title.***
- **Student to SLA:** Check with Stephanie about her communication policies.

Other policies for asynchronous communication:

- **Voice mail:** Leave your full name (first and last), the class and section number you are enrolled in, and a call back number.
- **Email:** Only emails from your Delta account will be answered! Do not use personal accounts for college or professional communication.
- **FAX:** Make sure you have a cover sheet indicating my name and yours; all pages of the document must be included to earn credit.

Missed Work, Late Work, Extra Credit?



- Missed work cannot be made up outside of class. You need to be here.
- **I don't accept late homework.** I *will* accept late papers, but they are deducted 10 points for each

day late (including weekends). I always collect formal papers at the beginning of the session. Anything after that (even 5 minutes) will not be accepted, or, in the case of papers, have points deducted.

- No extra credit
- If you miss a class, do see another student, your SLA facilitator, or me for info about what we covered.

Steps to Success



Me (Professor O'Connor)

Although you will be meeting with me periodically throughout the semester for regularly scheduled conferences, you should feel free to seek me out at any time. Definitely let me know if you are experiencing any confusion or feelings of being lost or overwhelmed.

SLA Leader (Stephanie Warren)

We are lucky to have one of Delta's best SLA leaders as a facilitator for our class. **Stephanie Warren** will conduct a workshop every class day one-half hour before my time with you officially begins to help you prepare, practice, and review the coursework. You are required to attend SLA. You need to be on time for these sessions and consider your attendance as seriously as you would for the class as a whole. These sessions are essential to your ENG 090 success.

Teaching Learning Center (T/LC)

Located in Delta's library, this service can help you at any stage of your writing process. It can also help with reading and vocabulary challenges. Hours for Winter 2012:

Sunday	1:00 pm - 5:30 pm
Monday-Thursday	7:30 am - 8:00 pm
Friday	7:30 am - 4:00 pm
Saturday	10:00 am - 2:00 pm

Marcie Carter (D102a; 686-9163)

Marcie is Director of the Bridge Program. She is specifically trained to help developmental learners.

Michael Cooper (D102; 686-9322)

Mr. Cooper is head of Disabilities Services. If you have a documented disability which impacts your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102.

WRIT (Writing, Reading, and Information Technology Center (back of the LLIC, near A-125) www.delta.edu/writingcenter

If you want help, be sure to take your rubric and any work you have done on an assignment so far. Online help is also available. Not just for English classes!

Hours for this semester:

Monday-Thursday:	8:00 am - 6:00 pm
Friday:	8:00 am - 2:00 pm

You

You may not think so yet, but you are your #1 success ticket. If you are willing to invest in yourself and do what it takes to meet your goal, you will succeed.

Student Success System My Alert Statement:

Delta College is dedicated to student success in the classroom. Because we want to make sure students have all the support necessary to be successful, we have a Student Success System. This is a system that faculty can use to refer students to the MyAlert program for tutoring assistance. If a faculty member feels that a student could benefit from additional support outside the classroom, he/she may make a referral to the facilitators of this system and the student will receive an email with details about how those services can be accessed.



Course Calendar

* = deadline

NB: In addition to following this plan for what we will be doing, you are also expected to prepare your daily reading assignments and homework, which I will give to you as the semester unfolds.

Week 1 January 10, 12

- Syllabus and class introduction
- Text preview
- Your Writing Process
- College Essay Structure
- Essay #1 Expectations + Development of a Thesis

Thursday Prep Work Due:

1. Access supplies for class
2. List 3-5 of your positive personality traits.
3. Complete Writing Assignment Reflection 1 (may be handwritten or typed)

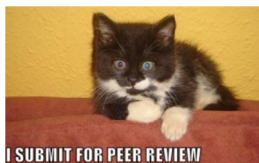
Week 2 January 17, 19

Prep work due: Follow directions given in class and on D2L. Submit all college work professionally. Be sure to have it neat and complete.

- More on *Who Am I?* Body
- Introduction and Conclusions
- Answering Basic College Questions
- More college reading and vocabulary practice

Week 3 January 24, 26

Tuesday Prep Work Due: Follow directions given in class and on D2L. Prepare for **Peer Review**.



Tuesday: **Peer Review Session**

Bring **4 copies of typed draft** of Who Am I? Essay: **BE PREPARED!** See notes and/or D2L for other prep work.

Thursday: Tutorial and Workshop



Prep work due: Bring 2 copies of a revised draft to my office (S05). (If the draft is not revised, or you do not have your copy, you lose the conference.) See class and/or D2L notes for other prep work.

Week 4 January *31, February 2

Tuesday Prep Work Due:

***Essay #1 (Who Am I?) Due at Beginning of Tuesday's Class!** See class notes and/or D2L for other prep work.

- Expectations for *Success Quest* Essay and The Bucket List

Week 5 February 7, 9

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

- Success Quest work
- Continued college reading and style practice

Week 6 February 14, 16

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

- Continued college reading and style practice

Week 7 February 21, 23

Tuesday Prep Work Due: Follow directions given in class. Prepare for **Peer Review**.



Peer Review Session

- Bring **4 copies of typed draft** of Success Quest Essay: **BE PREPARED!** See notes and/or D2L for other prep work
- **Thursday: No Class!** Between Tuesday February 21 and Friday February 24, you are required to visit the WRIT Center either online or face to face. Take them (or submit electronically) a revision of your SQ draft, based on what you learned from Peer Review. Your consultant will stamp your paper draft or cc me a copy of email comments on your paper.

Week 8 *February 28, March 2

***Essay 2 (Success Quest) due at the beginning of Tuesday's class!**

Tuesday: Midterm Exam Review: Memory Matrix

Thursday: No Class! You are required to take the midterm exam on campus in the Academic Testing Center (ACT). You must take the exam between Wednesday, March 1 and March 9. Remember that March 5-10 is Winter Break week, but the college does remain open, and you may take your test during break week.

Here are the hours during which you may take your test:

Wednesday, March 1	7:30 am - 9:00 pm
Friday, March 2	7:30 am - 4:00 pm
Saturday/Sunday (March 3-4)	CLOSED!
Monday/Tuesday (March 5-6)	7:30 am - 4:30 pm
Wednesday (March 7)	7:30 am - 9:00 pm
Thursday (March 8)	7:30 am - 4:30 pm
Friday (March 9)	7:30 am - 4:00 pm

NOTE: You have many opportunities to take the midterm. No make-ups will be given! Plan your time wisely. Additionally, you should review the ATC's **Academic Testing Guidelines for Students** policy before you go. I will put a link to this on D2L for you.

Week 9 March 13, 15

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

- Expectations for Essay 3: *Interview*
- Questions: What would you ask? (4-5 areas)
- Brainstorming: Midterm Assessment Sheet

Prep work for Thursday Conference: Fill out strengths/opportunities questionnaire. See class notes for other prep work.

Thursday: No class! Midterm Conference

Week 10 March 20, 22

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

- Adding to Your Questions
- How to Classify
- Classifying Your Own Questions/Organizing Your Essay
- Weekend Prep Work: Make plans to do your interview.

Week 11 March 27, 29

Prep work due: Follow directions given in class. Submit all college work professionally. Be sure to have it neat and complete. Be sure to have it labeled and numbered.

- Sample Papers
- More college reading and style practice

Week 12 April 3, 5

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

Tuesday Prep Work Due: Follow directions given in class. Prepare for **Peer Review**.

**Peer Review Session**

Bring **4 copies of typed draft** of Interview Essay: **BE PREPARED!** See class notes and/or D2L for other prep work.

Thursday: Tutorial and Workshop



Prep work due: Bring 2 copies of a revised draft to my office (S05). (If the draft is not revised, or you do not have your copy, you lose the conference.) See class notes and/or D2L for other prep work.

Week 13 *April 10, 12

Prep work due: Follow directions given in class. Submit all college work professionally. Be sure to have it neat and complete. Be sure to have it labeled and numbered.

***Essay #3 (Interview) Due at Beginning of Tuesday's Class!**

- Expectations for Essay 4 (*Making the Most of Life: Challenges, Choices, and Changes: C³*)
- Registers of Language

Week 14 April 17, 19

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

- Pieces of C³ Essay
- Continued college reading and style practice
- Thursday: **Peer Review Session**

Bring **4 copies of typed draft** of C³: **BE PREPARED!** (Let me know if you have already visited the WRIT Center)

Week 15 April 24, *26

Prep work due: Follow directions given in class and/or D2L. Submit all college work professionally. Be sure to have it neat and complete.

Tuesday: Final Exam Review

Thursday: **Essay #4 (C³) Due at Beginning of Thursday's Class!**
Final Exam

ENG 090, Introduction to Academic Writing Outcomes and Objectives

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

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.

Write basic college level essays.

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.

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, usage, and punctuation.

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.

Policies Common to All English Division Courses

Instructor Initiated Drop for Lack of Attendance

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 particular course this semester (or term) that means in excess of **four (4)** class periods. This is an English Division policy.

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. Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322.

Integrity of Academic Work (From the Delta College Catalog)

I. Statement of Values

The principles of truth and honesty are fundamental to a community of learners. All members of the Delta College Community are expected to honor these principles and are responsible for maintaining the integrity of academic work at the College.

Plagiarism or any misrepresentation of work, unsanctioned collaboration, use of prohibited materials, and participation in any form of dishonesty all constitute violation of this policy.

Violations of this policy will result in the actions and consequences specified within this policy.

II. Faculty determine standards of integrity for academic coursework.

Examples of academic dishonesty that would constitute violations of this policy include, but are not limited to, the following:

- A. Plagiarism*
- B. Cheating on tests, quizzes, or any assignments
- C. Fabrication
- D. Aiding and abetting dishonesty
- E. Falsification of records and official documents

*Plagiarism is defined as, “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own.” As developed by Alexander Lindey in “Plagiarism and Originality” (N.Y.: Harper,1952)

III. Faculty and Staff Responsibilities.

Faculty should do the following, where applicable and when appropriate:

- A. Provide clarification about the nature of academic dishonesty.
- B. Clarify expectations for homework, assignments, collaborative student efforts, research papers, exams, etc.
- C. Identify any specific style/format requirements for assignments.
- D. Communicate ethical and professional standards associated with courses and programs.
- E. Honor principles of truth and honesty and in so doing protect the validity of college grades.

IV. Student Responsibilities and Rights

Delta College Students are responsible for understanding/following

- A. All provisions of this policy including, but not limited to, examples under I and II above.
- B. Specific course policies for academic work.
- C. Other College policies as specified in the current Delta College Catalog.
- D. Commonly understood principles of personal honesty and integrity.

The student may appeal, through the Disputed Final Grades policy, any grade affected by a charge of academic dishonesty.

V. Process for Policy Violations by Students

- A. Faculty may use their discretion and judgment in any suspected violation of this policy, including limiting action to a warning. If the faculty member determines that this policy has been violated, then the process outlined below will be followed.
 - 1. If the faculty member decides that a violation of this policy will not affect the student's assignment or course grade, the faculty member will explain the violation to the student and warn the student of future consequences for similar behavior.
 - 2. If a faculty member decides that a violation of this policy will affect the student's grade in the course, then the faculty member will explain the decision in writing to the student within a reasonable time frame. The faculty member will then send copies

of the written explanation to the appropriate Division Chair, Academic Dean, and the Chief Academic Officer of the College.

Both the Division Office and Academic Office will maintain permanent records of these violations.

- B. When a violation is reported to the Academic Office, the Chief Academic Officer of the College will determine appropriate consequences beyond the course grade for the student, including, particularly in the case of a repeated violation of this policy, possible dismissal from the College.

Disruptive Students (From the Delta College Catalog)

Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct on campus creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student from class/campus.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the following formal procedures will be implemented.

1. The student will be verbally warned by the faculty or staff member the student's behavior is considered to be disruptive (describe the behavior to which the faculty/staff member is referring) and that if the student continues the behavior, s/he will be asked to leave the class/building.
2. If the student persists with the disruptive behavior, the faculty/staff member can then ask the student to leave the class or campus. At this time the faculty/staff must warn the student that failure to leave may result in police intervention. The faculty/staff must indicate whether the suspension is just for that day or if the student must appeal to the appropriate Division Chair to reenter the class. In other words, clarify for the student whether the suspension is temporary or permanent.
3. If after the previous verbal warnings the student continues to demonstrate disruptive behavior, the faculty/staff will summon the appropriate police agency who will have the option of arresting the student for criminal trespass, if necessary. The faculty/staff member's request for the student to leave provides the police agency with sufficient probable cause to effect an arrest.
4. If as a result of faculty/staff member's request for expulsion the student leaves the classroom/campus, the faculty/staff will notify their Division Chair or immediate supervisor in writing within 24 hours of the incident. The written report must include the student's identity and the behavior that was considered to be disruptive. Sufficient detail must be provided to allow the Chair/Supervisor to assess whether or not the policy was followed.

Please note that the written report is only necessary when considering expulsion. Temporary suspension is handled informally by the faculty/staff member.

5. The Division Chair/Supervisor must immediately contact the student by phone, with a follow-up through registered mail, notifying them of the opportunity to explain the incident from the student's point of view. In addition, this notice will include the date by which the student must respond back to the Division Chair (or designee) or else forfeit their right to appeal the expulsion. Generally, the student will be given three class* days to respond in person, by phone, or mail (postmarked). Within 24 hours of the conclusion of the meeting to review the suspension, the Chair/Supervisor will decide if the removal was justified or if the student should be reinstated. The Chair/Supervisor may find it necessary to consult with other College employees, students, or records for additional information upon which to base their decision. The Chair/Supervisor may support or deny the removal, or make other arrangements for the student.
6. The decision of the Chair/Supervisor will be conveyed to the student and the faculty/staff member who caused the removal as soon as possible, either in person or by phone. A written confirmation of the decision will be sent to both the staff member and the student within three class days. Within three class days of the receipt of the written decision, the student or the staff member may appeal in person, by phone, or in writing the decision to the appropriate Dean/Supervisor (identified in the written decision by the Chair); whose decision will be final.
7. It is important to emphasize that each step of the process should proceed as quickly as possible, while maintaining fairness and objectivity.

*For the purpose of this policy, class days include only Tuesday-Friday when Delta College classes are in session.