

ENGLISH 104W--Applied Spelling Techniques
Fall 2011

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Section FA110: Mondays and Wednesdays, 12:00 – 12:55, S264 (8/29/11 – 12/14/11)

Instructor: Stuart Barbier, Ph.D., Professor of English

Office/Phone: S004/686-9136 (voice mail for messages)

Email: sibarbie@delta.edu (I reply to voice and email messages as soon as I retrieve them, but I might not retrieve them in the evening or on weekends, depending on my schedule.)

Internet: <http://www.delta.edu/sibarbie> (this syllabus: <http://www.delta.edu/sibarbie/Syllabus104F2011.html>)

English Division Home Page: <http://www.delta.edu/english>

Fine Arts Building Fax: 989-686-0485

Office Hours: Monday 1:30 - 3:30 p.m.

Tuesday 2:30 - 4:00 p.m.

Thursday 2:30 - 4:00 p.m.

(Other times by chance or appointment; if the above times have to temporarily change, I will put a note on my office door.)

Mail Box: S006

Adverse Weather Line: 686-9179 or 1-800-686-9179 (I follow Delta College's weather policy: see <http://www.delta.edu/publicsafety/adverseweathersituations.aspx> for details. If Delta is closed during our class time because of the weather, we will make up the missed session during the next class session, at which time any assignments that would have been due during the missed session will be due. I will post a revised schedule of class sessions online and bring copies to class the next time we meet.)

Course eLearning Site Login: <https://elearning.delta.edu/> (also available through the [Delta College Home Page](#))

Welcome to English 104! Before you continue reading this syllabus, please write your name here:

When was the last time you misspelled it? Spelling your name is automatic. You do it without thought, without hesitation, knowing it will come out right. There is no reason, then, why you cannot do the same with any word in the English language with thought and practice.

This two-credit course will help you learn techniques to improve your spelling. As stated in the [Delta College Catalog](#), this course "emphasizes English spelling patterns and sequences as well as techniques for approaching spelling for adult learners [and] shows students how to apply critical thinking strategies to identify and meet their individual spelling needs." In short, my goal is to help you become more confident spellers.

In this syllabus, I will explain what you can expect from me, as well as what I will expect from you. **If you are ever unsure about something, please ask--I am here to help you succeed.**

REQUIRED TEXTS

Shepherd, James F. *College Spelling Skills*. 2nd ed. Boston: Houghton Mifflin, 1996.

--A collegiate dictionary is also required. The bookstore stocks an inexpensive paperback *American Heritage Dictionary*, or you may select your own.

--Please bring the text and dictionary to each class, even though they may not be used every day.

REQUIRED MATERIALS

--A three-ring binder and enough tabs to divide and label your binder into eight sections. Place a label with your name on it in the upper-right corner of the cover.

--College-ruled and perforated notebook paper.

--Pen and/or pencil, highlighter pen.

--Computer Lab Printer Paper Account (each student is given 100 print-out pages per semester; additional pages can be requested via a form or purchased in 50-page increments at \$5.00 per increment). For details, see "Academic Print Management" in our eLearning course site (under "Content"/"Miscellaneous Documents").

COURSE OUTCOMES AND OBJECTIVES

- **OUTCOME: Discover the organizing principles of the English spelling system.**

Objectives:

- Recognize that the system in English spelling is based on a combination of sound, syntax, meaning, and tradition.
- Identify principles of English phonics.
- Discover the usefulness and the limitations of spelling rules.
- Define the problems associated with homophones and develop strategies to solve them.
- **OUTCOME: Demonstrate awareness of self as speller.**
 - Objectives:
 - Analyze individual spelling habits and performance.
 - Select concepts and strategies that will strengthen individual spelling habits and performance.
 - Deliberately and regularly apply concepts and strategies that will strengthen individual spelling.
- **OUTCOME: Build repertoire of words that are useful in academic and workplace writing.**
 - Objectives:
 - Master words frequently used by most writers.
 - Identify and master words frequently used in courses and workplaces for which individual will be writing.
- **OUTCOME: Participate in "writing to learn" activities.**
 - Perform writing tasks to promote learning.
 - Write effectively for a specific audience and purpose.
 - Demonstrate the learning of concepts through writing.

COURSE PROJECTS

	Points Possible	Points Earned	Due
Test 1	40		Session 5
Test 2	40		Session 9
Test 3	40		Session 13
Paragraph 1	25		Session 16
Test 4	80		Session 20
Test 5	40		Session 25
Test 6	40		Session 28
Spelling Notebook	150		Session 29
Paragraph 2	25		Session 29
Final Exam	50		Session 30
Participation (attendance)	60		
TOTAL	590		

COURSE POLICIES**Quizzes**

Unannounced quizzes will be given in class from time to time. Up to five points earned on a particular test's associated quizzes will be added to that test's score, up to the total possible score. In other words, quizzes can provide you with up to 25 bonus points during the semester (enough to potentially raise your grade to the next level). Missed quizzes cannot be made up.

Grades

Your grades (and their meaning) are based on percentages per the following scale:

A 93-100% (Excellent)	B+ 87-89.99 (Good)	C+ 77-79.99 (Average)	D+ 67-69.99 (Poor)	F 0-59.99 (Fail)
A- 90-92.99 (Excellent)	B 83-86.99 (Good)	C 73-76.99 (Average)	D 63-66.99 (Poor)	
	B- 80-82.99 (Good)	C- 70-72.99 (Below Average)	D- 60-62.99 (Poor)	

To determine your grade at any point in the course, simply take the total points you have earned (which you can

record in the Course Projects chart, above) and divide them by the total possible points at that time, then compare your percentage to the scale above. For your final grade, you can calculate your average or use the following total-points scale:

A 549-590	B+ 514-530	C+ 455-471	D+ 396-412	F 0-353
A- 531-548	B 490-513	C 431-454	D 372-395	
	B- 472-489	C- 413-430	D- 354-371	

Click on the "Academic Policies and Information" link on the College Catalog "Policies" page:

<https://public.delta.edu/catalog/Pages/Policies.aspx> for a description of X, I, W, WI, P [for a P, you need at least 431 points], and NC grades. I will indicate your grade on each assignment. Please keep track of your grades so you can determine exactly how you are doing at any point in the course. I will let you know what your grade is at mid semester and towards the end of the semester. *If you would like help determining your grade at any other time, please ask me.*

Attendance and Late Assignments

Regular attendance is important for successfully completing this course since this course is built on collaboration among you, your peers, and me. You will most likely learn more and your grades will prosper if you consistently come to class well prepared, keep up with the homework, and take the initiative for your contributions to class. I am responsible for teaching only those who attend class. **If some situation in your work or home life will prevent you from regularly attending this class and completing the work on time, I recommend that you drop the class now and take it when you will be able to successfully complete it.** The English Division has the following policy for an 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 class this semester, that means in excess of 4 class periods.

Whether I will drop you or not depends on the circumstances, including your progress in the course; however, ***regardless of the circumstances, I will either drop or fail students who miss 8 class periods (or their equivalent in terms of arriving late/leaving early), depending on whether the withdraw deadline has passed; students who exceed these limits after the withdraw deadline has passed will receive a "0" for attendance.*** Also, I automatically drop students who miss the first two classes of the semester without making prior arrangements.

Attendance is worth 60 points, or slightly more than 10 percent of your grade. I take attendance at the beginning of each class session. I will subtract 2 points each time you are absent and one point each time you are late or leave early. If you come in late *and* leave early, you will lose 2 points. If you come in after I take attendance, it is your responsibility--after that particular class--to make sure that I have changed your status to "late." Note that except for when the college is officially closed during class time (e.g., because of the weather, though be sure to understand [Delta's adverse weather statement](#)), **there is no such thing as an excused absence; you are simply present or absent (for whatever reason).** To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. You *already are* scheduled during your class time--you are not free to schedule something else. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you; also, you are still responsible for all information and assignments given during the class you missed, including due dates. ***Tests must be made up at the [Testing Center](#) within one week of the original test date (except in the case of the final exam, which must be made up by 1:00 p.m. on the Friday following the last day of class). Late homework will not be accepted unless you were absent on the due date, in which case you must show it to me at the beginning of the class period on the day you return. Completing the homework, but not bringing it to class when it is due, will be treated for grading purposes as not having done the assignment.***

Write down the names and phone numbers or email addresses of two students in this class whom you can contact (in addition to me) to make arrangements for obtaining anything you missed and/or turning in your work:

Withdrawal Deadline

The last day to withdraw with a grade of W, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of WI is Tuesday, November 22. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw (D102, 686-9330, <http://www.delta.edu/counselingandcareerservices.aspx>), and if you have or will ever have financial aid, you

should also talk to the financial aid office before you drop the course (D101, 686-9080, <http://www.delta.edu/financial-aid-office.aspx>). If you stop coming after this date, you will receive an F instead of a W/WI at the end of the semester.

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an F for the project and possibly for the course. For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "[Students' Rights, Responsibilities, and Conduct](#)" section of the [Delta College Catalog](#) or the English Division home page (<http://www.delta.edu/english/integrityofacademicwork.aspx>). If in doubt about plagiarism, please ask me for clarification.

Student Conduct/Diversity

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, including Delta's policy toward disruptive students, please refer to the "[Students' Rights, Responsibilities, and Conduct](#)" section (under the link to "Regulations and References") in the [Delta College Catalog](#). In addition, Delta students have written an Ethical Code of Conduct available at: <http://www.delta.edu/registrars-office/codeofstudentconduct.aspx>. Please also note that Delta College values diversity: "Diversity represents an environment of inclusion and equity that fosters creativity, innovation and growth. We welcome and appreciate differences in identity, expertise, experiences, ideas, and opinions. Teamwork and diversity are characteristics valued by today's employers and vital in a pluralistic society. You are encouraged to work together as a team to get the most out of your learning experience. Active learning, teamwork, and respect will be expected and rewarded in this class" (see <http://www.delta.edu/diversity.aspx>).

General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For more information, see: <http://www.delta.edu/academicervices/general-education.aspx>.

Computer Use Guidelines

Delta College has very specific guidelines for accessing and using electronic resources, which you are required to follow. Please read the guidelines and penalties for violations, available at <http://www.delta.edu/accessanduse.html>.

STUDENT RESOURCES

Testing Center

Main Campus—A133 (686-9182; <http://www.delta.edu/lic/testingcenter.aspx>). If you need to make up one of the six tests, you will do so here (the make-up final exam is in my office by appointment). Guidelines and hours for using the ATC are available on their web site. If you have a problem with the ATC, let me know immediately; remember, unless you make prior arrangements, *make-up tests 1 – 6 must be taken within one week; the final exam must be completed in my office by 1:00 p.m. on the Friday following our last day of class.*

Teaching/Learning Center

Main campus--LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their web site for their hours. They also offer on-line tutoring at <http://www.delta.edu/TLCCyber/logon.aspx?ReturnUrl=%2fTLCCyber%2fDefault.aspx>.

Writing Center

Main campus—LLIC (<http://www.delta.edu/writingcenter.aspx>; writingcenter@delta.edu). The writing center can help you brainstorm a topic, revise a cover letter for a job application, or look over a piece you've written (such as a class paper). For details and hours, please consult their web site. Note that food or beverages are welcome in the Writing Center. Also note that they have a virtual student hand book on their web site: <http://www.delta.edu/writingcenter/virtual-student-handbook.aspx>.

Library

Main campus--LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their web site for their hours. Note that food or beverages are not allowed in the LLIC.

Bookstore

The bookstore (686-9030, <http://www.bookstore.delta.edu>) is located in the commons area (N-15). Their hours

are listed on their web site. Textbooks can also be purchased by phone or online.

Computers

There are computers available for use in the LLIC on the main campus (same hours as the library; for more information, refer to <http://www3.delta.edu/complab/>). There is a Lab Assistant to help you at the circular desk by the computer pods.

Disability Support Services

If you have a documented disability which affects your academic performance, and you need an academic accommodation, please contact the [Office of Disability Services](#) (D102, 686-9330).

Counseling/Advising and Career Services

The office of [Counseling/Advising and Career Services](#) (D102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, career decisions, and many things about yourself including working with you concerning personal and professional difficulties. For more information about the counselors, please open the following pdf file: <http://www.delta.edu/files/Advising-Counseling/ProfessionalDisclosure.pdf>.

MyConnection

Main campus—Office of Student Engagement (A003, myconnection@delta.edu). “The MyConnection program links you to coaches who can help you transition academically and/or socially to the college environment. You meet once a week with your MyConnection coach throughout the semester to discuss anything that is related to helping you succeed at Delta. You decide what you want to focus on and your coach is there to support you. You develop goals and create a plan to achieve them.”

Student Food Pantry

Main campus—A008 (686-9205). “[The Student Food Pantry](#) provides food for students under financial stress, helping them stay focused on their academic success. The Student Food Pantry, a college sponsored food bank, makes sure all students have access to adequate food -- regardless of their economic situation.”

Me

I will make every effort to see that this class is meaningful to you and that you improve your spelling. I am happy to discuss your spelling with you and to answer questions on anything which may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours (or you can just drop by my office to see if I am free). **Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course.** I also encourage you to make use of the Teaching/Learning Center tutors for assistance with your class assignments. **Like everything else in your life, your success in this class depends on your effort and attendance; you have much to offer to your classmates, to me, and to yourself.**

TENTATIVE SCHEDULE OF SESSIONS

Session	Activities
1) M 8/29	Introduction to the course Diagnostic test Homework for next class: 1) Finish and score (see p. 264) the Diagnostic Test in the text, pp. 4-10; 2) Read pp. 11-20
2) W 8/31	Improve your spelling When in doubt, look it up Due Today: Copy of the Diagnostic Test score sheet, pp. 8-10 (put the test and score sheet, when returned, in your spelling notebook) Homework for next class: 1) Pretest 1: Take and score the test for Chapter 1 (pp. 231-232); 2) Read pp. 27-29
M 9/5, T 9/6	No Classes
3) W 9/7	Double consonants Due Today: Pretest 1 Homework for next class: 1) Posttest 1: Retake and score the test for Chapter 1; 2) Pretests 2 & 3: Take and score the tests for Chapters 2 & 3 (pp. 232-234); 3) Read pp. 36-37 & 42-43
4) M 9/12	Silent consonants Other consonants Due Today: Posttest 1 and Pretests 2 & 3 Homework for next class: Posttests 2 & 3: Retake and score the tests for Chapters 2 and 3

5) W 9/14	<p>Test 1 (Unit Two: Chapters 1 - 3) Due Today: Posttests 2 & 3 Homework for next class: 1) Pretest 4: Take and score the test for Chapter 4 (pp. 234-235); 2) Read pp. 53-55</p>
6) M 9/19	<p>Vowel Sounds Due Today: Pretest 4 Homework for next class: 1) Posttest 4: Retake and score the test for Chapter 4; 2) Pretest 5: Take and score the test for Chapter 5 (pp. 235-236); 3) Read pp. 63-64</p>
7) W 9/21	<p>Spelling <i>ie</i> and <i>ei</i> Due Today: Posttest 4 and Pretest 5 Homework for next class: 1) Posttest 5: Retake and score the test for Chapter 5; 2) Pretest 6: Take and score the test for Chapter 6 (pp. 236-237); 3) Read pp. 70-71</p>
8) M 9/26	<p>Spelling schwa Due Today: Posttest 5 and Pretest 6 Homework for next class: Posttest 6: Retake and score the test for Chapter 6</p>
9) W 9/28	<p>Test 2 (Unit Three: Chapters 4 - 6) Due Today: Posttest 6 Homework for next class: 1) Pretest 7: Take and score the test for Chapter 7 (pp. 237-238); 2) Read pp. 79-80</p>
10) M 10/3	<p>Words pronounced alike Due Today: Pretest 7 Homework for next class: 1) Posttest 7: Retake and score the test for Chapter 7; 2) Pretest 8: Take and score the test for Chapter 8 (pp. 238-239); 3) Read pp. 91-92</p>
11) W 10/5	<p>Words spelled similarly Due Today: Posttest 7 and Pretest 8 Homework for next class: 1) Posttest 8: Retake and score the test for Chapter 8; 2) Pretest 9: Take and score the test for Chapter 9 (pp. 239-240); 3) Read pp. 103-105</p>
12) M 10/10	<p>Words pronounced incorrectly Due Today: Posttest 8 and Pretest 9 Homework for next class: Posttest 9: Retake and score the test for Chapter 9</p>
13) W 10/12	<p>Test 3 (Unit Four: Chapters 7 - 9) Due Today: Posttest 9 Homework for next class: 1) Pretest 10: Take and score the test for Chapter 10 (p. 240); 2) Read pp. 113-114</p>
14) M 10/17	<p>Joining words Due Today: Pretest 10 Homework for next class: 1) Posttest 10: Retake and score the test for Chapter 10; 2) Pretests 11 and 12: Take and score the tests for Chapter 11 (pp. 240-241) and Chapter 12 (pp. 241-242); 3) Read pp. 119-121, 126-128</p>
15) W 10/19	<p>Joining prefixes and words Joining words and suffixes Due Today: Posttest 10 and Pretests 11 & 12 Homework for next class: 1) Posttests 11 & 12: Retake and score the test for Chapters 11 and 12; 2) Pretest 13: Take and score the test for Chapter 13 (pp. 242-243); 3) Read pp. 133-135</p>
16) M 10/24	<p>Dropping final <i>e</i> Due Today: Paragraph 1, Posttests 11 & 12, and Pretest 13 Homework for next class: 1) Posttest 13: Retake and score the test for Chapter 13; 2) Pretest 14: Take and score the test for Chapter 14 (pp. 243-244); 3) Read pp. 144-146</p>
17) W 10/26	<p>Changing final <i>y</i> to <i>i</i> Due Today: Posttest 13 and Pretest 14 Homework for next class: 1) Posttest 14: Retake and score the test for Chapter 14; 2) Pretest 15: Take and score the test for Chapter 15 (pp. 244-245); 3) Read pp. 154-158</p>
18) M 10/31	<p>Doubling final consonants, Part I Due Today: Posttest 14 and Pretest 15 Homework for next class: 1) Pretest 16: Take and score the test for Chapter 16 (p. 245); 3) Read pp. 172-175</p>
19) W 11/2	<p>Doubling final consonants, Part II Forming plurals</p>

	Due Today: Pretest 16 Homework for next class: Posttests 15 and 16: Retake and score the tests for Chapters 15 and 16
20) M 11/7	<i>Test 4</i> (Unit Five: Chapters 10 - 16) Due Today: Posttests 15 and 16
21) W 11/9	<i>Spellbound, Part I</i>
22) M 11/14	<i>Spellbound, Part II</i> Homework for next class: 1) Pretest 17: Take and score the test for Chapter 17 (p. 246); 2) Read pp. 185-186
23) W 11/16	Sound-alike suffixes Due Today: Pretest 17 Homework for next class: 1) Posttest 17: Retake and score the test for Chapter 17; 2) Pretests 18 & 19a/19b: Take and score the three tests for Chapters 18 & 19 (pp. 247-249); 3) Read pp. 193-195 & 196-201
24) M 11/21 (<i>T 11/22 is the deadline to withdraw or to apply for P/NC</i>)	Spelling pests Spelling demons Due Today: Posttest 17 and Pretests 18, 19 (Tests 1 and 2) Homework for next class: Posttests 18 & 19 (Tests 1 and 2): Retake and score the three tests for Chapters 18 & 19
W 11/23 – Su 11/27	No Classes
25) M 11/28	<i>Test 5</i> (Unit Six: Chapters 17 - 19) Due Today: Posttests 18 & 19 (both)
26) W 11/30	Spelling and computers (We will meet in a computer lab; I will let you know which one before this date) Spelling Notebook workshop Homework for next class: Read pp. 205-206, 210-211, 214-216, 219-221
27) M 12/5	The Apostrophe The Hyphen Capitalization Abbreviations
28) W 12/7	<i>Test 6</i> (Unit Seven: Chapters 20-23) Homework for next class: Take and score the review test in the text, pp. 225-230. Put the test and the score sheet in your Spelling Notebook.
29) M 12/12	Spelling Games Due Today: Spelling Notebook and Paragraph 2
30) W 12/14	<i>Final Exam</i> Note: Unless you make prior arrangements, all work is due by 1:00 p.m., Friday, December 16, under my office door on campus (S004), including make-up final exams, which need to be taken in my office.

| [Delta College](#) | [English Division](#) | [Office Hours](#) | [Office Location](#) |
| [Courses Taught](#) | [Syllabi](#) | [Favorite and Helpful Links](#) |

If you have questions, e-mail Stuart Barbier at sibarbie@delta.edu

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Base URL: <http://www.delta.edu/sibarbie>

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