

**Delta College**

**ENG 098-WN 150: Preparation for College Writing**

**Winter Semester, 2012 (January 9 through April 25)**

**Instructor:** Dr. Spiller                      **Class Sessions:** Monday & Wednesday, Noon-1:25 pm  
**Office:** S-18                                      **Classroom:** S-036  
**Phone:** (989) 686-9159                      **Adverse Weather Info:** (800) 686-9179  
**E-mail:** [leroyspiller@delta.edu](mailto:leroyspiller@delta.edu)                      **Office Hours:** Monday: 11:00-11:55 am; also Wednesday:  
10:00-11:00 am; and by appointment.

**Textbook:** *Real Writing with Readings*, 5<sup>th</sup> edition, by Susan Anker.

**Supplies:**

A pocket dictionary (paperback) for in-class use.

Access to a more complete dictionary (hard cover) for out-of-class use.

Two manila folders with tabs to use when turning in assignments.

A three ring loose-leaf binder with at least three subject dividers OR a three to five subject notebook for taking notes during class and for other purposes.

Pens, pencils, and stapler.

Two or more highlighter pens of different colors.

3x5 and 4x6 index cards.

A thumb drive and access to a computer.

The course information handout AND the course syllabus (given in three installments during the semester).

**Welcome to ENG 098:** I am looking forward to our semester together, and I want to encourage you to stop by my office during my Office Hours in the next week or two to say hello, or to contact me via E-mail. This will help me to get to know you, and it will give you an opportunity to make me aware of any obstacles outside of class that may interfere with your learning in ENG 098, for example, a chronic medical condition, work schedule issues, and so on. The sooner that you make me aware of such obstacles, the better able you and I will be to develop some ways to manage the situation. (If the situation cannot be managed, you may have to drop the course and take it at another time when these obstacles are no longer problems for you.) My responsibility as your instructor is to provide an environment in which you can improve your writing, reading and critical thinking skills so that you will be able to succeed in subsequent college course. Your

responsibilities are to co-operate with me in this task, to work hard, and to strive to learn all that you can.

**Course Description:** Prerequisite: Writing Level 2. Provides those who are not yet prepared for academic work in the regular composition sequence with an opportunity to improve their writing skills in an interactive and collaborative setting. Includes practice with personal and academic writing. Does not earn credit for graduation. 3 credits. 45 in-class hours.

### **Outcomes & Objectives:**

1. Use a writing process for pre-college and college essays at the intermediate level i.e., papers that would be acceptable at the beginning of the regular composition sequence.

Objectives relative to Outcome One:

- 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 with other students and individual conferences with the instructor.
  - d) Demonstrate an ability to use written comments made by other students and by the instructor to revise and edit one's own papers.
  - e) Produce edited, properly formatted essays that follow the Modern Language Association (MLA) guidelines.
2. Write intermediate college-level essays that employ the basic aspects of the essay form.

Objectives relative to Outcome Two.

- a) Use introductions, conclusions, and paragraphs to appropriately present and develop the writer's thesis (main point).
  - b) Write essays that are organized appropriately for the type of essay and the writer's purpose and audience.
  - c) Use topic sentences to focus the reader's attention on each of the important ideas in the body of the essay.
  - d) Use transitions appropriately between sentences and paragraphs.
  - e) Write at least two intermediate level essays that successfully present and support a clear thesis.
3. Develop one's abilities to use more complex aspects of the essay form.

Objectives relative to Outcome Three.

- a) Demonstrate the ability to develop significant ideas and to use supportive, specific examples.
- b) Demonstrate the ability to write clearly so that the reader is not confused as to the main point, the secondary ideas, or the relevance of the supporting examples.
- c) Demonstrate the ability to be aware of the needs and expectations of one's intended audience.

- d) Demonstrate the ability to edit (proofread) one's own papers to eliminate the majority of grammatical, punctuation, and spelling errors.
4. Understand and produce written responses to intermediate level reading material (material typically assigned at the beginning of the regular college composition sequence).

Objectives relative to Outcome Four.

- a) Demonstrate the ability, both orally and in writing, to understand an author's ideas in material read for the course and to make appropriate personal connections to these ideas.
- b) Demonstrate the ability to deal appropriately with unfamiliar vocabulary encountered in one's reading and to increase one's vocabulary by the end of the course.
- c) Demonstrate intermediate level skills for information literacy (library and research skills appropriate for assignments given at the beginning of the regular college composition sequence), including accessing, analyzing, and using resources such as dictionaries, encyclopedias, handbooks, and the Internet to provide relevant information in one's own essays.

**Attendance Policy:** Regular attendance is necessary in order to be successful in this course. Attendance will be taken at the beginning of each class session. Being late or leaving early will count as a partial absence. If you miss—for any reason—more than six class sessions, you may be dropped from the class. **This is an English Division Policy.**

**Conferences:** These are individual appointments to discuss course-related matters. Conferences can be scheduled during Office Hours and at other times during the week. Several conferences will be REQUIRED during the semester. Some of the required conferences will be scheduled during our regularly scheduled class sessions. You may also contact the instructor via E-mail to have questions answered. Note: do not expect an immediate reply; usually a reply will be provided within twenty-four hours.

**Plagiarism:** Plagiarism is stealing someone else's work and then lying about the theft, either intentionally OR unintentionally. Plagiarism may also involve helping someone else to steal the work done by another. It is a serious offense in both college and the workplace. See the Delta College website for the College's official policy regarding plagiarism. Note: Plagiarism can be punished by a failing grade on an assignment and/or dismissal from the course for repeated offenses.

#### **Course Policies:**

- All assignments are due on the day listed on the syllabus. If you are absent when an assignment is due, please contact the instructor no later than the following day to find out IF the instructor would be willing to accept the assignment late. DO NOT assume that you can turn in an assignment late! Note: The instructor may choose to accept a late assignment but impose a penalty e.g., lowering the grade by 20%. Also, in-class essays CANNOT be made-up. If you are not in class to write the essay, you will receive a zero for that assignment. Showing-up does matter.

- You should expect to be treated respectfully and fairly by the instructor and by your classmates, and you should make it a priority to treat the instructor and your classmates with respect and fairness. If you ever experience a problem relative to this issue, please contact the instructor in person, by phone, or by E-mail to discuss the problem. Note: Delta College does have a policy regarding disruptive students. This policy provides for removal of a student from a course or expulsion from the College if that person persists in behavior that adversely affects the learning and safety of other students or the instructor's ability to conduct the class. Please see the Delta College website for details.
- Relative to the previous point and because this is necessary for your own success in the course, you must observe the following practices: Turn off ALL cell phones and other electronic devices during class sessions. NO EXCEPTIONS will be permitted. If the instructor has to speak to you about this issue in class more than once, you will be asked to leave the class and not return until you can abide by this policy. Remember that absences matter. See the information regarding attendance earlier in this document.

### **Grading Information:**

- All assignments will be graded using a point system e.g., an in-class essay assignment may be worth 30 points while an out-of-class essay may be worth 75 points, and so on.
- A Grading Rubric (grading sheet with requirements for the assignment) will be given out for each major assignment so that you can work toward fulfilling all of the requirements (criteria) for that assignment and earning the best grade possible.
- The total number of points earned will determine your final grade.

### **Assignments to Be Graded: (This is a tentative list.)**

1. At least three out-of-class essays (major papers) worth between 60 and 120 points.
2. At least two in-class essays written as part of the mid-semester and the final exams worth 30 points each.
3. A mid-semester exam and a final exam worth approximately 80 points each, including the 30 points for the in-class essay.
4. A Learning Log containing this Course Info handout, each of the installments of the syllabus, our class notes about important concepts, responses to reading assignments, self-reflective writing about your progress in the course, vocabulary notes, and so on, worth approximately 60 points.
5. Various exercises to improve different skills such as punctuation and grammar worth between 10 and 30 points each.

**Disabilities:** If you have a documented disability that affects your academic performance and you need an academic accommodation, please contact the Office of Disability Services in room D-102 in the Office of Counseling/Advising or call the office at (989) 686-9322.

**Library Learning Information Center (LLIC):** Librarians may help you with research and assist you in locating sources of information for your essays. The Reference Desk number is (989) 686-9560. Computers are available in the LLIC for your use. Assistance is available at the circular desk in the computer area.

**Teaching Learning Center (TLC):** The professional staff and peer tutors provide free tutoring in all academic areas, including reading and writing. The Teaching Learning Center is located in the LLIC.

**WRIT Center (Writing, Reading, & Information Technology):** The Center is located in the LLIC near room N-125, and its staff can help you in all phases of the writing process when you are doing papers for ENG 098 and/or papers in other courses. Check with the Center for its current schedule.

**A Final Word:** I hope that you will find this course interesting and worthwhile. If at any time you have questions or you need assistance in order to get the most that you can out of the course, please contact me, Dr. Spiller. Remember: You will not earn any points for being confused or frustrated. Good luck with everything!