

# DELTA COLLEGE

## COURSE SYLLABUS

for

### ENGL 090: Introduction to Academic Writing and Reading

#### Instructor Contact & Course Information

**Semester:** Fall 2009

**Section:** FA210

**Instructor:** Sol Smith, MFA, ABD

**Email Address:** solsmith@delta.edu

**Office:** S 044

**Phone Number(s):** 686-9024

**Office Hours:** T/Th 9:30-10 (Riker Center); 1:00-3:00pm; by appointment

**Course Days/Times:** MW 4:00pm-6:25pm; 6:30-7

**Classroom:** A124

#### Prerequisites

Prerequisite: READING LEVEL 1 and WRITING LEVEL 1: Provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112) with opportunity to improve their reading and 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. (75-0)

#### The Vocational Rehabilitation Act (1973)

#### The Americans with Disabilities Act (1990)

These acts protect us against discrimination. Therefore, if you require reasonable accommodations because of a physical, mental, or learning disability, notify the instructor of this course as soon as possible and preferably before the 7<sup>th</sup> hour of class.

Additionally, students with disabilities who believe that they need accommodations in this course are encouraged to contact the Office of Disability Services in D102. The telephone number is 686-9330.

*EEOC Statement: Delta College is committed to the principle of equal opportunity in education and employment. The college does not discriminate against individuals on the basis of race, color, gender, religion, disability, age, veteran status, national origin, sexual orientation, or ethnicity in the administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, or other college administered programs and activities.*

**Outcomes and Objectives for: ENG 090 - Introduction to Academic Writing and Reading**

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.

### Academic Integrity

I uphold the core values of learning: honesty, respect, fairness, and accountability. I promote the importance of personal and academic honesty. I embrace the belief that all learners—students, faculty, staff, and administrators—will produce their own work and must give appropriate credit to the work of others. No fabrication of sources, cheating, or unauthorized collaboration is permitted on any.

Nothing in this section shall be interpreted to preclude a professor or academic unit from issuing guidelines giving examples of plagiarism or other forms of academic dishonesty and academic misconduct which are pertinent to the subject matter of the class.

Possible consequences for academic dishonesty to be determined by the professor, or the professor and Academic Dean, or the professor and Chief Student Services Officer can include but are not limited to

1. Having additional course requirement imposed
2. Receiving a grade of zero or "F" for an exam or assignment
3. Receiving a grade of "F" for the course
4. Being withdrawn from the course or program
5. Being expelled from the college

### Required Materials:

Clouse, Barbara Fine. "Patterns for a Purpose." 5th edition. McGraw-Hill Humanities.  
ISBN: 0073533157

Course Pack: English 090 Developmental English Text by Alex Goudas.

### Attendance Policy:

Attendance to all classes is expected. Should you anticipate an absence, please notify the instructor in advance. An excessive number of absences will prohibit the successful completion of this course. If you should miss a class, it is the student's responsibility to obtain lecture notes and assignments from a classmate. It is highly recommended that you miss no more than **one week of class** in the semester, since missing class and not turning in work are the two main reasons for students doing poorly in this class, and because you have a responsibility to your classroom community to participate in it.

### Make-Up Work:

You are responsible for all work done in class and for keeping up with assignments announced in your absence.

### Components of the Course

- Journals—periodically checked for participation and completion.
- In class work
- A short, introductory paper
- Multiple drafts of three papers

## English 090—Sol Smith--Policy Statement & Syllabus

- Student responses to classmates' papers at different stages of the writing process (peer reviews)
- In-Class Writing Assignments and Exercises
- Daily Self-evaluation/reflection writing
- Various in-class and at-home writing responses to readings from the text or other outside reading selections
- A reflective midterm
- A reflective final

### Turnitin.com

Delta College subscribes to Turnitin.com which supports faculty in their quest to uphold academic integrity. Student coursework may be submitted to the scrutiny of the Turnitin software. Please note that these submissions of assignments to Turnitin do not necessarily constitute an accusation or suspicion of plagiarism on the student's part.

### Grading Scale:

Formal Papers	30%
In-Class Work	20%
Midterm	10%
Final	10%
Journal	10%
Attendance/participation	10%

### Classroom Respect:

As college students you are expected to behave in a courteous and respectful manner toward your instructor and fellow students at all times. You should avoid sleeping during class, reading non-relevant material in class, talking or interrupting while others have the floor, acting belligerently or in a belittling manner, openly challenging the instructor's authority, or otherwise displaying disruptive behavior. Verbal harassment of instructors or fellow students orally or through email will not be tolerated.

Since this class is held in a computer classroom, it will be tempting from time to time to check/send email, surf the Web, or any other computer activity not related to our class. Unless you are completing a computer assignment that is given by the instructor to be completed during the course of the class period, any extraneous computer activity will NOT be tolerated and you may be asked to leave the class and/or receive a zero for that assignment. It is fine to check email before or after class, but once I begin class, you should refrain from any email or Internet activity that does not directly involve what we are working on for the course.

**NOTE: All beepers, cellular phones, or any other electronic device which may prove disruptive to the classroom learning environment MUST be turned off prior to your entrance in the classroom. Once class has begun, students are not to send or receive text messages, phone calls, or engage in any other disruption. Should this occur, the student may be asked to leave class and may be counted absent for that day.**

### Changes to Assignment Schedule and Course Policies:

The instructor reserves the right to update the course policies, assignments, and schedule at any time. Changes may be made throughout the semester. It is the student's responsibility to keep up with changes as they are announced.