

DELTA COLLEGE
Department of English

English 111-WN325
M/W 7:30pm-9:25pm
A WING: Room A124

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Description:

English 111 is a class that will equip the students with the abilities to analyze, construct, evaluate, and overall understand basic composition.

Rationale:

Reading and writing are essential for success in college and in life. In English 111, students will further develop their skills in analyzing texts, processing that information in the context of their worldview, and articulating their conclusions clearly to a particular audience.

Required Texts:

The College Writer: A Guide to Thinking, Writing, and Researching – 4th Edition
MLA Handbook for Writers of Research Papers – 7th Edition

NOTE: A good desk dictionary is also highly recommended – relying on the internet for all information will not suffice.

Learning Outcomes/Requirements:

Learning Outcomes:

1. understand and practice reading, writing, and rhetorical theory through analyzing and practical application of techniques
2. apply methods of analytical, technical, and argumentative writing
3. become fluent in the development, drafting, revision, and editing process in accordance with the conventions of standard English
4. evaluate rhetorical strategies in oral, visual, and written texts reflecting the diversity of cultures and worldviews
5. write well-structured, grammatically sound essays using various modes of discourse
6. integrate sources accurately and effectively using current MLA documentation

Requirements:

1. identify and analyze the structural and rhetorical aspects, including narration, illustration,

2. definition, argumentation, and so forth, of various texts, whether written, oral, or visual identify, analyze, and evaluate theses, claims, assumptions, and conclusions in their own writing and in the writing of others
3. demonstrate, through practice and repetition, their understanding that writing well consists of a series of tasks, which include choosing and restricting a topic, formulating a thesis, constructing a topic outline, and revising through successive drafts
4. demonstrate an ability to craft their own voice in writing according to the rhetorical dynamics of subject, audience, purpose, and tone
5. demonstrate an ability to control various elements of argument as to not commit a fallacy or turn the paper into a rant
6. demonstrate control of such surface features as diction, style, grammar, and mechanics to produce writing that is essentially free of disrupting and glaring errors
7. apply conventions of structure and format appropriate to the rhetorical situation
8. quote, summarize, and paraphrase source material accurately and correctly document such use
9. share their ideas and impressions constructively within the security of the English 111 classroom

Course Requirements

1. This semester four essays will be required. Most will involve some form of research.
 - ** Meets Learning Outcomes #1-6.
 - a. Assignments will be due at the beginning of the class. Late work will have a five (5) point **per day** penalty assigned.
 - b. No **essay** will be accepted later than one week.
 - c. Since these essays are written using the process method, rough drafts are an important part of the process. Failure to have a rough draft on peer evaluation days will have a negative impact on students' essay grades.
2. Quizzes will be given over material covered in class and homework assignments.
 - ** Meets Learning Outcome # 1
3. Homework will **NOT** be accepted late.
4. The final exam will consist of several sections covering documentation, peer editing, etc.
 - ** Meets Learning Outcome #3 and 6
5. Analysis Responses (AR) are short, one page, analytical papers based upon assigned reading/visuals/ etc.

Grading Rubric for English Papers:

Standards: Effective academic writing should display the following characteristics:

- Worthwhile **CONTENT**—a perceptive, engaging exploration of a topic using appropriate support.
- A solid **ORGANIZATION**—clear, logically presented Introduction, Body Paragraph(s), and Conclusion focused on a controlling thesis and with sufficient transitions.

- Appropriate **DICTION AND STYLE**—fluency of language, adequacy of vocabulary, appropriateness of tone, effectiveness of sentence structure, use of active voice and action verbs, and graceful integration of support.
- General correctness with regard to **GRAMMAR AND MECHANICS**- observance of accepted grammar, mechanics, usage, spelling, format, and the conventions of standard written English.

Content

- Purposefulness - Factual Accuracy - Thoughtfulness - Appropriate Support & Development
 - Perceptiveness - Soundness of Logic - Depth of Knowledge

Good	Fair	Deficient
Informative/Persuasive	Demonstrates Basic Understanding of the Ideas Discussed But Support is Limited	Little Meaningful Content
Appropriate to Audience & Purpose	Adequate Range	Does Not Show Understanding of Topic
Clear, Restricted Thesis	Thesis Clear but Needs Restriction	Thesis Vague
Thorough Development of Thesis	Mostly Relevant but Lacks Some Needed Detail	Inadequate Development of Thesis; Lacks Sufficient Detail
Relevant to Topic		
Perceptive, Concrete Details Support Meaningful Sophisticated Ideas		

Organization

- Intelligibility - Orderliness of Presentation

Effective Introduction, Body Paragraph(s), & Conclusion	Clear & Functional Introduction, Body Paragraph(s), & Conclusion	Lacks Discernible Introduction, Body Paragraph(s), and Conclusion
Graceful Transitions	Some Transitions Needed	Few or No Transitions
Ideas Clearly Supported	Loosely Organized but Main Ideas Stand Out	Lacks Logical Sequence of Ideas
Succinct		

Diction & Style

- Fluency of Language - Effectiveness of Sentence Structure - Adequacy of Vocabulary
 - Use of Action Verbs - Adequacy of Tone - Integration of Concrete Detail

Appropriate Vocabulary	Adequate but Simplistic Vocabulary	Limited Vocabulary
Precise Word Choice	Some Vague/Imprecise Language	Generally Vague
Tone Appropriate to Audience & Purpose	Tone Adequate to Audience & Purpose	Ineffective Tone Does Not Support Writer's Intention
Shows Mastery of Word Choice & Usage	Occasional Errors in Word Choice & Usage	Frequent Errors in Word Choice & Usage
Sentence Variety Throughout	Limited Sentence Variety	Confusing/Ineffective Use of Concrete Detail or Support Lacking Altogether
Mostly Active Voice & Action Verbs	Overuse of Passive Voice & "To Be" Verbs	Repetitious Language
Effective Use of Concrete Details	Limited Use of Concrete Details	

Grammar & Mechanics

- Grammar, Mechanics, & Usage - Spelling - Format - Documentation

Essentially Free of Errors	Minor Errors	Glaring Errors*
	Meaning Conveyed Despite Errors	Unacceptable Inattention to the Conventions of Written Discourse
	Shows Acceptable Neatness & Attention to Detail	

* NOTE: A GLARING ERROR is a mistake or pattern of mistakes that forces the reader to interrupt his/her reading to search for needed clarity or meaning. GLARING ERRORS undermine the writer's credibility and point to insufficient editing. Typical GLARING ERRORS include egregious misspellings; fragments; fused or run-on sentence constructions; comma splices or errors in punctuation when using conjunctions; disagreement between subjects and verbs; disagreement between pronouns and their antecedents; and confusing shifts in tense, person, or number.

Format:

Students should format all academic writing in accordance with the MLA Documentation Guidelines (see handbook). Professors may issue guidance that modifies this basic format (such as requiring a cover sheet, requiring explanatory endnotes, etc.). Unless otherwise noted, all graded writing submissions **will be typed**.

Suggested Guidelines for Grades: (see Grading Rubric for English Papers)

Written work achieving consistent ratings of *good* with respect to the four standards will receive a grade of 90-100. **A**

Written work receiving a rating of *good* in two or three of the four standards and not less than *fair* in the other(s) will receive a grade of 80-89. **B**

Written work rated *fair* in three or four of the areas and not having any area rated *deficient* will receive a grade of 70-79. **C**

Written work that is rated *deficient* with respect to one or more of the four standards will receive a grade of 69 or below. **D↓**

NOTE: Ordinarily the grade of "F" is reserved for those papers that in some blatant way simply do not meet the requirements of the assignment.

Extra Credit

The students will have ONLY two ways of earning extra credit in this course

1. ONE extra AR – due date stated in list of assignments
Worth: Replacing a missed or low scoring AR
2. Complete a 2MinuteThinker for the *2MinuteThinker* YouTube channel – more description will be given in class. This assignment must be completed by the date specified in list of assignments.
Worth: Replacing an AR & lowest quiz grade

*NOTE: There is always the chance that the instructor may add other options.

Instructor Initiated Drop for Lack of 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 4 class periods. This is an English Division policy.

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. Use of work written and/or submitted for another course (i.e., “double-dipping”) will also 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.

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.

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.

List of Assignments

January:

Monday 9

**In class – Introduction to class
Due –**

Wednesday 11

**In class – Introduction to Writing
Due – Signed plagiarism contract**

Monday 16

**In class – Beginning the Writing Process
Due – AR #1
Reading (tba)**

Wednesday 18

**In class – Peer Evaluation & Revision
Due – First Draft of Informative Paper**

Monday 23

**In class – Peer Evaluation & Revision cont.
Due – Second Draft of Informative Paper**

Wednesday 25

**In class – Writing Development
Due - Paper #1 due – Informative Essay (2-3 pages)**

Monday 30

**In class – Revision & Grammar
Due – AR #2
Reading (tba)**

February:

Wednesday 1

**In class – Introduction to Compare/Contrast Essay
Due – Writing Practice: Grammar
Reading (tba)**

Monday 6

In class – Source Material

Due – AR #3
Reading (tba)

Wednesday 8

In class – Source Material
Due – Topic for C/C essay
Reading (tba)

Monday 13

In class – C/C Essay cont.
Due – AR #4
Outline of C/C essay

Wednesday 15

In class – Peer Evaluation
Due – First Draft of C/C Essay

Monday 20

In class – Peer Evaluation
Due – Second Draft of C/C Essay

Wednesday 22

In class – Writing Practice: Argumentation
Due – Paper #2 due – Compare/Contrast Essay (3-5 pages)

Monday 27

In class – Writing Development
Due - AR #5
Reading (tba)

Wednesday 29 (leap day!)

In class – Writing Development
Due – Writing Practice
Reading (tba)

March:

Monday 5

In class – NO CLASS: SPRING BREAK
Due – ☺

Wednesday 7

In class – NO CLASS: SPRING BREAK

Due - ☺

Monday 12

In class – Introduction to Argumentation Essay

Due – AR #6

Reading (tba)

Wednesday 14

In class – Logical Fallacies

Due – Reading (tba)

Monday 19

In class – Writing w/emotion

Due – AR #7

Topic for Argumentation Essay

Wednesday 21

In class – Argumentation Essay cont.: Sources

Due – Outline for Arg. Essay

Monday 26

In class – Peer Evaluation

Due – First Draft of Arg. Essay

Wednesday 28

In class – Peer Evaluation

Due – Second Draft of Arg. Essay

April:

Monday 2

In class – Writing Development

Due - Paper #3 due – Argumentative/Persuasive Essay (5-7 pages)

Wednesday 4

In class – Writing Development

Due – Reading (tba)

Monday 9

In class – Introduction to Visual essay

Due – AR #8

Reading (tba)

Wednesday 11

In class – Visual essay cont.

Due – Visual chosen

Monday 16

In class – Peer evaluation

Due – First Draft of Visual Essay

Wednesday 18

In class – Writing Development

Due – Paper #4 due – Visual Essay

Last day to turn in extra credit of any kind

Monday 23

In class – Exam Review

Due – Complete Exam Review sheet

Wednesday 25

In class – Final Exam

NOTE: If there is a reading assignment, expect a quiz over the reading.

NOTE: This schedule is subject to change.