

**Introduction to Academic Reading and Writing**  
**ENG 090 WN137**

**Instructor:** Angela Trabalka

**SLA:** Jeanne Lesinski

**Semester:** Winter, January 10-April 27 (no class during spring break March 7 & 9)

**Class Hours/Meeting Place:** Mondays and Wednesdays 8:00-10:25 (instructor time) + 10:30-10:55 (SLA time,) Ricker, Room 143

**Office/Office Hours:** Mondays and Wednesdays 10:30-11:30 at the Ricker Center, Tuesdays at Delta Main Campus, 9:00-9:30 and 3:30-4:30 in S42

**Email:** angelatrabalka@delta.edu

**Phone:** (989)686-9442

**Mailbox Drop-off:** Leave with office personnel in Ricker Center office; they will deliver to my mailbox in the lounge, or on main campus in the mail slot on my office door (S42) or in mailbox in S46 (Charlotte McGrath, secretary)

**REQUIRED TEXTS:**        *Think Big* by Ben Carson  
                                   *Nickel and Dimed* by Barbara Ehrenreich  
                                   A textbook from another course  
                                   A dictionary

**OTHER REQUIRED MATERIALS:**

- ✓ Writing utensils
- ✓ One binder with tabs for syllabus, calendar, notes, reading handouts, writing handouts, miscellaneous handouts, passbacks, paper, miscellaneous, and works in progress
- ✓ Highlighters
- ✓ Loose leaf, lined notebook paper (put in "paper" section, transfer as appropriate)
- ✓ Index cards
- ✓ A posterboard (not needed until toward the end, see calendar for specifics)
- ✓ Access to poster materials, i.e. glue, tape, scissors, markers, etc. (also not needed until the end)
- ✓ Access to the Internet, word processing, and the library
- ✓ An E-storage device (CD, flash drive, etc.) for use in the computer lab

**COURSE DESCRIPTION:** 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. (75-1000)

**OUTCOMES AND OBJECTIVES:**

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

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

- Plan and brainstorm ideas for an essay before beginning to write.
- Produce drafts of an essay and show an understanding of revisions.
- Participate effectively in writing groups and conferences.
- Demonstrate an ability to work with written comments.
- Produce edited properly formatted essays.

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

- 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.

**Develop abilities with the more complex aspects of an essay.**

- 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.

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

- Use specific strategies before, during and after reading, including previewing, predicting, accessing prior knowledge, questioning and summarizing.
- Demonstrate ability to retain general information from a piece of reading and reproduce same on an objective quiz/test.
- 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."
- Use study strategies, including SQ3R, annotation of text, outlining, mapping, and sequential summarizing, particularly with textbook materials.
- Demonstrate ability, both orally and in writing, to make personal connections to the ideas in a piece of reading.
- Demonstrate an ability to negotiate unfamiliar vocabulary, as well as make new words a part of one's own vocabulary.

**ENGLISH SECTION:**

Grading and assignment details for English:

Description	Estimated Percentage
Participation	20%
Pre- and Post-test*	10%
Paper #1*	10%
Paper #2*	10%
Reading & Vocabulary Work	15%
Writing Work	15%
Final Project*	10%
Quizzes	10%
<b>Total Percentage</b>	<b>100%</b>

\* Assignments must be complete in order to pass the course, regardless of grade calculation without the points.

**MINIMUM GRADE REQUIREMENT TO MOVE ON:** If you receive B-, C+ or C, you can move into ENG 098. If you receive a B, you can move into ENG 108. If you receive a B+, you can move into ENG 109. If you receive an A-, you can move into ENG 111A. If you receive an A, you can move into ENG 111 or 111A (your choice.) Students receiving a C- or lower will repeat this course. Let's aim for A's! 😊

**ATTENDANCE:**

**Instructor Initiated Drop for Lack of Attendance:** Your English Division instructor will drop you from this course if you miss, for any reason, more than 4 classes worth of time before April 8. This is an English Division policy.

Some specific details to explain this policy further:

- If some situation in your home or work life will prevent you from regularly attending class and getting work in on time, it is recommended that you drop the class now and arrange to take it at a time when you can complete it successfully. It is expected that you will schedule other events around this class.
- It is possible to nickel-and-dime your way to being dropped from this class by arriving late, leaving early, or taking extended breaks. Minutes will be docked accordingly.

When you are late, leave early, take an extended break, please return to your seat in an inconspicuous manner.

**PARTICIPATION:** The class participation grade is an evaluation of individual students' contribution to the environment of learning. Students will be evaluated on the following: meaningful contributions to class discussion, participation in collaborative work, preparedness, courtesy, completion of assignments, and on-task behavior.

Expectations for these ten points include:

- Arriving on time
- Staying until the end
- Returning promptly if a break is given
- Being prepared with materials
- Completing assigned homework from the class before
- Being on task
- Being courteous and respectful
- Active participation/active listening/note-taking

When these behaviors are exhibited, full points are awarded for the day. Failure to comply with any of these expectation decreases the day's points.

**SLA TIME:** SLA time is the last half hour of class, spent with your SLA. During this time, the instructor will not be in the room, nor available to students during this part of her office hours. SLA time counts as class time, toward participation, and is monitored under "attendance." You are expected to take advantage of the requirement to stay and receive further instruction, assistance, and supplemental guidance during SLA time.

During class time, Jeanne will be in the classroom to assist in the learning process. She will cover with you the particulars of her job. The expectation is that students treat Jeanne with the same respect expected toward the instructor, and for that matter, each other. Jeanne and I are in close communication with one another regarding student progress, concerns, expectations, and class content. We are both here to help as you ease through the transition into college.

#### **LATE WORK:**

- Late work is not accepted, even if it is late due to absence. (Exceptions are major assignments. See below.)
- If you are absent, please drop off homework to my mailbox or email it to me before the start of that class. Therefore, this work is not "late."
- Late major assignments will drop one full letter grade for each class late, including days we are not in class. You will be expected to email or drop off work you were not able to turn in due to an absence.
- Missed work from in-class assignments cannot be made up outside of class. If you arrive after the start of a quiz, you may not take the quiz, but you should contribute to the content discussion for participation credit.

#### **UNNECESSARY INTERRUPTIONS/DISRUPTIONS:**

- At the college level, it is expected that you will be respectful, interested, and actively involved in class. Please, no disruptions and no ambivalence.

- No electronic devices. Specifically:
  - Please turn your cell phone completely OFF. If there is a need for you to have it on, please clear this with the instructor before class, and arrangements will be made.
  - No texting.
  - You may not listen to music in class.
- Per Delta's policies, you may not bring your children/other guests with you to class for any reason.

**CIVILITY:** Our classroom environment will be one of mutual respect for everyone in the class. Students who are not actively respectful will be subject to Delta's Disruptive Students policy. Delta's Disruptive Students policy will also govern situations in which a student exhibits disruptive behavior. Under Delta's Disruptive Students policy, a student may be removed from the classroom for one class period or for an entire semester. Please review the Disruptive Students Policy under "Student Rights, Responsibilities, and Conduct" <<http://www.delta.edu/catalog/StudentsRights.asp>>.

Choose your language carefully to ensure respect. In particular, offensive use of the words "gay" or "retarded" or similar targeting of any sort is prohibited.

**EMAIL ETIQUETTE:** I welcome student emails. I ask that when you email me, please begin your email with "Dear Angela" or some sort of salutation. Then, begin text on the next line. Sign your email off with a sign-off, such as "Thank you," or "Sincerely," then type your full name. We are in a professional environment, so it's important for communication to remain professional. I ask you to consider this in all of your academic communication, not just for this class. Please, also, no shortened "text-speak," such as "u" for "you," or "i" for "I," and no all caps.

**ACADEMIC INTEGRITY:** 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). An instance of plagiarism may be met with a verbal warning from the instructor or a reduction in class grade along with written notification to the student, the Division Chair, the Academic Dean, and the Chief Academic Officer of the College. If a case is reported to the Chief Academic Officer of the College, a permanent record of the incident will be maintained and the Chief Academic Officer of the College will decide appropriate consequences, including, especially in the case of repeat violation, dismissal from the college. Please review the policy on Academic Integrity online at <<http://www.delta.edu/catalog/StudentsRights.asp>>.

**PRINTING:** New this semester, Delta is limiting students' printing capacity. Each student is allowed 100 pages of printing as part of his/her tuition package. (Note: front/back only counts as one page.) Beyond that, students may purchase additional prints online. (Go to "MyDelta," then "Students," then under "Other Resources," click on "Request for Printing" to upload the form. If you are getting near your 100 pages, it's important to fill this out in advance to avoid delay in your ability to print. Think before printing extraneous materials!

**DISABILITIES:** If you have a documented disability that affects your academic performance, and you need an accommodation, please contact the Office of Disability Services in D102. The

telephone number is 686-9330. The director is Mike Cooper, D-wing, D102. His number is 686-9322.

**STUDENT RESOURCES:** Students are encouraged to seek help from the instructor whenever it is necessary. If it is regarding classwork, it is, of course, necessary to seek assistance before the due date. Questions before, during, and after class are welcome, as well as visits during office hours. If there is something extensive to discuss, it may be necessary to set up an appointment during office hours.

Email is another quick and easy way to receive instructor support. The instructor typically checks email Monday through Thursday. Expect a response with 48 hours, excluding weekends.

There is also help available at the Writing Center, located in the back of the library on main campus. This will provide one-on-one extensive support with any stage of the writing process, and beginning this semester, there is also reading assistance in this center.

There is also help available at The Teaching/Learning Center, located near the front of the library. There, you can receive tutoring support.

**INTERNET REQUIREMENT:** I use Desire to Learn to update grades. Grades will be updated as assignments are graded. If ever you are curious and/or concerned about your grade, please let me know and we can look into it together. You should keep work you get back in class until at least the end of the semester.

It is expected that you will check your MyDelta account, your email, and Desire to Learn regularly for announcements, cancellations, supplemental materials, handouts, and other communications.

**NOTE:** This syllabus is not a contract. It may be modified as the instructor sees fit, so long as students are notified in a timely fashion.