

**ENG 090 Introduction to College Reading and Writing  
Fall 2008**

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Office Hours: Mondays/Wednesdays 10:00-10:30 a.m. Ricker Center;

Mondays/Wednesdays 5-6 p.m. Campus; online office hours as well

In this course you will be introduced to some strategies that will help you to write with a sense of audience and purpose. You will also be guided in effective ways to approach reading so that you can prepare written responses and discussion topics from what you read. In other words, you are going to receive the kind of experiences with reading and writing that will prepare you for college work. You will discover what it means to learn by building on knowledge you already possess and by adding to your existing knowledge and insights. This class provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112) with the opportunity to improve their reading and writing skills in an interactive and collaborative setting. We'll pay special attention to individual needs.

Please note that this schedule may not list all assignments. Be in class to learn added assignments and activities to be completed or to learn of assignments which have been canceled or modified. **This is only a working syllabus; things can and will change as the semester progresses.**

If you have a documented disability which affects your academic performance and need an academic accommodation, please contact the Office of Disability Services in D-102. The telephone number is (989) 686-9330.

All finals papers must be typed (or word processed), double-spaced, with an MLA first page heading, numbered and on one side only. You must meet these requirements, or your paper will be returned. We will learn and review these format requirements in class.

**ABOUT LATE PAPERS:** If your paper is not handed in to me by the end of class, a full letter grade will be taken off. Papers will be accepted up until one day (not class, DAY) late. If they are not handed in by one day late, they will not be accepted, and you will receive a zero for the assignment.

**ATTENDANCE POLICY:** If you miss four or more classes by midterm, I will drop you from the course. For each class session, be here, on time, and be prepared. After midterm, missed classes will seriously affect your class participation/attendance grade

and you may still be susceptible to failing. **BE HERE AND BE ON TIME FOR EACH CLASS, PREPARED.**

You will produce several drafts of your essays (these can be handwritten for peer review). You will be given a gatekeeping sheet and a rubric for each writing assignment, which will tell you what to include in your final submission for a grade when the assignment is due. If anything is missing or incorrect, the submission will be returned to you to be fixed, or will be graded down.

Required Textbooks: John Langan, College Writing Skills with Readings 7<sup>th</sup> ed.  
Mitch Albom, Tuesdays with Morrie  
The American Heritage Dictionary

Highly Recommended: a good thesaurus

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## **Course Calendar**

### **September 3**

Introductions, explanation of syllabus, assignments, course overviews

### **Sept. 8 and 10**

In and out of class work/discussion on writing and reading

Read Basic Elements of Writing: Subjects/Verbs 449-454; and Subject/verb agreement 492-497

Read information on Fragments 455-468; on Run-ons 469-481

Read information on Verbs 482-491

In class discussion of writing assignment #1--Self Portrait

### **Sept. 15 and 17**

In class writing to start your Self Portrait paper

Read 2-23, Essay Writing

Read 222-242--Examples as a development strategy

Read 597-603 on Effective Word Choice

Read 581-581 on Spelling Improvement

**Quiz?**

### **Sept. 22 and 24**

Discussion--writing descriptive details, using adjectives and descriptive words, using a dictionary and a thesaurus--bring both to class on Monday and read 4516-521 (on adjectives/adverbs)

Read 24-50 on Steps in the Writing Process  
Bring a draft of your Self Portrait paper to class  
Paper #2 (Reminiscence Paper) discussed in class  
In class work on Paper #2

### **Sept. 29 and Oct. 1**

#### **Quiz?**

Monday--Self Portrait paper due  
Read 178-187 on Description  
Read 202-211 on Narration  
Read 170-177, Introduction to Essay Development

### **Oct. 6 and 8**

Monday-bring a draft of Paper #2 to class  
Read 51-78 on the First and Second Steps in Essay Writing  
Read 79-104; 105-138 on the Third and Fourth Steps in Essay Writing  
Read 139-166 on the Four Bases for Revising Essays

#### **Quiz?**

### **Oct. 13 and 15**

Monday—Individual, in-class conferences (be prepared with a draft of Paper #2)  
Read 565-574 on the Comma  
Read 550-556 on the Apostrophe  
Read 587-596 on Commonly Confused Words  
*Wednesday-library tour ON CAMPUS*  
Bring Tuesdays with Morrie

### **Oct. 20 and 22**

Paper #2 due on Monday  
I-Search Paper/oral assignment discussed in class (Paper #3)  
Start Tuesdays with Morrie  
In class responses/in class work with pieces of literature  
**President's Speaker Series/Campus TBA but this will be part of the class**

### **October 27 and 29**

Continue Tuesdays with Morrie  
Read 385-396 on Summary Writing

Read on other types of development to consider: 176-178; 202-211; 222-231; 243-251;  
264-272; 287-297; 311-320; 330-339; 349-362

Discussion in-class on Plagiarism and Citing Sources

Read 408-445 on Writing a paper with research

**Quiz?**

**Nov. 3 and 5**

Midterm Examination on Monday

Continue with work on paper #3

Continue/finish Tuesdays with Morrie

**Nov. 10 and 12**

In class: *Nightline* (Morrie) and the movie, *Tuesdays with Morrie*

“Green” research exercise

Discussion in-class on Speaking and Thinking and the presentation requirement/paper #3

Bring a draft of I-search paper to class for peer review

**Nov. 17 and 19**

Individual Conferences for I-search paper

**November 24**

*November 24—catch up, if needed*

*Wednesday--Thanksgiving Break--enjoy!*

**Dec. 1 and 3**

Monday—second peer review for I-search paper

**Quiz?**

Wednesday--I-search paper due

Wednesday--Oral Presentations of I-search findings

**Dec. 8 and 10**

Final exam (two parts, both days)

**Wednesday, December 17**

Pick up final papers, exams, grades at 10:30 a.m. at Ricker (Ricker class only)

Pick up final papers, exams, grades at 6:00 p.m. on Campus (night class only)

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**Breakdown of grades:**

Paper #1	100 points	
Paper #2	100 points	
Midterm Test	100 points	
Library Assignment	25 points	
“Pop” Quizzes (5 @ 5 points each)	25 points	
Paper #3 (short I-search)	100 points	
Oral Presentation of I-search findings	100 points	
Ref. Writing from <u>Tuesdays with Morrie</u>	100 points	(2 @ 50 points each)
<u>Tuesdays with Morrie</u> Quizzes	50 points	(2 @ 25 points each)
“Green Research Exercise	50 points	
Final Examination (essay and objective)	200 points	
Class Participation (includes attendance and participation in class)	50 points	
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Total	1000 points	(divide by 100 to get percentage)

**Grading Scale (percentage)**

100-95	A	79-77	C+
94-90	A-	76-74	C
89-87	B+	73-70	C-
86-84	B	69-67	D+
83-80	B-	66-64	D
		63/below	E

**OUTCOMES AND OBJECTIVES for ENG 090**

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

**--Develop a writing process for pre-college and college essays.**

- 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.

**--Develop abilities with the basic structures of an essay.**

- 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.**

- 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.

**--Demonstrate ability to use reading process necessary to active, purposeful reading of a variety of texts mostly through 9th grade readability.**

- 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 the 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.

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**FORMAL WRITING ASSIGNMENT #1**

**Essay #1--Self-Portrait/Autobiography**

Length: minimum of one (1) page and maximum of two (2) typed or word-processed

Format: double-spaced, first page heading

Subject: Write a solid, descriptive essay about yourself. Strive to present a vivid portrait, one that will let your readers see your character. Use at least two “labels” (but no more than three) to describe yourself.

ELEMENTS OF A GOOD SELF PORTRAIT:

--A vivid description of your character--who or what are you? SHOW the reader.

--A main point expanded upon (thesis).

--Good description and detail.

--The use of concrete, sensory language.

--good organization: a beginning, middle and end.

Essentially, you are answering this question: Who are you?

If you missed the prewriting in class: (1) Take out a sheet of paper and write down 3-5 words that describe you. Figure out why those came to mind (try clustering or listing as a prewriting exercise).

(2) What labels apply to you, whether placed by others or yourself? What do these labels mean? Are they fair?

(3) Use your chosen words as starting points for supporting paragraphs.

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**FORMAL WRITING ASSIGNMENT #2**

**Essay #2--Reminiscence Essay**

Length: minimum of 1 ½ pages—maximum of 2 ½ pages, typed or word processed

Format: double-spaced, first page heading

Subject: Write a solid, descriptive/narrative essay about an important incident in your life. Strive to present a vivid narration, one that will let your readers see not only what happened, but how it was significant. In this essay, you will be narrating and describing an important event in your life, one that either shaped or changed who you are today. Your thesis statement will reveal not only the incident, but its importance.

ELEMENTS OF A GOOD REMINISCENCE:

--good storytelling/narration (remember narration is telling a story that illustrates a point)

--good description of events, people, etc.

--a well-thought out thesis statement

--a chronological approach (time order)

- a thorough discussion of the significance of the incident
- showing not telling the reader
- an event that is limited in time to no more than 24 hours

This assignment gives you writing experience linked to yourself (the topic of your first paper). This paper revolves around something extraordinary that happened to YOU.

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## REFLECTIVE WRITINGS

There will be two (2) reflective writing assignments for Tuesdays with Morrie at fifty (50) points each.

The purpose of this type of writing is to help you more critically understand what you are reading. These also aid our discussions in class. Therefore, when a writing is due in class, bring it to class, done and on time. **They will not be accepted late.**

### **Reflective Writing: What is it?**

There is more than one purpose for having you write reflectively on assigned readings. First, writing to learn. When we begin to write about something, we begin to process it on a deeper level. We are then more likely to make solid connections for ourselves and retain the information better. Second, it prepares you for our class discussion. While you may have read the assignment a day or two in advance, your writing will bring it back to you quickly.

**All reflective assignments need to meet some specific requirements: they need to be at least one page (single-spaced); they need to be word processed; and they need to be your best effort.**

Writing is a powerful learning tool. It helps us to make meaning of what we read and to synthesize new with old knowledge and experience. For some of you this may be a very common experience. Basically it involves putting your thoughts concerning a particular reading on paper in order to clarify your own thinking as well as to share these thoughts with others.

**Each reflective assignment is scored as either done well (40-50 points), done acceptably (35 points), done poorly (20 points), or not done at all (0 points).**

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### **FORMAL WRITING ASSIGNMENT #3 (I-SEARCH/RESEARCH PAPER)**

#### **Wanting to Know—Paper #3**

Length: minimum of 2 ½ pages—maximum of 4, word processed

Format: double spaced, first page heading

Subject: choose a topic worth investigating, something that interests you and that you are familiar with. The I-search method focuses almost entirely on primary sources of information. These include interviews.

This type of paper begins with an individual's own natural curiosity about something. Once a personal need is identified, an I-searcher then sets out in search of information and answers through visits and interviews. An I-search/research paper becomes the story of an individual's own searching adventure, a story that naturally includes original thoughts and genuine feelings.

When you have gathered the information through your I-search/research, you can then start compiling your essay. What did you find out about your topic (this will be presented in your thesis statement)? Your findings will be expanded upon in the supporting paragraphs of your essay.

Specific Requirements: you must interview at least two (2) separate individuals who are either experts on your topic or who are more than familiar with it. All the information found must be summarized in your essay, which will also include your own original and unique thoughts on the topic. Therefore, your paper is not merely a summary of the information you found, but also includes your opinions, judgments, etc.

We will discuss in class how to borrow information from outside sources, how to document that information, and why we need to document that information.

#### **SOME NECESSARY ELEMENTS:**

--essay structure--introduction with thesis statement, supporting paragraphs, conclusion

--two personal interviews

--use of summary

- use of judgment
  - use of different writing strategies for development and communication
  - correct documentation of source material
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## **“Green” Research Exercise**

Length and Format: minimum of one page, single-spaced, word-processed

Subject: Archeology (uncovering the truth about human evidence, artifacts)

### **Step 1: Archeology of the now**

Pick a few random man-made objects in your home. Over the next week research into the history of **one** of those objects. Begin with its present state and work backwards. In the steps which involve questions about people, the point isn't to find details such as their name, but to try to find out what kind of person does the job, what is their life like, etc. What is their career path? Do they have health benefits? If it is impossible to find the facts, imagine the process, the person or the place. Write down your findings.

1. How did it (the “thing” artifact you chose) get from the store to your possession?
2. Who carried it?
3. Where was it purchased?
4. Who purchased it?
5. What was it that prompted you to select it and take it or buy it?
6. How long did it sit on the shelf?
7. Who stocked the shelf?
8. How did it arrive at the store?
9. How far did it travel?
10. Who drove the truck/navigated the ship/engineered the train?
11. Who packaged it?
12. Where was it assembled?
13. What inspired the idea for it?
14. How did they know you would need it?

### **Step 2: Archeology of the future**

Take the same object that was researched above. You will now do a second set of research. This time, research what will happen to the objects. Write down your findings (coupled with step 1 above) and analyze those findings in at least one concluding paragraph.

1. When will the object no longer be of use?
  2. How will this decision be made?
  3. How will it be disposed of?
  4. What alternatives are there to my initial disposal choice?
  5. Who will pick up the waste?
  6. Will some of it be recycled?
  7. What will happen to the rest?
  8. What process will be used to entomb (bury or destroy) it, if need be?
  9. Who will do this?
  10. How will it begin to break down and disintegrate?
  11. How long will this process take?
  12. How long till this object no longer exists?
  13. What was my role in this process?
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## ENG 090 Grade Calculation Sheet

Name \_\_\_\_\_

Paper #1	worth 100 points	you received _____ points
Paper #2	worth 100 points	you received _____ points
Midterm Test	worth 100 points	you received _____ points
Library Assignment	worth 25 points	you received _____ points
“Pop” Quizzes (5)	worth 25 points	you received _____ points
Paper #3 (I-search paper)	worth 100 points	you received _____ points
<u>Ref. Writings</u>		
(2 @ 50 points each)	worth 100 points	you received _____ points
#1_____ #2_____		
Quizzes for Morrie book	worth 50 points	
#1_____ #2_____		you received _____ points
“Green Research Exercise	worth 50 points	you received _____ points
Oral Presentation of I-search	worth 100 points	you received _____ points
Final Examination		
(essay and objective)	worth 200 points	you received _____ points
Class Participation		
and Attendance	worth 50 points	you received _____ points
(This is determined at the end of the semester)		

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Total Points for semester: 1000 points      Your Total points \_\_\_\_\_

### Grading Scale (in percentages)

100-95	A	79-77	C+
94-90	A-	76-74	C
89-87	B+	73-70	C-
86-84	B	69-67	D+
83-80	B-	66-64	D
		63/below	E