

Delta College Course Syllabus, Fall 2011

ENG 098: Preparation for College Writing

Monday 10:00-11:25 a.m., S Wing, Room S224
 Wednesday 10:00-11:25 a.m., K Wing, Room K114



Instructor: **Trisha O'Connor**
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 Office Hours: MWs: 11:30 am-1:00 pm
 TRs: 2:00-3:00 pm

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And by appointment

Required Materials

1. A notebook (print or digital) for note taking and class information
2. A mini-stapler
3. At least 2 each: highlighters, pens, and pencils
4. Access to Internet searching, word processing, and printing
5. *Advised: USB storage device

Course Outcomes and Objectives

Use a writing process for pre-college and college essays at the intermediate 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 intermediate 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 and punctuation.

Produce written responses to and understand texts at the intermediate 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 intermediate skills for information literacy, including accessing, analyzing, and using resources such as dictionaries, encyclopedias, handbooks, and the Internet.

What is special about this section of ENG 109?



This is a unique section of ENG 098. I am a participant in a grant called Global Skills for College Completion (GSCC), funded by the Bill and Melinda Gates foundation. Part of that project is documenting student learning. I will ask you to share (anonymously, of course) your work so that we can provide evidence of your learning. I may ask you to participate in student

focus groups to help in researching student attitudes and success. You should always be honest and present the real you. You are not here to impress me or anybody else; you are here to learn.

My teaching will be videotaped 3 times this semester. I will ask you to sign a release form giving your permission to be videotaped in my classroom. If that makes you uncomfortable, talk to me when the time comes about alternate arrangements.

In my work for GSCC, I and my colleagues have created our own learning objectives for which skills our basic writing students should have when leaving our courses. They are as follows:

- Write essays with content, organization, language and tone suited for various purposes and audiences.
- Identify patterns of error and learn to edit sentences for grammar and style.
- Write an essay with a clear central idea and specific evidence to support that idea.
- Be able to manage the writing process for a variety of kinds of writing.
- Use textual references as one strategy to develop writing.

All the activities, assignments, workshops, and instruction you will have this term tie to one of these objectives.

Assignments and Grading

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

	Type of Assessments	Points Possible
1.	Coursework (In and out of class)	30 sessions @ 10 points per week = 300 points
2.	Essays: <ul style="list-style-type: none"> • Strengths (75 points) • Heart Scars (100 points) • Investigation: Writing in My Profession (100 points) • Informed Opinion (125 points) 	4 essays = 400 points
3.	Drafts for the 4 Essays (2 each)	8 @ 25 points each = 200 points
4.	Peer Reviews for the 4 Essays	4 @ 25 points each = 100 points
	Total Points Possible:	1,000

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:

1000-930 (100%-93%) = A	929-900 (92-90%) = A-	
899-870 (89-87%) = B+	869-830 (86-83%) = B	829-800 (82-80%) = B-
799-770 (79-77%) = C+	769-730 (76-73%) = C	729-700 (72-70%) = C-
699-670 (69-67%) = D+	669-630 (66-63%) = D	629-600 (62-60%) = D-
599-0 (59-0%)= F		

See Policies Common to All English Division Courses, pp. 9-12.

These policies concern attendance, disabilities, integrity of academic work, and disruptive students.

Tardiness

Tardiness is rude and reflects poorly on character. We must all respect each other, and being prompt for one another is a matter of respect. Please remember that college isn't high school. We do start promptly at our scheduled time. Two late arrivals or early departures will equal one absence. Allow yourself enough drive time! If you anticipate consistent work or childcare conflicts, please do not take this class.

Classroom Expectations

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. Harassment of or disrespect toward other students will not be tolerated. 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.

Computer Lab and Accessory Technology Policy

Half of our sessions will take place in a computer lab so that you can stay on task with your own writing and assisting with other students' writing. I expect that in the lab you will focus on work for this course. If you are unwilling to do so, I will ask you to leave.

Laptops, netbooks, I-pads, and I-Phones are to be used only for note taking, writing projects, or other course activities while class is in session. 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**. I do post tasks in D2L, but 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. You can also email me via D2L.** 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**.

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.
- **Text:** I will give you access to my personal phone number. I don't mind texts. Just tell me who you are!

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 or me for info about what we focused on.

Other Important Course Policies

- Always bring your texts, all materials, and all course work (completed and in progress) to class.
- I cannot stress enough the importance of taking responsibility for your own learning, of assessing and admitting what you don't understand. I strongly encourage you to be pro-active and to ask questions at all times.

- Certain course activities and policies may be revised at my discretion. The syllabus is a plan, but the course reflects your needs, and concentrates on those areas where you need work.

Method

I have a dual role here. I am a coach as well as an evaluator. I will encourage you to do your best. But I will also assess your performance with a great deal of scrutiny. I am tough and have very high expectations. Those expectations compel you to achieve your greatest potential.

My services are always available, although they cannot and will not take the place of group or fellow student relationships. I encourage you to come to my office hours to discuss any concerns or questions you have. You may seek me out before class, after class, or for a special appointment. I will bend over backwards to help you.

Having said all that, there are certain things I don't compromise on. I don't make exception to any of the following expectations:

1. You have to attend class.
2. You have to be on time.
3. You have to do the work.
4. You have to present that work professionally.
5. You have to treat me and fellow students and yourself with respect. That's the only way you can expect to receive the same.

Each week will follow a particular pattern but with a variety of activities:

- ♣ Trish's Teaching
- ♣ Community Learning
- ♣ Focused Writing

A good portion of the class is used for time on task.

Support Opportunities

- **Teaching/Learning Center (T/LC)**
Delta offers you free tutoring services to help with preparation for this class. The Teaching Learning Center (T/LC) is **located in the LLIC** on Delta's main campus.

Fall 2011 Hours: Monday, August 22, through Sunday, December 18

Sunday 1:00-5:30 pm

Monday-Thursday 7:30 am - 8:00 pm

Friday 7:30 am - 4:00 pm

Saturday 10:00 am - 2:00 pm

- **Delta College WRIT Center**
You can also visit Delta's WRIT Center (Writing, Reading, and Information Technology), located near **A-125**, inside the LLIC. They can assist you with one-on-one instruction in writing, reading strategies, vocabulary, study skills, and content analysis. Hours for this semester are TBA. They also offer online assistance. Visit writingcenter@delta.edu.

Session	Activities	Responsibilities
#1: Aug. 29	Course Introduction and Syllabus Writing Process	<ul style="list-style-type: none"> • Come with enthusiasm. • Don't be afraid or stressed out!
#2: Aug. 31 (Lab)	Introduction to D2L Reflective Writing	Have ready: <ul style="list-style-type: none"> • Access all texts and supplies
#3: Sept. 7 (Lab)	College Essay Structure College Paragraph Writing	Have ready: <ul style="list-style-type: none"> • Review all notes & Power Points
#4: Sept. 12	Working with a Thesis Explanation of Strengths Essay Ideas for Introductions and Conclusions	Have ready: <ul style="list-style-type: none"> • List of 3 strengths
#5: Sept. 14 (Lab)	Work on draft of Strengths Essay Do online quizzes or practices	Have ready: <ul style="list-style-type: none"> • Prewriting for Strengths Essay
#6: Sept. 19	Developing a College Vocabulary	Have ready: <ul style="list-style-type: none"> • See D2L.
#7: Sept. 21 (Lab)	Peer Review/Critique #1	Have ready: <ul style="list-style-type: none"> • Latest draft of Strengths
#8: Sept. 26	Explanation of Heart Scars Writing from the Heart: Why? Making Connections	Have ready: <ul style="list-style-type: none"> • *Strengths Essay Due at start of class! • See D2L.
#9: Sept. 28 (Lab)	Work on draft of Heart Scars Essay Do online quizzes or practices	Have ready: <ul style="list-style-type: none"> • Prewriting for Heart Scars Essay • See D2L.
#10: Oct. 3	Weaving Other Voices into Our Writing	Have ready: <ul style="list-style-type: none"> • Notes from discussion with your sources • See D2L.
#11: Oct. 5 (Lab)	Peer Review/Critique #2	Have ready: <ul style="list-style-type: none"> • Latest draft of Heart Scars (sources must be included)
#12: Oct. 10	Explanation of Writing in My Profession Prewriting Activities What do I already know? What would help me to know? Creating question list	Have ready: <ul style="list-style-type: none"> • *Heart Scars Due at start of class! • See D2L.
#13: Oct. 12 (Lab)	Internet Search for answers Draft of part of Profession Essay	Have ready: <ul style="list-style-type: none"> • See D2L.
#14: Oct. 17	Questions re Profession Essay Prepping Works Cited Student Choice	Have ready: <ul style="list-style-type: none"> • See D2L.

#15: Oct. 19 (Lab)	Peer Review/Critique #3	Have ready: <ul style="list-style-type: none"> • Latest draft of Writing in My Profession (sources must be included)
#16: Oct. 24	Explanation of Informed Opinion Essay	Have ready: <ul style="list-style-type: none"> • *Writing in My Profession Due at start of class! • See D2L.
#17: Oct. 26 (Lab)	Work on My Case portion of essay	Have ready: <ul style="list-style-type: none"> • Prewriting for IO • See D2L.
#18: Oct. 31	Looking toward next semester Student Choice	Have ready: <ul style="list-style-type: none"> • See D2L.
#19: Nov. 2 (Lab)	Internet Searching and recording information	Have ready: <ul style="list-style-type: none"> • See D2L.
#20: Nov. 7	Writing a Rebuttal	Have ready: <ul style="list-style-type: none"> • See D2L.
#21: Nov. 9 (Lab)	Work on Rebuttal	Have ready: <ul style="list-style-type: none"> • See D2L.
#22: Nov. 14	Student Choice	Have ready: <ul style="list-style-type: none"> • See D2L.
#23: Nov. 16 (Lab)	Putting together pieces of Informed Opinion	Have ready: <ul style="list-style-type: none"> • See D2L.
#24: Nov. 21	Grammar & Style Improvement	Have ready: <ul style="list-style-type: none"> • See D2L.
#25: Nov. 28	Grammar & Style Improvement	Have ready: <ul style="list-style-type: none"> • See D2L.
#26: Nov. 30 (Lab)	Peer Review/Critique #4	<ul style="list-style-type: none"> • Latest draft of Informed Opinion (sources must be included)
#27: Dec. 5	Explanation of Reflection (last writing: 20 points)	Have ready: <ul style="list-style-type: none"> • *Informed Opinion Due at start of class! • See D2L.
#28: Dec 7 (Lab)	Work on and submit Reflection	<ul style="list-style-type: none"> • See D2L.
#29: Dec. 12	Exit Conferences	Bring a smile!
#30: Dec. 14	Exit Conferences	Bring a smile!

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 **two (2)** 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 Monday-Friday when Delta College classes are in session.