

English 111A (Section 04)
Writing Methods/College Composition I
Fall 2008: 09/03/2008 – 12/10/2008
Mondays/Wednesdays: 8:00 a.m. – 10:25 a.m.
Room: S-059

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*“If you wish to be a good reader, read; if you wish to be a good writer, write.” ~
Epictetus*

COURSE OVERVIEW:

Prerequisite: READING LEVEL 5 and WRITING LEVEL 3. English 111A, College Writing Methods/Composition I develops fluent, effective, and confident writers. In this course you will practice the process of composing, i.e., generating ideas, and shaping and evaluating your writing. You will also use reading and language awareness to further the development of your writing. Of the five credits earned in this course, three will transfer to universities and partially fulfill the college’s English composition requirement. Although the other two hours do not transfer, they do provide a solid background necessary toward success in all college courses. Credit may be earned in only ENG 111 or ENG 111A, or ENG 111H.

COURSE OUTCOMES & OBJECTIVES:

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

Outcome: Write a formal college composition for a specific audience and purpose.

Objectives:

- ❖ Use writing processes to generate and organize ideas, including where appropriate, revision.
- ❖ Select, organize, and present details to support a main idea.
- ❖ Demonstrate the ability to move between generalization and detail.
- ❖ Write effective introductions and conclusions.
- ❖ Employ the appropriate writing conventions.

Outcome: Use writing tasks that involve both reading and writing.

Objectives:

- ❖ Demonstrate the ability to derive meaning from a piece of reading.
- ❖ Demonstrate the ability to distinguish between the meaning one makes of a text and the author’s intended meaning.
- ❖ Paraphrase and summarize accurately.
- ❖ Develop critical thinking skills.
- ❖ Understand the relationship among language, knowledge, and power.

Outcome: Assess progress revealed in a body of work.

Objectives:

- ❖ Assess progress revealed in a body of work.

COURSE LEARNING AND TEACHING ACTIVITIES

- ❖ Reading and discussing texts
- ❖ Exploring, focusing, drafting, peer critiquing, and revising activities both in and out of class and on and off the computer
- ❖ Freewriting in and out of class (to reflect, to prompt discussion, to dialogue with me and others in the class)
- ❖ Group activities
- ❖ Individual student-instructor conferences
- ❖ Class discussions

COURSE ASSIGNMENTS:

Because our course emphasizes the process of writing as well as the product, I require that you submit papers with rough drafts showing evidence of your revision work. If you compose on a computer, print out the drafts before revising them. Also, for the four papers, you must review another class member's draft and have yours reviewed by a class member in order to receive a passing grade (we will have class periods set aside for this). Furthermore, if you chose not to bring your drafts in on time (due dates will be indicated on the assignment sheets and are listed in the *Tentative Course Assignment Schedule*), I will dismiss you from our session—which, in turn, will have an effect on your attendance grade. I will verbally comment on any draft brought to me outside of class (during office hours, for example).

Course Reading/Writing Projects; Exam; Attendance/Homework	Percent of Final Grade	Due*
Summary Paper #1: Observing	5%	Session 3
Paper #1: Observing – <i>Aim: To express/entertain</i>	10%	*Session 9
Summary Paper #2: Remembering	5%	Session 10
Paper #2: Remembering – <i>Aim: To express/entertain</i>	10%	*Session 13
Summary Paper #3: Investigating	5%	Session 15
Paper #3: Investigating – <i>Aim: To inform</i>	20%	*Session 18
Summary Paper #4: Evaluating	5%	Session 20
Midterm Exam: <i>Chapters 1-20 from The Prentice Hall Grammar Workbook</i>	10%	Session 24
Paper #4: Evaluating – <i>Aim: To persuade</i>	20%	*Session(s) 27/28
Attendance/Homework (weighted together equally)	10%	(SEE NOTE BELOW)

NOTE: Four or more absences equals zero percent on the Attendance/Homework grade and either dropped through an instructor-initiated drop or may fail the course.

Also, regardless of your final grade average, all of the above papers must be turned in, or you will receive an E in the course.

*Papers #1, #2, #3, and #4 involve drafts that have earlier due dates (see *Tentative Course Assignment Schedule*). All papers must be original work you conducted during this course; recycled papers from other courses (including previous ENG 090, 098, 108W, or 109W) are not acceptable. Submission of such a paper will be considered plagiarism (see Plagiarism, below). Last, occasional homework assignments, not on the syllabus, will be assigned in class.

COURSE POLICIES:

Grades

Specific grading criteria will be included with each paper. Specific papers will be graded A through E. To help keep you informed of your progress, I will provide written comments and record your grade on each paper. I will also tell you what your midterm grade is. If you would like help determining your grade in the course at any time, please ask me.

Grading Scale

Grade	Percent	4-point
A	Above 92	4.0
A-	92 – 90	3.7
B+	89 – 87	3.3
B	86 – 83	3.0
B-	82 – 80	2.7
C +	79 – 77	2.3
C	76 – 70	2.0
D	69 – 60	1.0
E	Below 60	0.0

Paper Revisions

Any of the first three papers (this does **not** include the Summary Papers) that have earned lower than a C for reasons **other than lateness** may be revised for a grade change. Unless you make prior arrangements, I will not accept a revision later than **two weeks** after the original is returned in class (or in my mailbox on campus [S-006]). A successful revision will bring the grade of that paper to a C. All revisions must be highlighted on the new version. Furthermore, I will read revised papers only if submitted in a folder with all of the

required back-up materials, including the previously graded paper, and only if all revisions are clearly indicated on the revised version.

In addition, you may revise one of the first three papers that earned a C or better for a new grade (up to an A). Again, unless you make prior arrangements, I will not accept a revision later than one week after the original is returned in class (or in my mailbox on campus [S-006]). This revision must also be submitted in a folder with all of the required back-up materials, including the previously graded paper, and you must clearly indicate all revisions on the revised version. I will not read papers that do not follow these guidelines.

Conferences

Required one-on-one conferences to discuss assignments with me are scheduled at key times during the semester; additional conferences that you initiate are strongly encouraged.

Manuscript Form

Word process all work intended for reader response, including drafts. Please follow the MLA manuscript form guidelines. Please use a common non-script typeface (acceptable fonts: Arial, Courier, or Times New Roman) with a font size of 12. Also please use two spaces after a period or other sentence-ending punctuation. A word of caution: **BACK-UP** your work on an E-storage device!!! I also suggest e-mailing a copy of your paper (saved in Microsoft Word or RTF format) to yourself in case you have problems with your E-storage devices on campus. Computer errors/disasters do not excuse lateness. Again, ask me any questions you have.

Attendance and Late Assignments

Regular attendance is essential for successfully completing this course. When you read through the *Tentative Course Assignment Schedule*, you will see how this course is built on collaboration among you, your peers, and me. You will most likely learn more and your grades will prosper if you consistently come to class well prepared, keep up with the readings and writing, and take the initiative for your contributions to class.

If some situation in your work or home life will prevent you from regularly attending this class and completing the work on time, I recommend that you drop the class now and take it when you will be able to successfully complete it. **Note that a student who misses the first two classes of the semester without making prior arrangements will be automatically dropped from the course. A student who misses two classes in a row without contacting me, or one who misses four or more sessions, will be dropped through an instructor-initiated drop or may fail the course.**

I will take attendance at the beginning of each class session. **Chronic lateness and early departures are disrespectful to me and to your classmates and disrupt the learning environment; therefore, three late arrivals and/or early departures will be counted as one absence in terms of your attendance grade.** There is no such thing as an excused absence; you are simply present or absent (for whatever reason). To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. You already are scheduled during your class time—you are not free to schedule something else. If you

must be absent, you are still responsible for all information and assignments given during the class you missed. It is your responsibility to make arrangements—ahead of time, if possible—for missed class work. I am responsible for teaching only those who attend class. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you.

Papers are due in class on the stated day and will be downgraded one grade per calendar day late (turning in a paper late, but on the same day, will count as one day late). Homework (or, better put, *late* homework) will not be accepted unless you were absent on the day it was due, in which case it is due when you return to class (you are responsible for showing it to me at the beginning of the period). Forgetting your homework is the same as not turning it in—you cannot get credit for it. If you were absent when it was assigned, you are still responsible for turning it in when it is due (therefore, ask in advance or call or e-mail me to see if additional homework was assigned; I will reply as soon as I get your message).

Withdraw Deadline

The last day to withdraw with a grade of W is **Tuesday, October 28**. The last day to apply for a grade of pass/no credit (P/NC), to withdraw with a grade of WE/WP, or to be withdrawn with a grade of WI is **Tuesday, November 25**. Please see me if you are having problems with this course. I will be happy to help you individually. Also, please consult with an academic advisor before you withdraw. If you withdraw after these dates, or if you stop coming without officially withdrawing, you will receive an E instead of a W/WE/WP/WI at the end of the semester.

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 an “E” for—as well as dismissal from—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. 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*.

General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these

outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For details, including a list of the outcomes, please refer to (<http://www.delta.edu/gened/statement.html>).

Computer Use Guidelines

Delta College has very specific guidelines for accessing and using electronic resources, which you are required to follow. Please read the guidelines and penalties for violations, available at (<http://www.delta.edu/accessanduse.html>). In addition, I expect you to use your time on the computer for course-related work, not for playing games, e-mailing, or using Instant Messenger. If you chose not to use your time on the computer for course-related work, I will dismiss you from our session—which, in turn, will have an effect on your attendance grade.

RESOURCES FOR WRITERS:

Teaching/Learning Center

Main campus: LLIC (686-9314; <http://www.delta.edu/tlc>). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Please consult their website for their hours. They also offer on-line tutoring at (<http://www.delta.edu/tlc/TLCyber>). You will need your Delta student ID number and the code for the course (ENG 111A).

Library

Main campus: LLIC (686-9310; <http://www.delta.edu/library/>). Professional librarians provide personal research assistance and library usage information; ask at the reference desk (686-9560). Please consult their website for their hours. Note that food or beverages are not allowed in the LLIC.

Computers

Outside of the classroom, there are computers available for use in the LLIC on the main campus (same hours as the library; for more information, refer to [<http://www.delta.edu/complab/>]). There is a Lab Assistant to help you at the circular desk by the computer pods (where you have to sign in using your ID). Be sure to bring a disk so you can save your work (and be sure to save your document onto the disk frequently as you work; it is also a good idea to have a backup disk). If you do not use Microsoft Word at home, you can still bring your work back and forth. The trick is to save your document in RTF format. Ask me if you need help.

Also, you will be expected to visit Delta College's eLearning ("Educator") site (<http://www.delta.edu/educator/>) from time-to-time and access documents, etc. Please make sure that you have an active Delta College e-mail account in order to access this site.

Disability Support Services

If you have a documented disability and need an academic accommodation, please contact Michael Cooper, Director of Disability Services, in D-106 (686-9322).

Educational Advising & Counseling

The Office of Educational Advising & Counseling (D-102, 686-9330) is prepared to assist you with questions about your program of study, choosing courses, making career decisions, and many things about yourself including working with you concerning personal and professional difficulties.

Me

I will make every effort to see that this class is meaningful to you and that you improve your writing. I am happy to discuss your writing with you and to answer questions on anything that may be difficult or confusing to you, either during class, after class, or in my office by appointment or during office hours. Do not hesitate to seek help from me at any time during the semester, or to consult with me concerning your performance and your grades in the course.

REQUIRED MATERIALS:

A folder with horizontal pockets on both sides—write your name in the upper-right corner of the cover (if your name cannot be easily seen, please use a label)

A spiral-bound, college-ruled notebook with **perforated pages** to be used for notes, homework, and freewritings

A pen or pencil and highlighter pen

An E-storage device (CD's, flash drives, etc.), which you will use when we/you visit the Computer Lab/Library

Plenty of 3" by 5" index cards (particularly for Paper #3 and Paper #4)

REQUIRED TEXTS:

Adkins, Jeanette. *The Prentice Hall Grammar Workbook*. 2nd ed. Upper Saddle River: New Jersey: Pearson-Prentice Hall, 2006. (ISBN-10: 0131947710)

American Heritage College Dictionary. 4th ed. Boston/New York: Houghton Mifflin, 2001. (ISBN-10: 0440237017)

Kirszner, Laurie G. and Stephen R. Mandell. *Thomson Advantage Books: The Pocket Wadsworth Handbook*. 4th ed. Boston: Thomson Wadsworth, 2008. (ISBN-10: 1428229787)

Reid, Stephen, ed. *A Prentice Hall Pocket Reader: Purposes*. Upper Saddle River: New Jersey: Pearson-Prentice Hall, 2007. (ISBN-10: 0132250691)

---, *The Prentice Hall Guide for College Writers*. 8th ed. Upper Saddle River: New Jersey: Pearson-Prentice Hall, 2008. (ISBN-10: 0135036933)

TENTATIVE COURSE ASSIGNMENT SCHEDULE

NOTE: This assignment schedule provides a general idea of the topics covered in the course. The number, length, and content of sessions may vary and is subject to change.

GW = The Prentice Hall Grammar Workbook; HW = Homework; Reid = The Prentice Hall Guide for College Writers

Session	Activities
1) W 9/3	Introduction to the Course; Grammar Workbook Pre-Test; In-class Diagnostic Essay Due today: Grammar Workbook Pre-Test; In-class Diagnostic Essay HW due in next class: 1) Write two questions/comments about the syllabus; 2) Read Reid pp. 3 – 12; 3) Read Reid and respond to questions #3, #4, and #5 on p. 12; 4) Read Reid pp. 12 – 15; 5) Print off, read, and bring to class the document entitled “Writing Good Summary Papers” (which has been posted on Delta College’s e-Learning “Educator” website); 6) Read/review <i>GW</i> and complete Chapter 1 <i>Nouns</i>
2) M 9/8	Grading Criteria for Papers; Writing Myths and Rituals; “Writing Good Summary Papers” HW due today: HW assigned in session 1 Due in next class: Summary Paper #1: Observing (in your pocket reader entitled <i>Purposes</i>, choose one Observing reading to summarize for your Summary Paper #1) HW due in next class: 1) Read Reid pp. 17 – 29; 2) Read Reid pp. 51 – 58; 3) Read Reid and respond to question #1 on p. 58; 4) Read Reid pp. 60 – 64; 5) Read Reid and respond to questions #2, #3, and #4 on p. 65; 6) Read/review <i>GW</i> and complete Chapter 2 <i>Pronouns</i>
3) W 9/10	Rhetorical Situations, Purpose, Audience; Paper #1: Observing Introduced Due today: Summary Paper #1: Observing HW due today: HW assigned in session 2 HW due in next class: 1) Your Audience Analysis and Draft 1; 2) Read Reid pp. 66 – 73; 3) Read Reid and respond to questions #1, #2, #3, and #4 on pp. 73 – 74; 4) Read Reid pp. 75 – 86 (read these pages before you start your draft); 5) Read/review <i>GW</i> and complete Chapter 3 <i>Regular and Irregular Verbs</i>
4) M 9/15	Peer Response Draft 1 HW due today: HW assigned in session 3 HW due in next class: 1) Your Audience Analysis and Draft 2; 2) Read Reid pp. 86 – 89; 3) Read Reid pp. 90 – 95; 4) Read Reid and respond to questions #1, #2, #3, and #4 on p. 96; 5) Read/review <i>GW</i> and complete Chapter 4 <i>Subject-Verb Agreement</i>

5) W 9/17	Peer Response Draft 2 HW due today: HW assigned in session 4 HW due in next class (session 8): 1) Your Audience Analysis and Draft 4; 2) Read Reid pp. 96 – 99; 3) Read Reid and respond to questions #3 and #4 on p. 99; 4) Read/review <i>GW</i> and complete Chapter 5 <i>Passive Voice</i> and <i>Review Test Chapters 1-5</i>
6) M 9/22	Conferences: <i>Bring your Audience Analysis and Draft 3</i>
7) W 9/24 (Last Day to Drop w/W – is T 9/28)	Conferences: <i>Bring your Audience Analysis and Draft 3</i>
8) M 9/29	Computer Lab (K-104); Peer Response Draft 4; Writing Workshop/Editing Due in next class: Paper #1: Observing HW due today: HW assigned in session 5 HW due in next class: 1) Read Reid pp. 101 – 108; 2) Read Reid and respond to either questions #2, #3, #4, #5, or #6 on pp. 108 – 109; 3) Read Reid pp. 109 – 116; 4) Read Reid and respond to questions #1, #2, #3, and #4 on pp. 116 – 117; 5) Read/review <i>GW</i> and complete Chapter 6 <i>Verbals: Gerunds, Participles, and Infinitives</i>
9) W 10/1	Paper #2: Remembering Introduced Due today: Paper #1: Observing Due in next class: Summary Paper #2: Remembering (in your pocket reader entitled <i>Purposes</i>, choose one Remembering reading to summarize for your Summary Paper #2) HW due today: HW assigned in session 8 HW due in next class: 1) Read Reid pp. 117 – 124; 2) Read Reid and respond to questions #1, #2, #3, #4, #5, #6, #7, and #8 on p. 125; 3) Read/review <i>GW</i> and complete Chapter 7 <i>Adjectives and Adverbs</i>
10) M 10/6	Due today: Summary Paper #2: Remembering HW due today: HW assigned in session 9 HW due in next class: 1) Your Audience Analysis and Draft 1; 2) Read Reid pp. 126 – 129; 3) Read Reid and respond to questions #1, #2, and #3 on pp. 129 – 130; 4) Read Reid pp. 131 – 139 (read these pages before you start your draft); 5) Read/review <i>GW</i> and complete Chapter 8 <i>Prepositions</i>
11) W 10/8	Peer Response Draft 1 HW due today: HW assigned in session 10 HW due in next class: 1) Your Audience Analysis and Draft 2; 2) Read Reid pp. 139 – 141; 3) Read Reid pp. 142 – 145; 4) Read Reid and respond to questions #1, #2, and #3 on p. 145; 5) Read/review <i>GW</i> and complete Chapter 9 <i>Conjunctions</i>
12) M 10/13	Computer Lab (K-104); Peer Response Draft 2; Writing Workshop/Editing Due in next class: Paper #2: Remembering HW due today: HW assigned in session 11 HW due in next class: 1) Read Reid pp. 279 – 294; 2) Read Reid and respond to either questions #1 or #2 on p. 294; 3) Read Reid pp. 298 – 302;

	4) Read Reid and respond to questions #1, #2, and #3 on p. 303; 5) Read/review <i>GW</i> and complete Chapter 10 <i>Exclamation</i> and <i>Review Test Chapters 6-10</i>
13) W 10/15	Paper #3: Investigating Introduced Due today: Paper #2: Remembering HW due today: HW assigned in session 12 HW due in next class: 1) Read Reid pp. 304 – 311; 2) Read Reid and respond to questions #1, #2, #3, #4, and #5 on pp. 311 – 312; 3) Read/review <i>GW</i> and complete Chapter 11 <i>Fragments</i>
14) M 10/20	Computer Lab (K-104); Research Tutorial: Investigating HW due today: HW assigned in session 13 Due in next class: Summary Paper #3: Investigating (in your pocket reader entitled <i>Purposes</i>, choose one Investigating reading to summarize for your Summary Paper #3) HW due in next class: 1) Read Reid pp. 328 – 337; 2) Read Reid and respond to questions #1, #2, #3, and #4 on p. 337; 3) Read/review <i>GW</i> and complete Chapter 12 <i>Run-Ons</i>
15) W 10/22	Due today: Summary Paper #3: Investigating HW due today: HW assigned in session 14 HW due in next class: 1) Your Audience Analysis and Draft 1; 2) Read Reid pp. 313 – 325; (read these pages before you start your draft); 3) Read Reid pp. 338 – 340; 4) Read Reid and respond to questions #1, #2, #3, #4, and #5 on p. 341; 5) Read/review <i>GW</i> and complete Chapter 13 <i>Dangling and Misplaced Modifiers</i>
16) M 10/27	Peer Response Draft 1 HW due today: HW assigned in session 15 HW due in next class: 1) Your Audience Analysis and Draft 2; 2) Read Reid pp. 326 – 328; 3) Read/review <i>GW</i> and complete Chapter 14 <i>Parallelism</i>
17) W 10/29	Computer Lab (M-100); Peer Response Draft 2; Writing Workshop/Editing Due in next class: Paper #3: Investigating HW due today: HW assigned in session 16 HW due in next class: 1) Read Reid pp. 399 – 412; 2) Read and respond to one question on pp. 412 – 413 (except #8); 3) Read Reid pp. 414 – 422; 4) Read/review <i>GW</i> and complete Chapter 15 <i>Punctuation</i> and <i>Review Test Chapters 11-15</i>
18) M 11/3	Paper #4: Evaluating Introduced Due today: Paper #3: Investigating HW due today: HW assigned in session 17 HW due in next class: 1) Read Reid pp. 422 – 428; 2) Read Reid and respond to questions #1, #2, and #3 on pp. 428 – 429; 3) Read/review <i>GW</i> and complete Chapter 16 <i>Numbers</i>

19) W 11/5	Computer Lab (M-100); Research Tutorial: Evaluating HW due today: HW assigned in session 18 Due in next class: Summary Paper #4: Evaluating (in your pocket reader entitled <i>Purposes</i>, choose one Evaluating reading to summarize for your Summary Paper #4) HW due in next class: 1) Read Reid pp. 451 – 453; 2) Read Reid and respond to questions #1 and #2 on p. 453; 3) Read/review <i>GW</i> and complete Chapter 17 <i>Capitalization</i>
20) M 11/10	Due today: Summary Paper #4: Evaluating HW due today: HW assigned in session 19 HW due in next class: 1) Your Audience Analysis and Draft 1; 2) Read Reid pp. 430 – 439 (read these pages before you start your draft); 3) Read/review <i>GW</i> and complete Chapter 18 <i>Abbreviation</i>
21) W 11/12	Peer Response Draft 1 HW due today: HW assigned in session 20 HW due in next class (session 25): 1) Your Audience Analysis and Draft 3; 2) Read Reid pp. 439 – 441; 3) Read/review <i>GW</i> and complete Chapter 19 <i>Troublesome Words</i> , Chapter 20 <i>Spelling</i> , and <i>Review Test Chapters 16-20</i>
22) M 11/17	Conferences: <i>Bring your Audience Analysis and Draft 2</i>
23) W 11/19	Conferences: <i>Bring your Audience Analysis and Draft 2</i>
24) M 11/24 (Last Day to Drop w/WP/WE/WI – is T 11/25)	Midterm Exam: Chapters 1-20 from <i>The Prentice Hall Grammar Workbook</i>
W 11/26	Thanksgiving Break – College Closed
25) M 12/1	Peer Response Draft 3 HW due today: HW assigned in session 21 HW due in next class: 1) Your Audience Analysis and Draft 4; 2) Read Reid pp. 441 – 450; 3) Read Reid and respond to questions #1, #2, #3, #4, and #5 on pp. 450 – 451
26) W 12/3	Computer Lab (M-100); Peer Response Draft 4; Writing Workshop/Editing Due in next two classes: Paper #4: Evaluating
27) M 12/8	Oral Presentations: Ten-to-fifteen-minute In-class Oral Presentations Due today: Paper #4: Evaluating
28) W 12/10	Oral Presentations: Ten-to-fifteen-minute In-class Oral Presentations Due today: Paper #4: Evaluating Course Wrap-up; <i>Adios...</i> (Recall that all work is due today.)