

Winter 2012
Eng. 111-120-College Comp.
M/W: S039 10-11:55

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COURSE DESCRIPTION:

Our mission is to develop into fluent, effective, and confident writers. We will practice the process of composing: generating ideas, shaping, and evaluating your writing. Focusing on *Contemporary Culture* as seen through the “working experience,” you will write several diverse essays regarding the world around you, including personal, public, and academic-based papers. In readings and language awareness, you will further the development of your writing and critical thinking. You will also develop a deeper understanding of your choices, preferences, strengths, and weaknesses as a writer. Of the four credits earned in this course, three will transfer to universities and partially fulfill the college’s English composition requirement. An extra “lab” half-hour is allotted at the end of each class session to allow personal conference time with the professor.

OUTCOMES and OBJECTIVES

Upon successful completion of this course, the student will be able to:

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.

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.

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.

TEXTS:

1. Working Words: Punching the Clock and Kicking Out the Jams by M.L. Liebler
Coffeehouse Press. (ISBN 978-1-56689-248-3).

2. Any portable dictionary.

3. Handouts (on occasion)

ORGANIZATION OF COURSE:

Unit Portfolios: You will write 4 formal essays for 4 units. Each unit concludes with a polished essay. When you turn in this essay, you will also re-submit your drafts and revisions (*which are due for review by your peers and myself earlier*). The portfolio will primarily be graded for the following:

1. Quality of the final essay: does the essay meet the goals of the assignment?
2. Completeness: does the portfolio include a “record of work,” including marked drafts, revisions, and peer responses.

Note: your portfolio will be marked down by a full letter grade for each preliminary draft *not* included. Also, Late Work (on any draft) will be accepted with 4 points off your portfolio grade for each date it is late (see pts. below). Extensions will be granted on a case by case basis. All drafts and final papers must be typed and formatted correctly.

Writing Community Membership: You are expected to come to class prepared. This includes completing the readings and writings and being ready to interact with your classmates. This is *essential*, as this class cannot succeed without you. Class activities will include drafting, revision, discussion, group work, peer review, and generative, reflective and personal in-class writing. You will lose points through disruptions, be they vocal or mechanical.

On that note, Attendance: You get *three* absences. Choose absences wisely. Or better yet, come to all classes. Your grade will almost certainly reflect your attendance. For each absence beyond three I will deduct 5 pts off your final grade (see pts. below). Exceptions will be made for acceptable situations (if you contact me first). Consistently arriving late or leaving early without contacting me first will also be reflected in lost WCM points.

Notebook: Throughout the term, I will ask you to write for a variety of reasons: to generate ideas, to plan an essay, to get your thoughts down on a certain topic. Since this class relies heavily on the analysis of our culture, we will begin each day with some free writing on a specific topic that I choose. This may be personal writing, argument writing, or analysis writing. I will begin each day with a question or a reading from a selected poem or song from our textbook *Working Words*. This will lead to a “Daily Observation” which either comes as a direct result from the text or as a direct result from our discussion. Also, I will occasionally ask you to write and reflect in your Notebook as homework. Your Notebook can be handwritten or types (or a mixture of both). Much of the Notebook writing should lead to formal essays topics. I will collect notebooks throughout and at the end of the term to see if you have been actively adding to your notebook. This grade will be based on the percentage of pages you complete. (NOTE: these are not drafts and should not be put in with your portfolios).

Reflective Writing: After each unit, I will assign a short reflection paper (to be typed) that asks you to reflect on the choices you made during the writing process. It is important that you begin to think of yourself as a writer and consider the reasoning behind your essays. All four will cumulatively become a portion of your grade.

Final Reflection: Considering all four pieces of your Reflective Writing, you will write one final essay that considers everything you have learned about your writing process throughout the term. Here you will review each of your essays and the choices that went into each. Factored into this grade will be a final conference, which will take the place of a final exam.

Finally, let us Respect each other. The great thrill of a writing classroom is discussion and sharing. It is important that we feel comfortable sharing our thoughts. Please respect your classmates' (and humanity's) diversity. Unethical biases or bigotry will not be tolerated. Class disruptions, be they human or mechanical, will NOT be tolerated.

METHODS OF INSTRUCTION:

Lecture, formal and informal discussions, conferences, group work, and in-class writing will be involved. Four times during the semester I will divide the class for a week of class in order to have workshops with your first drafts. Here you will bring several copies of your draft so that we may review it with a portion of the class. All drafts must be typed, formatted accordingly, and turned in on deadline. Extra Credit will be considered with proof of consistent visits to the Writing Center or visits during my office hours. You are expected to come to class prepared. This includes completing the readings and writings and being ready to interact with your classmates.

EVALUATION:

- 60% Unit Portfolios 1-4
15% each (must include initial drafts, revision drafts, copyedited drafts)
- 10% Writing Community Membership (class participation, including peer review, generative activities, discussion)
- 10% Notebook (includes daily observations, generative writing, in-class writing)
- 10% Reflective Writings (4 short pieces on writing process, due after each portfolio)
- 10% Final Reflection

To determine letter grades for evaluation, I use the following breakdown:

95-100: A	76-73: C
94-90: A-	72-70: C-
89-87: B+	69-66: D+
86-84: B	65-60: D
83-80: B-	59-0: F
79-77: C+	

I don't post your grades online, but I will update you at midterms and anytime you wish to know.

PLAGIARISM:

Plagiarism is the act of representing your work as another's. This not only includes whole papers but portions of papers. Thus, there is blatant plagiarism and accidental plagiarism. Neither will be tolerated in this class. *Please* do not be shy about questions regarding potential plagiarism. Do not attempt it; you *will* be caught and punished by me and by the college.

Course Outline

(subject to change)

WEEK ONE

In-Class: Course Introduction
The Writing Process
Journal Introduction/Writing
Begin discussion on Cultural/Working Issues
ASSIGN ESSAY #1

Homework: PURCHASE class textbooks.

WEEK TWO

In-Class: Exploratory Writing 1 and 2
Class discussion: Questions & Comments on the Essays, EW1, EW2

Homework: Read Essays: TBA

WEEK THREE

In-Class: **Class Divided for Workshops**
Exchange plans for Essay 1.
Introduction to Peer Response
Self-Assessment & Peer Response

Homework: Complete first draft of Essay 1.
Read Essays: TBA
Revise your essay using self-assessment and peer response as a guide.

WEEK FOUR

In-Class: Copy-Editing Workshop: Essay 1
Submission of Essay 1 and full Unit 1 portfolio
ASSIGN ESSAY #2

Homework: Mid-process and Final draft work
Read Essays: TBA

WEEK FIVE

In-Class: Exploratory Writing 1 and 2
Class discussion of readings and exploratory writing.
Preview "Essay #2" discussion of possible essay topics.
Reading Workshop: breaking apart a text
Discuss Essays/ Drafting Strategies

Homework: READ ESSAYS: TBA

WEEK SIX

In-Class: **Classes Divided for Workshops**

Homework: First Draft Due
Discuss First Draft and Revision in Conferences

WEEK SEVEN

In-Class: Mid-draft due/Peer Review

Copyediting workshop
Final Essay and Portfolio #2 Due
Homework: Revision work

WEEK EIGHT

In-Class: Introduce Unit 3
ASSIGN ESSAY #3
Exploratory Writing 1 and 2
Writing Workshop: Finding a research topic
Research Workshop: Finding appropriate sources
Homework: Readings TBA

WEEK NINE

In-Class: "Essay #3" Proposal Due
Homework: Readings TBA/ continue drafting.

WEEK TEN

In-Class: **Class Divided for Workshops**
First Draft of Essay discussed in class
Homework: Revision of rough draft

WEEK ELEVEN

In-Class: Mid-process revised draft due.
Writing Workshop: Self Assessment, Peer Review, Copyediting,
Final Essay and Portfolio #3 Due
Homework: Finish revising Essay 3. Prepare Unit 3 Portfolio for submission.

WEEK TWELVE

In-Class: Introduction to Unit 4,
ASSIGN ESSAY #4
Reading; discussion.
Exploratory Writing 1 and 2
Homework: Readings: TBA

WEEK THIRTEEN

In-Class: **Class Divided for Workshop**
Discussion, reading, writing.
Topic exchange and planning of Essay 4.
Rough Draft Due
Homework: Revision

WEEK FOURTEEN

In-Class: Mid-process draft due
Writing Workshop: Self-Assessment, Peer Review & copyediting
Final Essay and Portfolio #4 Due
Presentation and Introduction of **Final Reflection.**
Homework: **Work on Final Reflection, due during scheduled conference on Finals Week.**

Winter Weather Conditions

If the weather looks bad the night before class, please check your Delta email in the morning before coming in to class. Although Delta may be open, I may decide to cancel class if I decide conditions are too poor on the roads. So please check your Delta Email.