

composition could be explored in depth, and individuals given the opportunity to experience its many facets. A College Composition class should serve a student in various ways and offer them a means to succeed in all types of classes. Students enrolled will become acquainted with the different styles and purposes of writing they will encounter again in their college careers. Composition is communication, and communication is the key to our survival as a species. The development of writing skills will be approached from that perspective. Some personal writing will be expected.

GRADING SYSTEM: Papers will be graded on clarity of ideas, sincerity of presentation, and amount of time the student has allowed him/herself for thought and organization. Paper due dates are **fixed:** absences do not change them! In the case of weather or other emergencies that cancel a class, you **MUST** call my office phone for instructions as to what to bring for the next class meeting to receive credit for that assignment. Paper revisions allowed on your choice of 2 on-time submitted and graded papers **OR** 2 late papers accepted **OR** 1 of each. No other late papers. Lates and rewrites due 2nd to last week of class, **NO LATER**. English Division FAX # is (989) 686-0485. This class averages 7 papers per semester, 2 pp. min., 10 pp. max. on all papers, 5 pp. min. on research paper body. In-class activities to be taken into account toward final grade, and **cannot** be “made up,” student must be in attendance to receive credit for them. Failure to comply with a class assignment or exercise=E. Reading Chronicle counts as one paper grade. More info on separate sheet. Group editing performance to count toward final grade—more info to be explained.

NO MIDTERM>NO FINAL>NO FOOD>ONLY INK OR GRADE IS LOWERED>DOUBLE-SPACE EVERYTHING TYPED>NO ELECTRONIC EXCUSES>PAPERS COME IN AT BEGINNING OF CLASS TO BE CONSIDERED “ON TIME”: ONLY “HARD COPY” DOCUMENTS ACCEPTED AS “PAPERS”>HAND IN ONLY YOUR OWN WORK>NO CELL PHONES/HEADPHONES IN CLASS; IF SEEN OR HEARD, GRADE IS LOWERED.

CLASSROOM CONDUCT: A behavior policy is in effect. Mature, respectful behavior befitting a college student is required toward everyone within the classroom area. Prejudice against any member of this class on the basis of race, religion, sex, creed, color, age, appearance, political or sexual orientation will **NOT** be tolerated. You are expected to attend **EVERY** class, be **ON TIME** for every class, and have all assignments **COMPLETE AT CLASS ONSET**. You are **NOT** to speak when the instructor or someone else has “the floor.” You are to use your best manners—you listen to other people, you do not laugh at other people, you treat everyone with respect, you turn off your cell phones while in class, and close laptops, and you **DON’T PACK UP TO**

LEAVE UNTIL YOU ARE DISMISSED. Failure to comply with these basic concepts of civilized human interaction will necessitate severe consequences—possible grade reduction to permanent dismissal. Written memo to precede lowered grade due to misconduct as stated above; the Disruptive Student Policy will be followed

****Internet communication is NOT guaranteed. Do NOT email your papers unless we have agreed upon it, and if you seriously want to communicate with me, call me, leave a hard copy message at my office, or speak with me in person.**

****THIS IS A “LIVE” CLASS: NO LAPTOPS OPEN, NO IPODS, NO CELL PHONES DURING CLASS. IF YOU CAN’T HANDLE THAT—*YOU HAVE TO FIND ANOTHER CLASS.***

Conference preparation notations:

X=prepared

X=somewhat prepared

--=not prepared or absent

Conference edit sheets not to be filled out if student’s material is not complete to stage of that day as per handwritten schedule.

C =Conference session on handwritten schedule sheet

E =Edit session on handwritten schedule sheet

READING CHRONICLE NEWS-ENG 111A

Reading chronicle of "library" text to be read during conference times plus elsewhere will be evaluated as follows:

300 documented pages...up to A

250 documented pages...up to B+

200 documented pages...up to B (MLA book=50 pp.)

150 documented pages...up to C+

100 documented pages...up to C

under 100 documented pages...up to D+

Do not document in more than 50 page increments

How to set up a Reading Chronicle entry:

*Choose a separate section in a special notebook (or one by itself), a loose-leaf folder, or a self-made notebook of some sort to record information.

1. Record how many pages you read (and for the first entry, include title of work/author too)
2. Write down what you decide happened in the story line of the book within the number of pages you read. (At least a paragraph)
3. Write down your response to this section of the book within the number of pages you read. What did you like? Dislike? Find interesting? Boring? Funny? Sad? Odd? Any impressions you have, record. (At least a paragraph)
4. Record any words you are not sure of every time you complete a reading. Write their definitions in that chronicle entry.
5. From what you have previously read in the book, predict what you think will happen next, or in the future of that book.
6. After each reading, (except for the first), check your previous #5 answers and record if any have "come true" or were proved false. Comment on your predictions.

Writing Methods/College Composition I

Course Number	ENG 111A
Credits	3
Lab Hours	30
Lecture Hours	45

Prerequisite: READING LEVEL 2 and WRITING LEVEL 3. Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas, shaping and evaluating their writing. Uses reading and language awareness to further the development of their writing. This course will transfer to universities and partially fulfill the college's English composition requirement. Credit may be earned in only ENG 111, ENG 111A, ENG 111B, ENG 111C or ENG 111H. (45-30)

Outcomes and Objectives

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.

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.

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.