

## ENGLISH 111A COURSE INFORMATION

**Welcome** to our Delta College community and to English III-A. This five-credit class has been designed to **provide you with the extra class time and assistance needed to really understand, practice, and make the writing process your own.** Throughout this semester, you will be encouraged to utilize writing process both in and out of class as you strive to become effective, fluent and confident writers. You will also use reading and language awareness as a way to further develop your writing and communication skills.

In this English 111-A class, you will be exploring not only reading and writing, but your community and yourself as well. Together, through books, conversations, writing and occasional fieldtrips, we will journey around Mid-Michigan. Individually, you will be asked to select, read and write about one aspect of your own hometown, state, history, or family that intrigues you. Collectively, I think you will be surprised by how much you will learn from--and about--each other and our surrounding cities. Personally, I greatly value how much I learn from my students about who we are and why we are special and unique here in Mid-Michigan. My former students have also made contributions to our community through significant community service activities, publishing their writing on a new Delta website I recently developed, and even sharing their Mid-Michigan research essays with the producers of a new PBS documentary, *Sawdust and Shanty Boys*, which we'll view in class! I expect many of you will make worthwhile contributions as well.

***As we work together to connect classroom and community in English 111A,*** you will discover you are not alone as you journey to become a more proficient writer, for your instructor and fellow students will be traveling with you down a road to self-discovery, self-confidence and self-satisfaction. This road may have its share of potholes and bumps (especially here in Michigan), but we will overcome these obstacles together, through reading, discussion, questioning, analyzing, and assisting. Just as there is no one best route everyone must follow to reach a given destination, there is no one best way for students to become good writers. We will utilize writing process, but will explore various ways in which a piece of writing can grow and develop. **I prize and encourage creativity and originality** in this class, so feel free to blaze your own trail. *Your instructor will be close at hand should you need assistance, and you are strongly encouraged to take advantage of my office hours and scheduled conferences.*

## CLASS OUTCOMES AND OBJECTIVES

### **OUTCOME: Write a formal college composition.**

- Objectives:
- \* Consider audience and purpose.
  - \* Use writing process to generate and organize ideas, including where appropriate, revision.
  - \* Include 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: 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.**

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

## Textbooks

On our way to becoming effective writers, we will focus upon **increasing awareness of our own community and exploring state and local resources.** We will utilize two lively and interesting texts that focus on local history: The first, ***The Saginaws: When Timber Was King***, was authored by Saginaw historian and writer Stuart Gross, but inspired by my former Delta English students and their historical research. This 1997 Delta College publication is based on actual historical characters and events from Saginaw's great Lumber Era. It will take us on an exciting adventure back in time to the days when timber was king in Michigan. As our class theme will revolve around the study and exploration of Mid-Michigan, this book will provide exciting reading about our area's somewhat brutal but fascinating beginnings when the lumber barons

ruled the Saginaws (and nearby cities such as Bay City) during the years between 1850 and 1900.

The second text, ***The Story of Logging the White Pine in the Saginaw Valley***, by Harold M. Foehl and Irene Hargreaves, is a short but informative book full of photos, illustrations, and even a map of local sawmills that will help you understand the language, tools and people of the logging era. **As we read and write about actual people and places from this time period, we will also be making connections to the Saginaw/Bay City/Midland communities we know today.** We will also go out and explore Mid-Michigan sites and interview local people in our quest to better know and understand our community.

In addition, we will use the ninth edition of ***Models for Writers***, by Alfred Rosa and Paul Eschholz, published by St. Martin's Press, as it provides a wealth of interesting essays and worthwhile critical thinking activities, study materials and vocabulary exercises. **I also ask that you purchase the *English 111A Course Pack***, which contains useful worksheets/materials needed throughout the semester and allows you to preview and work ahead on some assignments. **The American Heritage paperback college dictionary and a thesaurus** are additional writing tools required daily and recommended for use in future classes as well.

Our final required text for the course is ***Writers INC***, a practical all-purpose text/handbook/student almanac. *Writers INC* provides clear explanations, guidelines and examples that will help you write effectively for class, work, or personal use. We will utilize this handbook each class period, and you should refer to it frequently out of class as well. *\*Students tell me they rarely sell this book back, as they find it so useful.*

### **Attendance**

This is very important as we will be working with and practicing the writing process together in class. **Keep in mind that each student should notify the instructor (see phone numbers/e-mail on cover page of this handout) if s/he is unable to attend class and plan to make up any missed work.** Three or more missed classes (unexcused) may result in the instructor's withdrawing a student from the course.

### **Supplies / Materials**

Two new 2-pocket folders (paper type, not plastic)--please clearly label these with your name (first & last) and class in the **upper right hand corner**

One 3-ring notebook--with divider sections--for *Course Pack* and all class materials

Straight-edged notebook paper for in-class writing  
 Blue and/or black ink pen for in-class writing and quizzes  
 Highlighter Marker  
 Computer Disk to SAVE ALL WRITTEN WORK *Optional: White-out*

## COURSE REQUIREMENTS

**Course requirements for English III-A are indicated below, and grades will be determined by:**

- **completing directed reading and writing assignments** and keeping a class notebook. (20 % of grade)
- **writing exploratory writing assignments.** Freewrites and exploratory writing may be word-processed or hand written, (10% of grade)
- **writing polished writing assignments.** Polished writing should always be word processed and double spaced, with correct spelling and grammar. We will work on a variety of writing assignments, and your instructor and other students in class will offer helpful suggestions for improvements. (50% of grade)
- **taking quizzes & essay test.** (20% of grade)

### Possible Points

#### Writing

Narrative Essay .....	50
Descriptive Essay .....	50
Revised Essay.....	25
Expository Essay/Research.....	100

*\* Essay may involve a community activity and/or service.*

End-of -Semester In-Class Essay.....	25
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<b>Freewrites</b> .....	50
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(3 pts. each *in class* x 17)

#### ) **Reading/Writing/Class Activities**

Class Notebook.....	5
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*\*Must be organized/checked in by Week 3*

Reading Responses/Questions .....	75
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Group Presentation .....	20
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<b>Quizzes/Essay Test</b> .....	100
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*\* (Missed quizzes must be made up by the next class period student returns; it is up to the student to make arrangements with the instructor to make up a missed quiz before or after class or during instructor's office hours--not during class. TLC Academic Testing Center is an option for essay test.)*

**TOTAL POSSIBLE POINTS-----500**

*\* Points subject to change as necessary*

### **Plagiarism**

Each of you is responsible for doing your own work and for giving written sources credit when credit is due. \*See plagiarism statement, in course pack, for additional information.

### **Late Policy**

Because assignment deadlines will be announced well in advance, NO late work will be accepted; however, I have made the following provisions to allow for an emergency situation or significant personal problem. Given the nature of a writing class, it is crucial that you budget your time wisely so that you are in step with the same program we are all following. To lag behind does not only yourself and your work a disservice, but it also inconveniences the rest of the class as well. Therefore, it is expected that work at all stages of the writing process will come in according to the schedule set by the instructor on the calendar(s) provided. If you are not able to meet this expectation, or if an emergency arises, you have the following options: A) Use the "free" slip provided by the instructor. This slip has a one-time use. No late penalty will be given when it is used. B) Arrange with me at least 24 hours in advance as to how you will get the draft to me so that it will be on time. I encourage you to take advantage of any of our current technologies: e-mail (mblooby@delta.edu) or fax (989-686-0485), as well as more traditional methods: drop off early, give to a friend to bring in, or use the U.S. mail addressed to: Prof. Mary Beth Looby, English Division, Delta College, 1961 Delta Road, University Center, MI 48710.

### **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 D-102. The telephone number is 686-9330.

Mike Cooper, Disability Services Director, D Wing, D-102, 989-686-9322

### **Classroom Conduct**

Students are expected to act responsibly and to conduct themselves in the classroom in a manner that **does not disrupt the learning process**, with mutual respect and civility. **Note: Cell phones must be turned off and put away at all times.** (\*See Disruptive Student Policy for details.)

### **Conferences**

In class conference time will be planned for midterm and end of semester, to check your progress and answer any questions or concerns you may have. You may also request/see your grade at any time during the course of the semester by meeting with me during office hours; please wait until after the first major writing assignment to request a grade. You will be asked to schedule individual writing conferences with me, during class time, for each major

writing assignment--something students unanimously report is very helpful. In addition, you are urged to talk to me at any time should you have a question, problem, or something to share.

**Finally, in what we know is a rapidly changing world, I believe the continued development of reading, writing, and thinking skills may well be the most important thing we do to succeed and survive in this expanding Information Age. Therefore, I will do all that I can to help you gain efficient language and critical thinking strategies, and I highly encourage you to commit yourselves to the fullest participation in these goals. We are very pleased you have selected Delta College, and we are here to help you in any way we can. You can succeed as a college reader and writer, and we will journey together to realize this goal. Have a great semester!**

***Welcome to English 111A***