

Syllabus

COURSE INFORMATION

- COURSE: ENG 111: Composition I
CREDITS: 3 credits + 1 lab hour
TEXTS: Coursepack and *The Pocket Wadsworth Handbook*, 5th edition.
SUPPLIES: Stapler, flashdrive, access to a computer, printer and the internet
MEETINGS: Mondays, 8-11:55 am in room A-121
INSTRUCTOR: Betheen Gladly-Teschendorf, Asst. Professor of English
- *Office location:* S-062
 - *Office hours:* M 12-2 pm, TR 10-11 am and W 4-5 by appt. only at Planetarium
 - *office phone:* 989-686-9170
 - *E-mail:* betheengladlyteschend@delta.edu

GENERAL INFORMATION

NECESSARY COMPUTER SKILLS

- Power up and power down a desk top and/or laptop computer
- Access the internet
- Access the Delta College website
- Access Delta e-mail, including the ability to send and receive e-mails
- Access Desire2Learn (D2L) from the Delta College website
- Attach a Word document to an e-mail and send it successfully
- Open a document attached to an e-mail
- Use Microsoft Word for the purpose of word processing drafts (no handwritten work will be accepted in this course)

OTHER NECESSARY KNOWLEDGE

- Your Delta Username
- Your Delta Password

STUDENTS WITH DISABILITIES

If you have a documented disability that 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.

HOW TO GET HELP FOR THE COURSE

There is no replacement for consistent class attendance and doing the assigned work, including writing preliminary drafts and participating fully in all in-class feedback opportunities. If you take advantage of these offerings yet still feel the need for further assistance, you have a variety of options. Your first line of defense should always be open communication with your instructor; be specific about where and how you are struggling with the materials, allowing the instructor to offer additional aid. Beyond this, you can also make use of these free resources provided on the Delta College main campus in the LLIC (library): WRIT Center, Teaching/Learning Center, computer lab staff and the Reference Librarians. These resources can help you with writing, reading, computer and research skills.

COURSE POLICIES

ATTENDANCE

Your English Division instructor will 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 2 class periods. You will also be dropped if you miss the first meeting of the course. This is an English Division policy.

LATE WORK

Due dates for all assignments will be provided well in advance. If you cannot submit an assignment by or before the deadline, you may submit for a "late" grade. Late work must be submitted *by midnight of the due date* and will be penalized by a deduction of 5%. Late work may be submitted as an e-mail attachment from your Delta e-mail account, by fax to 989-686-0485 ATTN: Bethen, or to my support staff, Sue in office S-006 or Charlotte in S-046.

ACADEMIC INTEGRITY

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. Please review the full policy on Academic Integrity in the Delta College Catalog under [Student Rights and Responsibilities: Regulations and Rules of Conduct](#).

CIVILITY AND UNNECESSARY DISTRACTIONS

At the college level, it is expected that you will be respectful, interested, and actively involved in class. Delta College's policies dictate that there are to be no visitors in class; therefore, no guests or children for any reason. If a student's classroom conduct becomes disruptive, the situation will be addressed according to the Disruptive Students policy, included in the Delta College Catalog under ["Student Rights and Responsibilities: Regulations and Rules of Conduct."](#)

COMMUNICATION VIA E-MAIL

Because I cannot answer my office phone or check voicemails while teaching or from home, e-mails are the preferred method of contact when face-to-face discussions are not possible. The following guidelines govern e-mail contact between student and instructor: 1) Students must send e-mails from their Delta account ONLY. Messages from any other account go directly to my junk filter and are automatically deleted. 2) Expect a 48 hour delay in receiving answers to your e-mails. This means that time-sensitive questions are best asked in person either before or after class.

SENDING ATTACHED DOCUMENTS

All e-mail attachments for this class must be sent in one of the following formats: .doc, .docx, .rtf. Please note: If a student sends an attachment in any other format, they will not receive credit for having submitted the work.

COURSE OUTCOMES AND OBJECTIVES

OUTCOME 1: Write effectively for appropriate rhetorical situations.

Objectives:

- A. Use the writing process: pre-write, write, and revise.
- B. Write with clarity.
- C. Select, organize, and present details to support a main idea.
- D. Use generalizations and details effectively.

OUTCOME 2: Read effectively.

Objectives:

- A. Demonstrate the ability to derive meaning of text from multiple perspectives.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended purpose.
- C. Show comprehension by accurately paraphrasing and summarizing a wide variety of texts.

OUTCOME 3: Develop critical thinking skills.

Objectives:

- A. Explore the relationships among language, knowledge, and power.
- B. Develop critical thinking skills and apply them to reading texts.
- C. Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources.

ABOUT THE WORK IN THIS COURSE

PERSONAL NARRATIVE

We will meet the outcomes of this course by writing a series of “personal narrative” essays. Personal narrative is a type of writing characterized by first person (you will write “I” instead of “you” or “one”) and that relates its central ideas to the observations and experiences of the author; in other words, it tells a story about the author. Personal narrative works well in Composition I because, while it may incorporate outside texts or the ideas of other people, it focuses mainly on the life experiences of the writer. By writing about subject matter you know so well already, you are free to concentrate on improving your skills as a writer.

COMPOSING IN CLASS

Writing is not a lonely process; our written products improve when we receive feedback from others. One important way the instructor will provide feedback is by being present while students work on their early drafts. Students will devote some class time to drafting for every writing assignment. Composing in class is fundamental to the course.

THE WRITING PROCESS

Our best written products emerge by means of a “writing process,” a series of steps we go through before we have a finished product with which we are satisfied. Writing processes look different for different writers, but usually, the following steps are included (in no particular order): generating ideas, researching, writing a draft, receiving feedback, revising, and editing. Often we revisit steps throughout the process; for instance, you might do research one week, write a few pages, then realize you need to do more research. Or you may write a draft, get feedback from a peer, then get more feedback after revision. To meet the objectives of this course, the instructor will require all students to make use of similar writing processes, though everyone will interpret the process differently. After the experiences in this course, you will likely continue some of these practices and abandon others; this is part of your growth as a writer. Exploring some tried-and-true methods of experienced writers will help you determine your own best writing process for future writing situations.

COLLABORATIVE WORK

In this course, you will receive feedback on your writing not only from your instructor, but also from your peers. Your classmates have heard the same lessons and worked on the same assignments as you; however, they bring a unique perspective from yours and often provide ideas that both encourage and challenge you to create your best work. Students will *not* correct each other’s work. Feedback *will* be given in a respectful manner. Feedback activities will be carefully facilitated by the instructor.

DRAFT SEQUENCE

DISCOVERY DRAFTS

Soon after an essay is assigned in class, you will be given the opportunity to start composing in class. What you produce will likely be even more rough than a “rough draft”; we call this early writing the “Discovery Draft.” You will be required to send this Discovery Draft (or “DD”) via e-mail attachment from your Delta e-mail account to your instructor by a specific deadline. You will then receive feedback--like comments, suggestions and questions--within 24 hours. You will then use that feedback to revise and expand your Discovery Draft into a Rough Draft.

ROUGH DRAFTS

Rough drafts are expected to have an introduction, body and conclusion, all of which are often still in need of revision and editing. Revisions to be considered for a rough draft often include ideas for expansion, development, organization, unity, language use, and other content and aesthetic concerns. For this course, your Rough Draft is due at your Small Group Conference.

PRELIMINARY DRAFTS

Preliminary Drafts have a well-developed introduction, body and conclusion, require little or no editing and are a reflection of careful thought and effort in revision by the writer, having taken into account all feedback and suggestions received so far. For this course, Preliminary drafts are due on the collaborative workday.

FINAL DRAFTS

Final drafts should represent the writer’s best quality of work. They are to be word-processed, printed and stapled. Final drafts will be evaluated according to the grading criteria described in the syllabus and by criteria listed in the assignment description and/or rubric. Final drafts are due by or before the deadline given by your instructor.

FEEDBACK OPPORTUNITIES

TOPIC PROPOSALS

Informally present your ideas for the paper and receive immediate instructor (and peer) feedback, ensuring you're on the right track from the get-go

IN-CLASS WORKDAYS

Work on a laptop at your own pace on whatever part of the assignment (drafting or researching) you need. Your instructor may elect to provide workshops or additional instruction during these times, as well. You can receive feedback on your thesis, your early efforts at citation, sources you're turning up, early drafts you may be working on or any questions you might have about the assignment.

SMALL GROUP CONFERENCES

Come at your assigned time on your assigned day (it'll only be one or the other), bringing along your draft and some "conference questions" about it. You, your instructor and a small group of your peers will discuss your writing to help you feel confident in moving forward with the work.

FISHBOWLS

Several volunteers will take turns sharing their papers with the class. After each paper, we'll have a directed, facilitated discussion of the writing that will generate great ideas for that paper's writer and all the other writers in the room, too.

PEER GROUPS

We'll break out into small groups to generate feedback on each other's papers, in the effort to polish up the drafts before they're due. Your instructor will be available to work one-on-one with students as they feel the need.

HELP OUTSIDE OF CLASS MEETINGS

For face-to-face discussion of assignments with your instructor, schedule an appointment or walk-in during your instructor's office hours. You may also choose to visit the WRIT Center to discuss an assignment at any point in your writing processes with a trained writing consultant. Additionally, you may visit the T/LC to work with a tutor on any assignment, especially with editing and/or MLA issues. Both the WRIT Center and T/LC are located in the Delta College Library.

GRADING CRITERIA FOR FINAL DRAFTS

The Delta College grade scale is used in this course (“A” through “D” and “F” letter grades, including + /- grades). The following standards are provided by your instructor with the intention of helping students understand what letter grades mean. Please note that this list does not specifically define the variations between + and – grades.

- A** Writing is generally characterized by the following:
- Innovative thought and fresh language
 - Clear development of focus, intention, and organization
 - Extensive support and elaboration/Completeness and closure
 - Mature and inventive paragraphs
 - Variety in sentence structure
 - Effective audience awareness
 - Accuracy in use of conventional grammar
 - Complete adherence to assignment requirements
 - Strong evidence that meets the full range of course objectives
- B** Writing is generally characterized by the following:
- Clear language
 - Adequate development of focus, intent, and organization
 - Consistency in support and elaboration/Completeness and closure
 - Adequate paragraph development
 - Variety of sentence structure
 - Evidence of effective audience awareness
 - Strong but variable use of conventional grammar
 - Complete adherence to assignment requirements
 - Strong evidence that meets the full range of course objectives
- C** Writing is generally characterized by the following:
- Coherence but little originality of language
 - Evidence of focus, intent, and organization
 - Evidence of consistency in support and elaboration/Evidence of completeness and closure
 - Some variability in paragraph development
 - Accurate but little variety of sentence structures
 - Inconsistent awareness of audience
 - Some, but little error, with conventional grammar
 - Basic adherence to assignment requirements
 - Evidence that suggests course objectives are being met
- D** Writing is generally characterized by the following:
- Incoherent language
 - Overall weakness in focus, intent, and organization
 - Little or no support and elaboration/Inadequate completeness and closure
 - A lack of paragraph development
 - Inaccurate and little variety of sentence structure
 - A lack of audience awareness
 - Inaccurate use of conventional grammar and usage
 - Little or no adherence to assignment requirements
 - Little or no evidence that suggests course objectives are being met
- F** Writing is generally characterized by the following:
- Severe deficiencies in reasoning, language usage, focus, paragraph/sentence development, grammar, and/or adherence to assignment requirements
 - plagiarism