

English 111A: Introduction to Academic Writing and Reading

Section: FA150

Time: 11:30-1:55

Room: S057

Instructor: Jennifer Niester-Mika

Office: S049 (main campus), A-003 (Writing Center)

Office Number: 686-9514

Office Hours: MW 10-11 a.m., 2 – 4 p.m. unless otherwise specified

Email: jenniferniester@delta.edu

Required Texts and Materials

- ❖ Lunsford, *The Everyday Writer*, 4 ed. with Exercises
- ❖ Computer use and back-up computer use
- ❖ Thumb drive or CD with all work from 111A saved to it for back-up purposes
- ❖ An active Delta email account
- ❖ A college dictionary and thesaurus
- ❖ <http://educator.delta.edu>
- ❖ Basic tools for note-taking and word processing: pens/pencils, a notebook for just this class, a stapler, folders to keep track of all your assignments (plan on devoting one folder to each major assignment), a binder or folder for your journals, and access to a reliable printer

Note: This document is not a contract and the Instructor reserves the right to change any aspect of the syllabus/schedule/assignments if needed to meet the course objectives. The students will be informed of such in a timely manner.

TIME COMMITMENTS:

1. Be prepared to spend at least one hour each week, outside of class time, for each hour of in-class time for each of your developmental-level college classes. This class meets 5 hours per week, which means that (most weeks) you will need at least 5 additional hours to complete your English 111A work satisfactorily.
 - ❖ ***Most new college students significantly underestimate how much time to set aside for class work each week and end up disappointed in their grades.***
2. I will meet with each of you for mandatory mid-semester individual conferences the week of Oct. 19. There will be no regular class that day, but if you miss your scheduled appointment with me (some of which will fall outside of our usual class time), I will mark you absent for a class session. I will not reschedule another conference time for you, except in extraordinary circumstances.

General Course Information:

This class is designed to develop fluent, effective, and confident writers. Throughout the semester we will practice the process of composing; generating ideas, shaping and evaluating their writing. We will also use reading and language awareness to further develop our writing.

Note: 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.

Outcomes and Objectives

According to the standards set by Delta's English Division, a successful student in this class should be able to master the following outcomes and objectives:

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.
- 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 conventions of standard written English.

Outcome: 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.

Outcome: Assess progress

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

Grading Scale

95-100% A

90-94.9% A-

86-89.9% B+

83-85.9% B

80-82.9% B-

76-79.9% C+

73-75.9% C

**** Any grade below 73% means you'll have to retake ENG111 to move forward *****

70-72.9% C-

66-69.9% D+

63-65.9% D

60-62.9% D-

0-59.9% F

Grading Breakdown/Assignments

Homework:	17%
Blog:	17%
Literacy Narrative:	13%
Media Literacy Group Project	10%
Exploratory Project on Culture:	17%
E-Portfolio	13%
Participation/In-Class Activities/Quizzes	13%

Revisions

All essays can be revised once for a higher grade unless they were turned in late. 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-046]). Furthermore, I will only read revised essays if they are submitted with the previously graded essay.

Paper Format

All papers must be written in MLA Style: 12-point Times New Roman font, double-spaced, and formatted with one-inch margins on all sides. Your name, my name, English 111A, and the date must be in the upper left-hand corner. The header of your paper must contain your last name and page number in the upper right corner. Final drafts must be submitted with the rough drafts in a folder.

Late work

Formal assignments are due in class on the stated day and will be downgraded a half a letter grade per calendar day late (turning in an assignment late, but on the same day, will count as one day late). Homework will be due at the beginning of class. 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 e-mail me to see if additional homework was assigned; I will reply as soon as I get your message).

Attendance and Participation

Regular attendance is essential for successfully completing this course and is necessary to get an “A” for your participation grade. When you read through the class 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 homework, and take the initiative to contribute to class discussions.

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. **A student who misses four or more sessions will be**

dropped through an instructor-initiated drop or may fail the course (this is a division wide policy).

For further information: <http://www.loc.gov/poetry/180/013.html>

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, two late arrivals and/or early departures will be counted as one absence.** To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. 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.

Disruptive Behavior

I define disruptive behavior as anything that detracts from the ability of anyone—including you—in the class to learn or to teach. Disruptive behavior includes, **but is not limited to**, the following: talking out of turn; getting up and leaving the room frequently; using cell phones or other electronic devices in class; doing homework for another class; refusing to participate in class activities; and generally failing to treat others in the class with respect. However, the most common disruptive behavior is packing up your belongings or getting ready to leave before class is over. To college instructors, this is a form of disrespect.

- If you choose to engage in disruptive behavior, you will be given a warning. If the behavior persists, you will be asked to leave class for the rest of the period and marked absent.
- Persistent disruptive behavior may be cause for disciplinary referral.
- If you need to leave the room frequently for medical reasons, please let me know.

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an “F” for the project and possibly an “F” 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.

Withdraw Deadline

The last day to withdraw with a grade of W is **November 24**. 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 F instead of a W at the end of the semester.

RESOURCES FOR WRITERS:

Delta's New Writing Center Café:

<http://www.delta.edu/writingcenter.aspx>

Location: A-003 Hours: Mon – Thurs, 9 – 6; Fri. 9 – 2.

At the Writing Center peer writing consultants and writing faculty offer assistance to all students who would like a trained, skilled reader to assist with papers. Students will be served on a drop in basis -- no appointment necessary. When visiting the writing center, bring a description of your assignment as well as any writing you have (though you may want to visit the Writing Center to brainstorm a paper or get guidance on where to begin). You may also submit drafts online for feedback within 48 hours (Monday – Friday).

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 homework-related discussion questions, supplemental readings, 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). Also, Marcie Carter, the Director of the Bridge Program, in D-106 (686-9163), is trained to help developmental learners.

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 and reading. I am happy to discuss your writing and reading 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.

Class Schedule

Note: This is a tentative schedule and subject to change to meet the needs and preferences of the class. See Educator for up-to-date assignments and due dates.

Week One

Aug. 31

Class Introduction

“Dreams” – Langston Hughes/Writing Activity

HW:

1. Read and Reflect on: Rhetorical Situations and the Vonnegut essay

http://www.wwnorton.com/college/english/write/fieldguide/writing_toolbar.asp?pgname=rhetorical.asp&title

<http://literature.sdsu.edu/onWRITING/vonnegutSTYLE.html>

Questions for Reflection: “How do the key rhetorical elements and the advice by Vonnegut relate to what you’ve been taught in previous writing classes or in workplace writing? Can you think of assignments where you applied these concepts and rules?” (300- 500 words)

2. Read Carie Windham’s essay on Netgenners (located on Educator in the “Readings” Packet), “The Student’s Perspective” (located in Readings Packet on Educator) and write a response to the following question: How do you relate to Carie Windham’s definition of a “net-genner”?

Sept. 2

Homework discussion

Annotating: “Striving for An F” – Approaches to reading (chapter 11 in handbook)

Introduction to Assignment One: Literacy Narratives

HW: Read the selections below and answer the following questions, writing a paragraph response for each. Paragraphs should be at least five sentences.

Readings:

1. Malcolm X “Prison Studies” (.pdf in Educator)

Question: In what ways is X's experience of becoming literate the same or different than yours? Would you rather have leave to teach yourself what you're interested in or go to school?

2. Read Amy Tan "Mother Tongue" (.pdf in Educator)

Tan's focus here is on the "different Englishes" she uses. What are these, and what occasions her shift from one to another? Consider, as well, her feelings about these various "Englishes" and about her mother's fractured English. In what ways are these both limiting and liberating for communication?

3. Read Mike Rose "Potato Chips and Stars" (.pdf in Educator).

Rose describes several different literacies – ways of reading and thinking in grammar, math, chemistry, and astronomy. His narrative shows that he was more successful in learning to read science than grammar or math. Why do you think this was the case? How did science fiction support his abilities in science – and vice versa?

Week Two

Sept. 9

Class Discussion

Creating a grading rubric

Discuss future readings: hot topics, citizenship, pop culture

HW: Read and grade student examples (Educator) and write a paragraph about each, describing how the content could be changed (where descriptions could be fleshed out, how the introduction could set it up better, where it could be shortened to omit unnecessary details, etc.)

Week Three

Sept. 14

Brainstorming Activity/Writing Process – Handbook exercise 2.2 in regards to past assignments

Drafting Workshop

HW: complete a rough draft and bring four copies to class

Sept. 16

Peer Revision Workshop

Section 9 (90-102) Peer Response

Introduction to Assignment Two: Blog Project/Brainstorming

Create and complete your first blog entry

HW: Revise your literacy narrative rough draft, complete peer assigned exercise from the textbook, and complete final draft for submission

Assigned Readings:

"Meet Joe Blog": <http://blog.maisnam.com/files/articles/2004.06.14/blog.time.article.htm>

"The World Depends on This": <http://www.riverwalking.com/essay3.html>

Darfur Essay from O Magazine (Educator)

Reflect: Write a 250-word reaction for each essay.

Week Four

Sept. 21

Literacy Narrative Due

Reading/Blog Discussion

Summarizing

Assigned Readings:

“The Moral Obligations of Living in a Democratic Society” (Educator)

“Lifeboat Ethics: Case Against Helping the Poor”

http://www.garretthardinsociety.org/articles/art_lifeboat_ethics_case_against_helping_poor.html

“People Like Us”: <http://www.theatlantic.com/doc/200309/brooks>

Reflect: Write a 250-word reaction for each essay.

Sept. 23

Reading/Blogging Discussion

Media Literacy – Introduction to Group Project

Assigned Reading:

“Abandoning the News”: <http://www.carnegie.org/reporter/10/news/index.html> (HW: Summarize)

“We Media”: <http://www.hypergene.net/wemedia/weblog.php?id=P36> (HW: Compare this article with

“Abandoning the News” – 250 words+)

HW: Find three articles that interest you from a news source

Week Five

Sept. 28

Readings/media literacy discussions

Readings:

The Book Stops Here: http://www.wired.com/wired/archive/13.03/wiki_pr.html

The Real Media Divide: http://www.washingtonpost.com/wp-dyn/content/article/2007/07/15/AR2007071501110_pf.html

Reflect: Write a 250-word reaction for each essay.

HW: Test run ideas using guidelines provided in class

Sept. 30

Assigned Groups

Workshop day – Ning Groups

HW: Collaborate online

Week Six

Oct. 5

Designing Presentations of Your Topic

HW: Complete presentations

Oct. 7

Presentations

Assigned Readings:

Watching TV Makes You Smarter -

<http://www.nytimes.com/2005/04/24/magazine/24TV.html?ei=5090&en=e08bc7c1e7acbb59&ex=1271995200&pagewanted=all&position=>

Freakonomics excerpt:

http://www.bookbrowse.com/excerpts/index.cfm?fuseaction=printable&book_number=1571

Reflect: Write a 250-word reaction for each essay.

Week Seven

Oct. 12

Follow Your Interest Topic Proposal – theme “Culture” – Chapter 5 handbook

HW: Complete the class handout on three potential topics

Assigned Readings:

Readings: “Meet My 5,000 New Best Pals” http://www.usatoday.com/tech/news/2006-09-19-friending_x.htm

What’s on Your Playlist: <http://www.sfgate.com/cgi-bin/article.cgi?file=/chronicle/archive/2005/04/18/BUGJ1C9QCS1.DTL&type=tech>

Reflect: Write a 250-word reaction for each essay.

Oct. 14

Workshopping Ideas

HW: Develop Topic Proposal

Readings:

Identity Marketing,: <http://www.marxists.org/reference/subject/philosophy/works/us/klein.htm>

Raunch Culture: <http://www.ariellevev.net/books.php?article=2>

Reflect: Write a 250-word reaction for each essay.

Week Eight

Oct. 19

Conferences

Oct. 21

Assignment 4: Exploratory Essay on Culture

Brainstorming Collage: Exploring Topics through various perspectives

Gathering Materials

HW: Write a personal segment

Assigned Readings: Collage examples

Week Nine

Oct. 26

Workshopping Segments

Finding other perspectives

The Visual

Assigned Readings: Assigned Readings on technical communication/visual rhetoric

HW: bring in three visuals, as well as your other materials

Oct. 28

The Visual

Putting it together in a collage

HW: Bring in completed brainstorming collage

Week Ten

Nov. 2

Presenting Our Collages

Mining out thesis statements

Assigned Reading: Genre Packet

Reflect on each genre and explain how you could present your topic within each. Also chart out a comparison between each genre

Nov. 4

Beginning formal essays - defining rhetorical situation: mode/genre, medium

HW: Try out three different ideas for presentation and bring them into class

Assigned Reading: More genres

Week 11

Nov. 9

Workshopping

HW: Complete a rough draft

Nov. 11

Peer Revision Workshop

Reflecting on Blog: Composing Our Final Posts

Assigned Readings: "Cognitive science's search for a common morality":

<http://bostonreview.net/BR30.5/saxe.php>

"Mysterious Connections that link us together" <http://www.npr.org/s.php?sId=4753976&m=1>

Reflect: Write a 250-word reaction for each essay.

Homework: Revise final draft of Assignment 4 and complete peer assigned exercise from the textbook

Week 12

Nov. 16

Comparing our final blog entries

Developing a formal reflective paper for the block – claim-based essay with support

Assigned Readings: TBA

HW: Outline with examples of support

Nov. 18

Writing our formal reflective essays

E- Portfolio project

HW: complete rough draft of reflective essay and bring four copies to class

Assigned Readings: No Work and All Play – James Surowiecki

http://www.newyorker.com/archive/2005/11/28/051128ta_talk_surowiecki?printable=true

“What You Do is What You are” (.pdf on Educator)

Reflect: Write a 250-word reaction for each essay.

Week 13

Nov. 23

Peer Revision Workshop

Exploring career paths: <http://www.delta.edu/servicesforstudents/careerplanningwebsite.aspx>

<http://www3.delta.edu/careercenter/>

Buzzwords for E-Portfolio

Setting up E-Portfolio

HW: Bring in possible exhibits for your E-Portfolio on disk

HW: Revise reflective essay and complete peer assigned exercise from the textbook

Nov. 25 - Thanksgiving

Week 14

Nov. 30

Workshop

Discussing what we gained from our first semester(s) of college

HW: TBA

Dec. 2

E-Portfolio

HW: TBA

Week Fifteen

Dec. 7

E-Portfolio

HW: TBA

Dec. 10

E-Portfolio

HW: TBA

Finals

Dec. 14

E-Portfolio due