

**ENGLISH 111A COLLEGE COMPOSITION I
 (2010)**

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Welcome to English 111A. The goal of this class is to help you to become a better writer and reader. Three of the five credits earned in this course are transferable to some colleges and universities and will partially fulfill Delta College’s English composition requirement. Although the remaining two credits do not transfer, they are designed to give you additional contact with your instructor in order to improve as a writer. Beginning today, your progress in this class should never be a mystery. Whenever I return your work to you, please record your grades on the Personal Progress spaces below. I will keep a similar identification sheet on each of you for my records. If time and technology permits I will also record your grades on Educator. I will announce assignment due dates in advance. Enjoy. I look forward to working with you.

PERSONAL PROGRESS RECORD

Assignment	Due	Points	My Score	Topic
Journal 1		3		
Journal 2		3		
Journal 3		3		
In-Class Case Study or Exercise		3		
Essay Exam		8		
Journal 4		3		
In-Class Case Study or Exercise		3		
Research Proposal		3		
Mini Research Paper		8		
Journal 5		3		
Total		40		

GRADES Your final grade and your essay grades will be based on a slight variation of Delta College’s official 4.0 grading scale as described below. Borderline and “close calls” for final grades will be given at my discretion and based primarily on my perceptions of the overall quality and improvement of your writing, effort, participation and attendance. I will not barter with you over final grades. Mid-term grades are approximations.

Essay Scale	Final Grade Scale	Final Grade Scale	Midterm Scale
A 8	A 40	C+ 23	A 20
B 6	A- 37	C 20	B 15
C 4	B+ 33	C- 17	C 08
D 2	B 30	D+ 13	
E 0	B- 27	D 10	

COURSE REQUIREMENTS

- Demonstrate the ability to write a formal college composition for a specific audience and purpose.
- Use writing tasks that involve both reading and writing
- Assess progress.
- Attend all classes. Participate in class activities, conferences and discussions.
- Access to a computer for composition, and to save and revise your work.
- Register for use of Delta College computers.
- Maintain a Personal Progress Record of your work.
- Maintain positive and courteous behavior in class. PLEASE NOTE: Delta College has a Disruptive Student Policy that I will invoke if necessary.

REQUIRED PUBLICATIONS AND SUPPLIES

- Rules of Thumb 8th Edition. Jay Silverman, Elaine Hughes, Diana Roberts Wienbroer
- Models For Writers 10th Edition. Rosa, Alfred and Paul Eschholz
- Composition With Ketchum course packet, located on Educator.
- A flash drive or other means to store your work for revision and in-class activities.
- A cheap mini-stapler. A file, folder, or binder to store handouts.
- Access to newspapers, radio, television, magazines and other media as reading and writing sources

COLLEGE RESOURCES AND DEADLINES Please be aware of student benefits such as Disability Services and the Teaching Learning Center. Also, please be aware of Delta College's add/drop policies and deadlines.

PARTICIPATION Collaborative work, along with active and conspicuous (but not token) participation in class discussions and activities can lead to better writing and learning. I don't mark you down if you're not a talker, but I don't mark you up if you talk for the sake of talking in hopes of scoring "brownie" points.

MANDATORY ATTENDANCE Being absent is not an excuse for being unprepared for the next session. If you are absent, your work is still due before or at the beginning of class. If you are absent, please contact a class member or your instructor for information as soon as possible.. This is not a correspondence course. By law, Delta College and other educational institutions that receive federal funds are required to maintain attendance records. Only under extreme circumstances will I accept e-mailed or faxed work.

INSTRUCTOR INITIATED DROP FOR LACK OF ATTENDANCE Your English Division instructor will drop you from this course if you miss, for any reason in excess of 2/15 of your classes for this course. For this particular course this semester (or term) that means in excess of five (5) class periods. This is an English Division policy. Tardiness, cameo appearances and early exits count towards your attendance. Please do not attempt to play games with this policy.

FORMATS, ROUGH DRAFTS AND REVISIONS All work must be typed and original. If you have keyboarding issues or problems, now is the time to address them. Not having access to a computer to complete your work is not an acceptable reason/excuse because the college's main campus as well as its centers have computers. Schedule your access to computers according to your academic needs.

AN OPEN INVITATION FOR HONESTY You are no longer in high school. If, for ANY REASON, you do not understand the material that is being covered in class, or you disagree with my teaching methods, the material, and so on, please feel free to contact me outside of class. If you are especially dissatisfied with the class for any reason, please remember that you have the right to drop the course and to enroll in another section taught by someone else as soon as possible. Most students know early on whether or not an instructor or course is “right” for them. As your instructor, I am committed to do the best that I can to work with each of you. However, I will not allow anyone to poison the collegiality and focus of this class with disruptions, innuendo, etc. If you have a class-related problem, there are channels available to you, beginning with direct contact with me.

ACADEMIC DISHONESTY Academic dishonesty will not be tolerated. Examples of academic dishonesty include, but are not limited to, the following: A. Plagiarism B. Cheating on tests, quizzes, or any assignment C. Fabrication D. Aiding and abetting dishonesty E. Falsification of records and official documents. Delta College has published formal policy on this matter.

CLASS DISRUPTION The college has class disruption policies that I am willing and able to enforce.

INSTRUCTOR CONTACT I try to return calls and reply to e-mails within thirty hours during weekdays. However, if you are absent or plan to be absent, I will not give e-mail mini-versions of class lessons or responses to the questions, “What did I miss?” or “What are we going to be doing?” Weekend contact varies. Conference times will be difficult to reschedule.

FAIRNESS Please do not expect me to compromise either my professional standards or your education by giving you an unfair advantage over other students regarding grades, deadlines, and the like. In order to reduce confusion in class, assignment directions are usually in writing.

LATE ASSIGNMENTS Work which is submitted on time will receive priority and will be able to earn the maximum points available. You are responsible for submitting your assignments on time regardless of whether or not you attend class. Points, at my discretion, will be deducted from your late work, and I will not barter with you. I will return late work to you as time permits.

CONFERENCES Students who have conferences with me to review their work usually perform better than those who do not. I will announce the conference schedule in advance. Regular class and office hours will not be held during conference week. Conferences generally last about twenty minutes. Conference times will be difficult to reschedule.

REVISIONS You will have an opportunity to revise some of your work. Revisions and/or your exact responses to my reactions to your drafts, however, do not guarantee a final grade of A.

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.

ADDITIONAL INFORMATION

- Delta College’s official outcomes and objectives for this class are listed on a separate page in this syllabus. The guidelines have been established by the college in order to improve the student’s chances that certain principles and goals will be met—regardless of the instructor, semester or course section. We will refer to these outcomes and objectives periodically during the semester.
- I normally collect work within the first half-hour of class. Assignment directions are usually in writing. Final drafts of your essays will usually be graded and returned to you within two weeks.
- Extra credit assignments are not permitted in this class.

GENERAL ASSIGNMENT INFORMATION AND POINT BREAKDOWN

FIVE SINGLE-SPACED, 2-PAGE (minimum), TYPED, “PUBLIC” JOURNALS (15 points)

Each journal is worth three (3) points) The journals will be based primarily on your responses to the readings. Remember that unless otherwise indicated, each journal **MUST RESPOND TO AT LEAST ONE ESSAY** from EACH of the designated chapters of *Models For Writers*. (please see the schedule below). The remaining part of your journal should be a response to a combination of recent *Newsweek* “My Turn” essays, and news articles from Google. Please keep in mind that two good sources for ideas can be found at the beginning of each essay in *Models For Writers*, (see “Reflecting On What You Know”) and at the end (see “Suggested Writing Assignments) Your journals will be identified by a pen name or nickname of your choice. Only Ketchum will know your true identity. The journals will be awarded numerical credit, not grades, for completion and adhering to guidelines. The journals will also give you an opportunity to practice writing by responding to each others’ ideas. Late or handwritten journals will be penalized 50 percent. No exceptions. Unless otherwise instructed, be sure to include responses to essays from the following chapters of *Models For Writers*:

Journal 1	Chapters 3 (Thesis), 14 (Narration)
Journal 2	Chapters 6 (Beginnings and Endings), 15 (Description)
Journal 3	Chapters 7 (Paragraphs) 20 (Argumentation)
Journal 4	To be announced.
Journal 5	To be announced.

ONE TIMED, IN-CLASS ESSAY EXAM (8 points)

There’s a good chance that you’ll be exposed to this kind of writing situation at various points in your education and career. Make up essay exams will automatically lose two points. Details TBA.

ONE RESEARCH PROPOSAL (3 points) In academic research writing, few authors simply write or research whatever they want without guidelines. After spending sufficient time (it varies) to conduct preliminary research on your topic, your next step is to write your proposal. This one-to-two page document (don’t let its length deceive you) will require you to provide background information on your proposed topic: background information, possible focus and a working bibliography. Your proposal must be approved by your instructor before you can advance to the next stage of actually writing your final mini-research paper.

ONE MINI-RESEARCH PAPER (8 points)

The purpose of this three-to-four page assignment is to introduce you to the research writing process. Although a full-fledged research paper is not required for this course, we will cover such topics as library research skills, writing a research proposal and using the Modern Language Association (MLA) Documentation Style. Your topic must be approved by your instructor. Last-minute topic changes will result in point deductions.

IN-CLASS CASE STUDIES AND/OR EXERCISES (6 points)

Depending upon the needs and progress of the class, you will be assigned a limited number of unannounced case studies and/or exercises that are designed to improve your writing. Make-up points will not be available for these activities. Additional details to be announced.

COLLEGE COMPOSITION ACTIVITIES

The readings, activities and lectures are designed to complement your writing assignments and reflect the kinds of writing concerns students have expressed to me over the years. Your concerns continually change and I attempt to adapt to your suggestions each year. Please note that the list below is tentative; it is not set in stone. In some cases, I will elaborate on some of the items during class. In other cases, I will work with you on some of these items on an as-needed, individual basis during conferences. Semesters vary, but as a rule of thumb I try to cover as many of the following writing concerns in all of my composition classes. Many of these topics are also covered in your handbook.

Starting Points

Getting Started

“Good” Writing”

The Differences Between Journals and Essays

“If Only”

Some Assumptions About Composition Students, Adult Learners, Reading and Writing

Essay Nuts and Bolts I

Thesis Development

Introductions

Paragraphs

Conclusions

Transitions

Patterns of Development

Beyond The Basics

How To Take Essay Exams

Personally Yours

Clichés (Say Somethin’ Different)

Avoiding Sexist and Discriminatory Language

Two Treatments of a Subject

Diction

False Rules and What Is True About Them

Library Technology and Research Skills

Roots of Writing

What Is An Essay?

History of the Essay

Essay Nuts and Bolts II

Topic Selection (The Alphabet Game)

Topic Development

Drafting

Revision (“Idle Moments,” “Speed,” (“Irene”)

Peer Editing

I Said, You Said

Argumentation

The Believing Game

Evidence

ENG 111A, COLLEGE COMPOSITION I

Credits: 5

Lect/Lab: 75/0

Course Description: Prerequisite: ENG 090 with a minimum grade of A-, ENG 098 with a minimum grade of B+, ENG 108 with a minimum grade of B, or ENG 109 with a minimum grade of C acceptable scores on the current College assessment instrument. Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas, shaping and evaluating their writing. Uses reading and language awareness the further development of their writing.

OUTCOMES AND OBJECTIVES

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

OUTCOME 1: Write a formal college composition for a specific audience and purpose.

- Objectives:**
- Use writing processes to generate and organize ideas, including where appropriate, revision.
 - Include a clear articulation of the important ideas.
 - 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 2: Use writing tasks that involve both reading and writing.

- Objectives:**
- Demonstrate the ability to derive meaning from a piece of writing.
 - 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 3: Assess progress.

- Objectives:**
- Assess the progress revealed in a body of work.

