

Delta College ENG 111 SYLLABUS
C Starkey

Instructor: Crystal Starkey

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Office: S-2

Office Hours: BY APPOINTMENT and:

Monday:

Tuesday:

Wednesday:

Thursday:

Texts:

- William Zinsser's "On Writing Well"
- Strunk & White's "The Elements of Style"
- Larry Phillips (Ed) "Ernest Hemingway on Writing"
- Diana Hacker's "A Pocket Style Manual"
- Epictetus' "The Art of Living"
- ENG 111 Coursepack
- Your writing and that of your peers

English 111 - Rubric:

Please note: All of your formal writing assignments will be evaluated according to this rubric.

	Content	Organization	Style	Conventions
"A" Papers	The paper engages its intended audience, demonstrating insight and complexity. The paper convincingly and richly develops and supports a single focus and purpose.	The overall organizational structure is appropriate to the audience and purpose. Paragraphs are fully developed and logically related and sequenced.	Connections within and between paragraphs create cohesion. The sentences are clear, coherent, and syntactically varied.	Format is correct and appropriate. References to sources are accurately cited and documented according to the appropriate style manual.

	When appropriate, the paper effectively integrates relevant outside sources.	The opening effectively establishes the relationship between the reader and the paper's purpose. The paper closes effectively.	Precise word choice and an appropriate tone support the paper's purpose and display a command of the conventions of academic writing.	The grammar, spelling, punctuation, and usage conform to the conventions of academic writing.
"B" Papers	The paper thoughtfully engages its intended audience. The paper develops/supports a single focus and purpose. When appropriate, the paper correctly incorporates relevant outside sources.	The overall organizational structure is appropriate to the audience and purpose. Paragraphs are logically related, but some may lack richness of detail or evidence. The opening establishes the relationship between the reader and the paper's purpose. The paper comes to closure.	Connections within and between paragraphs usually create cohesion. Sentences are usually clear, coherent, and syntactically varied. Word choice and tone support the paper's purpose and usually display a command of the conventions of academic writing.	Format is correct and appropriate. References to outside sources are usually accurately cited and documented according to the appropriate style manual. The paper is free of serious errors in grammar, spelling, punctuation, or usage.
"C" Papers	Although adequate in content, the	The overall organizational	Connections within and	Format is generally

	<p>paper may not fully engage its intended audience.</p> <p>The paper generally develops/supports its focus and purpose, but may occasionally wander from its central idea.</p> <p>When appropriate, the paper includes relevant outside sources, although they are not always purposeful or integrated.</p>	<p>structure is generally easy to follow and appropriate to the audience and purpose.</p> <p>At times, paragraphs may lack richness of support or may be mis sequenced or slightly off track.</p> <p>The paper's opening or closing may be mechanical or trite.</p>	<p>between paragraphs are evident, but may be awkward, mechanical, or ineffective.</p> <p>Sentences are generally clear and correct; however, some may be basic, choppy, or lack syntactic variety.</p> <p>Word choice and tone generally support the paper's purpose but may less consistently display a command of the conventions of academic writing.</p>	<p>correct and appropriate</p> <p>References to outside sources are generally cited and documented, but not always in the appropriate style.</p> <p>Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility.</p>
"D" Papers	<p>The paper does not engage its intended audience.</p> <p>The paper fails to develop/support its focus and purpose or wanders from its central idea.</p> <p>Necessary outside</p>	<p>The overall organizational structure is illogical, unclear and/or inappropriate.</p> <p>Paragraphs frequently seem unrelated</p>	<p>Connections between and within paragraphs are missing or ineffective.</p> <p>Sentences are frequently basic, choppy,</p>	<p>Format is not consistently correct or appropriate.</p> <p>References to outside sources are not clearly cited; documentation</p>

	sources are lacking or, if used, are not relevant, purposeful, clearly introduced or integrated.	or repetitive or are poorly constructed and contain limited support. The opening is overly general, missing, or misleading. The closing is weak or missing.	or repetitive in structure and may display lapses in clarity or coherency. Inappropriate word choice or tone detract from the paper's purpose and frequently display a lack of command of the conventions of academic writing.	style is generally inappropriate. Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility.
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Course Activities:

To enable students to meet the course outcomes, the course is designed around a variety of reading and writing activities:

- You will receive class reading **assignments** in all texts; these are tentatively listed on the calendar, but are subject to change. Readings may be discussed on our Educator discussion board, on our wiki, be incorporated into your writing assignments, and/or the matter for your reading quizzes, etc.
- **Educator Posts:** You will be posting to the discussion board on our Educator site for an online class discussion. You will also be posting to our class wiki for paper revisions.
- We will complete three **formal writing assignments** this semester (listed below), as well as informal and assessment mid-term and final exam writing.

- For most, if not all, the papers you write, we will hold peer-response workshops on our class wiki in which you post your current draft-in-progress to the wiki and receive responses from your peers. The purpose of this response is three fold:
 - 1) To obtain reactions to your writing from other readers (besides a teacher), including identification of strengths and suggestions for improvements
 - 2) To practice reading the writing of others so as to develop a more critical eye for revising your own writing
 - 3) To develop a stronger awareness of audience as you write

Professional writers regularly solicit feedback from others on their drafts. You are an experienced reader with opinions, ideas and a sense of what works and what doesn't work in a piece of writing. Thus our thoughtful feedback to each other is one of the most valuable activities of the course.

Formal Assignments & Grade Calculation:

- 1) Narrative Essay 100pts
- 2) Compare & Contrast: Rhetorical Analysis Essay 100pts
- 3) Argument: Researched Position Essay 100pts
- 4) Wiki Participation 100pts
- 5) Educator Participation 100 pts

Course Policies:

- 1) Course Grade Percentages:
 - i. 93 -100% = A
 - 90 - 92% = A-
 - 87 - 89% = B+
 - 83 - 86% = B
 - 80 - 82% = B-
 - 77 - 79% = C+
 - 73 - 76% = C
 - 72 - 70% = C-
 - 67 - 69 %= D+
 - 63 - 66%= D
 - 60 - 62% = D-

Below 60% = F

- 2) Paper Requirements: All papers submitted must be word processed, saved as an .rtf file and posted to our wiki site. Please observe the following guidelines for all formal writing assignments:
 - a. All papers should follow MLA manuscripts format and documentation
 - b. No late work accepted
- 3) Attendance: Since all of our course work will be online and much of it collaborative, students should spend be online in our cirtual classroom daily. Active participation in all phases of the course matter and your grade will reflect this.
- 4) Missed Assignments: Assignments are due on the date indicated, by me. Failure to complete or submit an assignment will be considered a failure to complete the course. **Late works is not accepted**; it is a 0 for that percentage of your grade. I do, always, accept work early
- 5) If you have a question or problem, please consult with me as soon as possible.
- 6) Students with disabilities that may restrict their full participation in course activities are encouraged to contact me as well as to contact the Delta Office of Disability Services.
- 7) Course Syllabus & Agenda are tentative and subject to change if class needs warrant.

English 111 - Plagiarism Policy: Integrity of Academic Work

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;

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. *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)

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. See www.delta.edu/english/plagiarism.html

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an E 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/plagiarism.html>). If in doubt about

plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet sources) without proper citation is also plagiarism; to check for this, I use various Internet-based tools, including Turnitin.com. In this class, we will use MLA citation methods.

Student Conduct

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, please refer to the "[Students' Rights, Responsibilities, and Conduct](#)" section in the [Delta College Catalog](#). In addition, Delta students have written an Ethical Code of Conduct available at: <http://www.delta.edu/classes/StudCodeConduct.htm>.

The *Delta Student Handbook* outlines plagiarism and the consequences for such academic dishonesty and the consequences for such activities as defined therein. Students should familiarize themselves with this policy, as they will be held accountable to it. Students are put on notice that I will use Turnitin.com, an authenticity check service, on any papers without notification. If you do not want to have your papers put into this system, you must make this known to me within the first week of class.

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 is the Disability Services Director. His office is in D-WING, D102. His number is 989-686-9322.

Expectations of Students

- I will assume that you have acquired academic social skills (participation, politeness and cooperation with others, completing reading and/or writing homework, participating in group discussions by offering opinions and points of view- or disagreeing, etc.).

Disruptive behaviors - some examples

- Refusal to participate in the group or individual activities requested or required.

- In a virtual classroom we work and act as members of a group, with courtesy and respect for everyone's learning needs.

For more information on class conduct, please see "[Students' Rights, Responsibilities, and Conduct](#)" section in the [Delta College Catalog](#). In addition, Delta students have written an Ethical Code of Conduct available at: <http://www.delta.edu/classes/StudCodeConduct.htm>