

## **ENGLISH 090: INTRODUCTION TO ACADEMIC WRITING & READING**

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Instructor: JodiAnn Stevenson

Email: [jodiannstevenson@delta.edu](mailto:jodiannstevenson@delta.edu)

Phone: (989) 686-9174

Office: S015

Office Hours: Monday & Wednesday, 11-1:30 and by appointment

**Course Prerequisites:** READING LEVEL 1 and WRITING LEVEL 1

**Course Description:** 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. You must earn a grade of "C" or better in ENG 090 for progression to the next level.

### **Course Outcomes & 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.

### Course Materials:

You will need to purchase the following texts which are available at the Delta bookstore:

- *10 Practices of Highly Successful College Students* (this comes bundled with a dictionary – you will need the dictionary as well)
- *The Pocket Wadsworth handbook*, 3<sup>rd</sup> edition, by Kirszner & Mandell
- *Sista Tongue* by Lisa Linn Kanae
- *Fusion 2007*, Delta's Literary Magazine

You will also be given handouts in class that will make up the rest of your reading material. Once you receive these, you will need to keep them all in some kind of order either in a folder or a 3 ring binder.

You will need one 3 subject notebook.

You should also have a folder/ notebook in which you can organize all of your work for this class. The way you organize this notebook is up to you – but it will be important to stay organized throughout the semester.

You are required to (type) produce word processed documents of your final drafts of essays for this class. There are computers available to you in the LLIC for this purpose. However, it would be helpful for you to have reliable access to a computer AND printer outside of Delta if that is possible.

### Course Work & Requirements:

- **Essays:** You will complete 4 essays this semester. Two of these essays will be shorter (minimum of 500 words each) and worth 50 points each. Two of these essays will be longer (minimum of 700 words each) and worth 100 points each.
- **Writing Journal:** You will be keeping a journal of your writing this semester. This will be the first section of your 3 subject notebook. This writing will consist of

in-class writing as well as writing you do at home. You will write at least 5 pages each week. There will be 10 writing journals in this class. Each week's journals are worth 15 points.

- **Reading Logs:** You will respond, in writing, to each text you read this semester. This will be the second section of your 3 subject notebook. Some of this response writing to your reading will be done in class and some will be completed outside of class. There will be 10 reading logs in this class. Each week's logs are worth 15 points.
- **Grammar/Vocabulary Journals:** You will keep a running journal of grammar points and vocabulary that you are learning throughout the semester. This will be the third section of your 3 subject notebook. I will check your grammar/vocabulary journals 10 times this semester. Each week's grammar/vocabulary journals are worth 10 points.
- **A note on organization:** *It is incredibly important that your writing journal, reading logs, and grammar/vocabulary journals be **well organized**. EVERY entry in both of these notebooks should be **LABELED** and **DATED**. All entries should be in sequential order. If I can't find your work, you won't receive credit for doing it.*
- **Quizzes:** You will be given quizzes over your reading periodically throughout the semester. There will be a total of 5 quizzes. Each of these quizzes will be worth 20 points.

**Grade Distribution:**

Essays	300 points
Writing Journals	150 points
Reading Logs	150 points
Grammar/Vocabulary Journals	100 points
Quizzes	100 points.
Total Points Possible	800 points

**Grading Scale:**

A = 93-100%  
A- = 90-92.4%  
B+ = 88-89.4%  
B = 82-87.4%  
B- = 80-81.4%  
C+ = 78-79.4%  
C = 72-77.4%  
C- = 70-71.4%  
D+ = 68-69.4%  
D = 60-67.4%  
Below 60% is Failing = E

**Figuring out your grade:** You can figure out the grade you are receiving in class anytime as long as you know all the scores you've earned on all work to date. Don't throw any of your work for this class away – especially after it is

graded. Just divide the total number of points you've earned to date by the total number of points possible to date and you'll get a number under 1. Move the decimal point two spaces to the right and you'll have a percentage. Find the percentage in the grading scale above and you'll know what you're current letter grade is.

### **Structured Learning Assistance:**

Our class is fortunate to have the added assistance of an SLA leader. An SLA Leader is a person with a degree who has already done well in this or a similar course and is here to help you be successful in this course. Our SLA leader will help us during class by being available for questions and helping us facilitate writing groups. Our SLA leader will also run a 30 minute workshop after each class in order to help you with your work in this course.

For the first month of class (until – and including -- October 10<sup>th</sup>) You are required to attend these workshops. After October 10<sup>th</sup>, you are required to attend these workshops if your grade in class is a C+ or lower. Of course, all students are always welcome to attend workshop even if your grade is above a C+ but you just feel you could use the extra help.

Being more than 5 minutes late or leaving more than 5 minutes early from a workshop session counts as an absence. Missing three required workshops will count as missing one entire class session. Please note my attendance policy in “Other Stuff” below.

Each student attending a workshop must stay for the entire session and participate in the workshop activities. If our SLA leader has to ask you to stop being disruptive or to focus your attention on the work at hand more than twice, you will be dismissed and marked absent for that workshop.

Students attending workshop must have all required materials with them at the beginning of workshop. A student who comes to a workshop session unprepared may be dismissed and may be marked absent.

If a student falls asleep during workshop, she/he will be marked absent.

### **OTHER STUFF**

- **Attendance and Tardiness:** To get everything you can out of this class, you'll want to be here and be on time. If regular tardiness becomes a problem, I will let you know. Not being present for class will likely have an enormous affect on your grade since you won't be in touch with what's due or what I'll be expecting of you. If you have to miss class, do not ever ask me if we “did anything important” and do not expect me to re-teach you the material – that's what class is for. If you have to miss a class, get in touch with someone from class and ask

them to tell you what went on THEN come to me with any specific questions you may have about the material. The bottom line is that you should never miss class. But, should you **FOR WHATEVER REASON** miss any more than a total of 1 week of class (that's 3 classes) by midterm OR 2 weeks of class (that's five classes) by the end of the semester, **I will administratively drop you from the course.**

- **Partial Absences:** If you are more than 30 minutes late for class or leave more than 30 minutes early, you will be given a "half absence." Two half absences count as one full absence.
- **Full Absences:** Anytime you are over 1 hour late for class or you leave more than 1 hour early, you will be marked as being fully absent for that class period.
- **Late Work:** Since the goal of this course is to prepare you for the writing & reading you will have to do at the college level, late work is highly frowned upon in this class. **I will not accept any work (other than essays) late.** If you are not in class when something is due, you will not be able to turn it in and therefore you will forfeit points for that assignment. In the case of essays: essays handed in to me after class but before 6pm on the due date will receive only 5% off the total possible points. Any essay I receive after 6pm on the due date but before a week after the due date will automatically lose 20% of the points possible for that assignment. Any essay handed in more than 1 week late, will not receive any credit at all. **I WILL NOT ACCEPT ANY WORK, INCLUDING ESSAYS, MORE THAN ONE WEEK LATE, for any reason.**
- **Exceptions to the rules:** Despite all our best intentions, life frequently steps in and makes our work more difficult than we had expected. Sometimes getting to class on time or at all is impossible. Obvious exceptions to the rules above are: college sponsored events in which an excused absence form from a coach or other college official is presented ahead of time; A death in the family; Extended hospitalization; Dangerous weather conditions in which driving is considered by local authorities to be unsafe; or Being called to testify in court; or Being summoned for jury duty. In the event of anything that prevents you from being in class, it is very important to **CALL OR EMAIL ME AS SOON AS YOU KNOW YOU WON'T BE IN CLASS.** Even if you don't get in touch until after you have missed class, calling or emailing within the first 24 hours of an absence is understandable. In the event of a death or extended hospitalization, appropriate verification will be required in order to be excused from class.
- **Academic Dishonesty:** Handing someone else's work in with your name on it or Plagiarizing ON ANY ASSIGNMENT will cause you to fail this course and could be grounds for expulsion from the college.
- **Appropriate Behavior & Disruptive Conduct:** Delta has very strict rules about behaving appropriately in the classroom. Under Student Rights & Responsibilities in your current catalog, it states: "No member of the College community shall interfere with a College function by depriving any person of needed safety, quiet, or other physical conditions of work or study... no member of the College community shall fail to follow the reasonable instructions given by an appropriate College official to cease specified conduct if such conduct threatens disruption or interferes with the right of others, College discipline, College functions and/or order in the College Community." In our class, I am the "appropriate College official" and you are "members of the College community." The following "specified conduct" will result in the "reasonable instructions" of either talking with me outside in the hall during class or leaving the classroom entirely for the day. *Specific conduct that endangers the positive learning*

*environment of our classroom: excessive talking, particularly when others are talking; excessive late arrivals, early departures, absences, or “unscheduled” breaks; eye rolling; wise-cracking – explicit or implicit bashing of instructor – I am easily distracted by wise-appeals; the backpack shuffle – getting ready to leave before class is actually over; inappropriate or offensive language; bashing of another student or another student’s writing or ideas; cell phones or pagers – use of cell phones or pagers is prohibited during class time – switch devices off or to the silent mode before entering class; personal music devices are not allowed to be used during class time; cheating; plagiarism; completing homework for this class or another during class time; lack of respect for diversity; under/over participation – includes sleeping or refusal to engage in classroom discussion and activities and/or excessive/ disruptive talking or monopolizing group discussions; alcohol/ tobacco use; offensive personal hygiene; clothing that impedes communication; excessive eating during class time (snacks are fine – meals are not); any other behavior that disrupts and/or disrespects the class, the instructor or individual students.* If such conduct persists (meaning, if it happens more than once or twice), I will respond using Delta’s Disruptive Students policy as outlined in the current college catalog – which could eventually lead to your being expelled from the class for the rest of the semester.

- **Disabilities:** Delta College is committed to equal opportunity in education for all students, including those with documented physical or learning disabilities. If you have a disability and will be requiring assistance, please contact me and Mike Cooper in Disability Support Services, located in the Counseling and Multicultural Office in D-102, as soon as possible to arrange for appropriate accommodations.
- **Extreme Weather Policy:** There might be times when my fear of driving through a blizzard overrules Delta’s policy to stay open despite said blizzard – in the case of extreme weather when Delta has decided to remain open, please double check that I am still going to have class by calling my office phone. If I am going to cancel, I will leave a message on my voicemail letting you know.
- **My inability to read minds:** I became a teacher because I love my subject and I love to teach. Consequently, I am unconditionally fond of my students and want them very much to succeed. But, I have never been able to develop a knack for reading minds. I’ll keep working on that but in the meantime, please understand that if you are having trouble in or with class, I do not know that unless you come talk to me, call me or email me. Please know that I am available to you. There is no reason to keep your discomfort a secret – it only wastes *your* time and money, and worst of all, hinders your ability to learn.