

Syllabus

COURSE INFORMATION

COURSE:	ENG 111A-SP110: Writing Methods/Composition I
CREDITS:	3 credits + 2 lab hours
TEXTS:	Coursepack (required) and Wadsworth Pocket Handbook (optional)
SUPPLIES:	3-ring binder, stapler, flashdrive, pens and lined paper
SEMESTER:	Spring 2011 (7 weeks)
MEETINGS:	MTWR 8:15-11:00 am @ Ricker Center
INSTRUCTOR:	Bethen Gladly-Teschendorf, Assistant Professor of English <ul style="list-style-type: none">o <i>Office:</i> S-062o <i>E-mail:</i> betheengladyteschend@delta.eduo <i>Office:</i> (989) 686-9170o <i>Fax:</i> (989) 686-0485 (label "ATTN: Bethen")o <i>Office hours are by appointment in Spring/ Summer semester. Contact the instructor before or after class to arrange an appointment or send an e-mail. The instructor will try to schedule an appointment at the student's convenience whenever possible.</i>

GENERAL INFORMATION

SPRING SEMESTER

Spring semester is condensed. This means classes meet for the same amount of time as in a regular 16-week semester, but we cram it into 7 weeks. This means class meets often during the week and that class meetings are lengthy. The other result of this condensed semester is that due dates for work come quickly. You will find that much of your time out of class is spent on work for this course. Please be aware of the intensity of the pace and the demands it will make on your time; expect to work hard and fast. Because you have chosen to enroll in this course during Spring semester, I assume this statement is only a reminder and you expect and accept these conditions, planning to do your highest quality of work regardless.

NECESSARY COMPUTER SKILLS

- o Power up and power down a desk top and/or laptop computer
- o Access the internet
- o Access the Delta College website
- o Access Delta e-mail, including the ability to send and receive e-mails
- o Access Desire2Learn (D2L) from the Delta College website
- o Attach a Word document to an e-mail and send it successfully
- o Open a document attached to an e-mail
- o Use Microsoft Word for the purpose of word processing drafts (no handwritten work will be accepted in this course)

OTHER NECESSARY KNOWLEDGE

- o Your Delta Username
- o Your Delta Password

HOW TO GET HELP FOR THE COURSE

There is no replacement for consistent class attendance and doing the assigned work, including writing preliminary drafts and participating fully in all in-class feedback opportunities. If you take advantage of these offerings yet still feel the need for further assistance, you have a variety of options. Your first line of defense should always be open communication with your instructor; be specific about where and how you are struggling with the materials, allowing the instructor to offer additional aid. Beyond this, you can also make use of these free resources provided on the Delta College main campus in the LLIC (library): WRIT Center, Teaching/Learning Center, computer lab staff and the Reference Librarians. These resources can help you with writing, reading, computer and research skills.

COURSE POLICIES

ATTENDANCE

The Delta College English Division has an attendance policy which is enforced in all English classes, by all English instructors. The policy is as follows: Students will be dropped from the course if they miss in excess of 2/15 of class time for the course, regardless of the reason for the absence. ("Absence" means any time the student is not in the classroom, including late arrivals/tardies, early exits, returning late from breaks, or missing an entire class meeting.) Notes on attendance from your instructor: Any in-class activities/assignments missed due to absence may not be made up. Further, it is the student's responsibility to acquire notes from a classmate; I will not provide notes from missed classes, but I am happy to provide handouts if the student asks for them.

ACADEMIC INTEGRITY

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). An instance of plagiarism may be met with a verbal warning from the instructor or a reduction in class grade along with written notification to the student, the Division Chair, the Academic Dean, and the Chief Academic Officer of the College. If a case is reported to the Chief Academic Officer of the College, a permanent record of the incident will be maintained and the Chief Academic Officer of the College will decide appropriate consequences, including, especially in the case of repeat violation, dismissal from the college. Please review the policy on Academic Integrity online at <<http://www.delta.edu/catalog/StudentsRights.asp>>.

CIVILITY AND UNNECESSARY DISTRACTIONS

At the college level, it is expected that you will be respectful, interested, and actively involved in class. Turn your cell phone completely OFF; no texting. Behaviors such as side conversations, note-passing, frequent unauthorized breaks, etc. are disrespectful to everyone in the class, and will not be tolerated. Delta's policies dictate that there are to be no visitors in class; therefore, no guests or children for any reason. Food and beverages are allowed, provided they are not a distraction (loud, messy, etc.) Distracting electronic devices such as (but not limited to) cell phones, iPods, laptops, etc. must be turned off for the entire class session, unless specified by the instructor. Under Delta's Disruptive Students policy, a student may be removed from the classroom for one class period or for an entire semester. Please review the Disruptive Students Policy under "Student Rights, Responsibilities, and Conduct" <<http://www.delta.edu/catalog/StudentsRights.asp>>

LATE WORK

Due dates for all assignments will be provided well in advance. Assignments are due at the beginning of class on the given due date. My expectation is that you will submit all class work on time, following all submission guidelines. If an unforeseen circumstance arises and you cannot make it to a class meeting on when an assignment is due, you may submit it before midnight of the due date. Work submitted after the beginning of class on the due date will be considered "late." Late work will be penalized five percent of the final grade. You may submit late work via fax, by leaving the assignment with my support staff (Charlotte McGrath, S-046 or Sue Deford, S-006), or as an e-mail attachment in one of the following formats: .doc, .docx, .rtf. No work will be accepted after midnight on the due date. Ungraded assignments (preliminary drafts, proposals, presentations, etc.) missed through non-attendance, late arrival or early exit from class will not be accepted and cannot be made up.

COMMUNICATION VIA E-MAIL

Because I cannot answer my office phone or check voicemails while teaching or from home, e-mails are the preferred method of contact when face-to-face discussions are not possible. The following guidelines govern e-mail contact between student and instructor: 1) Students must send e-mails from their Delta account ONLY. Messages from any other account go directly to my junk filter and are automatically deleted. 2) Expect a 48 hour delay in receiving answers to your e-mails. This means that time-sensitive questions are best asked in person either before or after class.

SENDING ATTACHED DOCUMENTS

All e-mail attachments for this class must be sent in one of the following formats: .doc, .docx, .rtf. Please note: If a student sends an attachment in any other format, they will not receive credit for having submitted the work.

OUTCOMES AND OBJECTIVES FOR THIS COURSE

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.

ABOUT THE WORK IN THIS COURSE

PERSONAL NARRATIVE

We will meet the outcomes of this course by writing a series of “personal narrative” essays. Personal narrative is a type of writing characterized by first person (you will write “I” instead of “you” or “one”) and that relates its central ideas to the observations and experiences of the author; in other words, it tells a story about the author. Personal narrative works well in Composition I because, while it may incorporate outside texts or the ideas of other people, it focuses mainly on something students in which students are experts—their own life experiences. By writing about subject matter you know so well already, you are free to concentrate on improving your skills as a writer.

COMPOSING IN CLASS

Writing is not a lonely process; our written products improve when we receive feedback from others. One important way the instructor will provide feedback is by being present while students work on their early drafts. Students will devote some class time to drafting for every writing assignment. Composing in class is fundamental to the course.

THE WRITING PROCESS

Our best written products emerge by means of a “writing process,” which simply means the steps we go through before we have a finished product with which we are satisfied. Writing processes look different for different writers, but usually, the following steps are included (in no particular order): generating ideas, researching, writing a draft, receiving feedback, revising, and editing. Often we revisit steps throughout the process; for instance, you might do research one week, write a few more pages, then realize you need to do more research. Or you may write a draft, get feedback from a peer, then get more feedback after revision. To meet the objectives of this course, the instructor will require all students to make use of similar writing processes, though everyone will interpret the process differently. After the experiences in this course, you will likely continue some of these practices and abandon others; this is part of your growth as a writer. Exploring some tried-and-true methods of experienced writers will help you determine your own best writing process for future writing situations.

COLLABORATIVE WORK

As you have read above, “Writing is not a lonely process; our written products improve when we receive feedback from others.” In this course, you will receive feedback on your writing not only from your instructor, but also from your peers. Your classmates have heard the same lessons and worked on the same assignments as you; however, they bring a unique perspective from yours and often provide ideas that both encourage and challenge you to create your best work. Students will NOT correct each other's work. Feedback WILL be given in a respectful manner. Feedback activities will be carefully facilitated by the instructor.

GRADING STANDARDS

The Delta College grade scale is used in this course (“A” through “D” and “F” letter grades, including + /- grades). The following standards are provided by your instructor with the intention of helping students understand what letter grades mean. Please note that this list does not specifically define the variations between + and – grades.

- A** Writing is generally characterized by the following:
- Innovative thought and fresh language
 - Clear development of focus, intention, and organization
 - Extensive support and elaboration/Completeness and closure
 - Mature and inventive paragraphs
 - Variety in sentence structure
 - Effective audience awareness
 - Accuracy in use of conventional grammar
 - Complete adherence to assignment requirements
 - Strong evidence that meets the full range of course objectives
- B** Writing is generally characterized by the following:
- Clear language
 - Adequate development of focus, intent, and organization
 - Consistency in support and elaboration/Completeness and closure
 - Adequate paragraph development
 - Variety of sentence structure
 - Evidence of effective audience awareness
 - Strong but variable use of conventional grammar
 - Complete adherence to assignment requirements
 - Strong evidence that meets the full range of course objectives
- C** Writing is generally characterized by the following:
- Coherence but little originality of language
 - Evidence of focus, intent, and organization
 - Evidence of consistency in support and elaboration/Evidence of completeness and closure
 - Some variability in paragraph development
 - Accurate but little variety of sentence structures
 - Inconsistent awareness of audience
 - Some, but little error, with conventional grammar
 - Basic adherence to assignment requirements
 - Evidence that suggests course objectives are being met
- D** Writing is generally characterized by the following:
- Incoherent language
 - Overall weakness in focus, intent, and organization
 - Little or no support and elaboration/Inadequate completeness and closure
 - A lack of paragraph development
 - Inaccurate and little variety of sentence structure
 - A lack of audience awareness
 - Inaccurate use of conventional grammar and usage
 - Little or no adherence to assignment requirements
 - Little or no evidence that suggests course objectives are being met
- F** Writing is generally characterized by the following:
- Severe deficiencies in reasoning, language usage, focus, paragraph/sentence development, grammar, and/or adherence to assignment requirements
 - plagiarism

ENG 111A Course Schedule

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	9 Intro to Course What Is "Essay"	10 Techniques of Development	11 In-class writing LAPTOPS PROVIDED	12 Conferences	13	14
15	16 Essay 1: Intro and samples	17 Essay 1: How to find texts and in-class writing MEET IN COMPUTER LAB	18 Essay 1: Topic proposals and TBA	19 Essay 1: In-class writing MEET IN COMPUTER LAB	20 <i>DD due via e-mail by/before 8 pm</i>	21
22	23 Essay 1: Conferences	24 Essay 1: Common Issues	25 Essay 1: Collaborative Workday	26 Essay 1: TBA and optional conferences	27	28
29	30 NO CLASS	31 Essay 2: Intro and samples	1 Essay 2: Doing research and MLA LAPTOPS PROVIDED	2 Essay 2: In-class research/writing time MEET IN COMPUTER LAB	3 <i>DD due via e-mail by/before 8 pm</i>	4
5	6 Essay 2: Conferences	7 Essay 2: Common Issues and (time permitting) indiv. research MEET IN COMPUTER LAB	8 Essay 2: MLA workshop and Collaborative Workday	9 Essay 2: TBA and optional conferences	10	11
12	13 Essay 3: Intro and samples	14 Essay 3: Writing workshop and topic proposals	15 Essay 3: Development workshop LAPTOPS PROVIDED	16 Essay 3: Closing the essay and In-class writing MEET IN COMPUTER LAB	17 <i>DD due via e-mail by/before 8 pm</i>	18
19	20 Essay 3: Conferences	21 Essay 3: Collaborative Workday	22 Intro to in-class reflection and Essay 3 opt. conf.	23 In-class reflection MEET IN COMPUTER LAB		

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