

Fall 2011

Eng 111A-FA135

Writing Methods/College Composition I

Delta College

Instructor: Kristina Rouech
Email: kristinarouech@delta.edu
Class Mtgs: M/W 9:00-11:25am – S059

Office: S053 **Mailbox:** S006
Office Number: 686-9159
Office Hours: Wed. 11:30-1:30pm

I will always be available via email to provide additional help throughout the semester. I try to respond to student emails within a 24-hour period of time. I am also available before class, after class, and other times on Monday and Wednesday as needed.

Required Texts and Materials

- ❖ *Write Now*, by: Daniel Anderson
- ❖ *The Pocket Wadsworth Handbook* (5th ed.), by: Kirszner & Mandell
- ❖ A writing journal
- ❖ 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

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.

Course Catalog Description:

Prerequisite: READING LEVEL 2 and WRITING LEVEL 3. Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas, shaping and evaluating their writing. Uses reading and language awareness to further the development of their writing. This course will transfer to universities and partially fulfill the college's English composition requirement. Credit may be earned in only ENG 111, ENG 111A, ENG 111B, ENG 111C or ENG 111H. (45-30)

Find three classmates to exchange information with in case of absence or questions about class.

Name	Phone	Email

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:

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.

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.

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.

Grading Scale

93-100%	A
90-92.9%	A-
86-89.9%	B+
83-85.9%	B
80-82.9%	B-
76-79.9%	C+
73-75.9%	C
70-72.9%	C-
66-69.9%	D+
63-65.9%	D
60-62.9%	D-
0-59.9%	F

Assignments/Grade Breakdown

In-Class Writing/Homework:	20%
Analysis of a Viral Video:	5%
Rhetorical Analysis of a Song/CD:	10%
Playlist:	10%
Audio Essay:	10%
Annotated Bibliography:	5%
Portfolio:	10%
Photo Essay:	10%
Digital Video:	10%
Media Project:	10%

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. Each assignment also must be sent as a rich text document (.rtf) attachment.

Attendance

Attendance in class is vital to your success. This includes being on time and in class for the entire session. **There are NO “excused” absences.** Absences, tardies, and leaving early will affect your final grade in this course:

- Two (2) Absences are allowed with no penalty.
- Absence #3 will result in your final grade being reduced by 5%
- Absence #4 will result in your final grade being reduced by 10%
- Absence #5 will result in you being dropped from the course (see policy below)
- Every three (3) tardies/leaving early will equal one (1) absence

Instructor Initiated Drop for Lack of Attendance

Critical thinking skills and communicating effectively, especially in writing, will be needed in your chosen profession and as you continue in your education. You will have little chance of passing this course if you are regularly late or absent; consequently, I adhere to the following English Division policy for attendance:

Your English Division instructor may 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 4 class periods.

If you are late or absent, you are still responsible for getting all completed assignments to me on time. Assignments may be delivered to the English Department Office (S-006), ask the secretary to date and sign it so that I know it is on time. She will place it in my mailbox.

If you miss class, do not send me an e-mail asking what you missed. I may not have the time to catch you up on all that you have missed. I suggest you exchange contact information with at least one other person from the class so you can catch up on anything you missed while you are absent.

If you are late, please be respectful and quietly find a seat. If you leave early, then do so quietly. In-Class work may not be made up. In other words, it doesn't pay to be late or leave early, but it's better than being absent. Arriving tardy and/or leaving early will be noted by the instructor, every three (3) will equal one (1) absence.

Delta College recognizes that, on occasion, special college-connected events will conflict with scheduled class/laboratory times. Before those special occasions, the student will work with the instructor to make alternate arrangements.

Late Work

The course is collaborative in nature and work must be completed on time. **Late work will NOT be accepted.** If you are having difficulties, you must talk with me prior to the day the assignment is due. You must complete all formal papers to be successful in this course. Missing any of the papers will result in automatic failure of the course.

Integrity of Academic Work (From the Delta College Catalog)**I. Statement of Values**

The principles of truth and honesty are fundamental to a community of learners. All members of the Delta College Community are expected to honor these principles and are responsible for maintaining the integrity of academic work at the College.

Plagiarism or any misrepresentation of work, unsanctioned collaboration, use of prohibited materials, and participation in any form of dishonesty all constitute violation of this policy.

Violations of this policy will result in the actions and consequences specified within this policy.

II. Faculty determined standards of integrity for academic coursework.

Examples of academic dishonesty that would constitute violations of this policy include, but are not limited to, the following:

- A. Plagiarism*
- B. Cheating on tests, quizzes, or any assignments
- C. Fabrication
- D. Aiding and abetting dishonesty
- E. Falsification of records and official documents

*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)

III. Faculty and Staff Responsibilities.

Faculty should do the following, where applicable and when appropriate:

- A. Provide clarification about the nature of academic dishonesty.
- B. Clarify expectations for homework, assignments, collaborative student efforts, research papers, exams, etc.
- C. Identify any specific style/format requirements for assignments.
- D. Communicate ethical and professional standards associated with courses and programs.
- E. Honor principles of truth and honesty and in so doing protect the validity of college grades.

IV. Student Responsibilities and Rights

Delta College Students are responsible for understanding/following

- A. All provisions of this policy including, but not limited to, examples under I and II above.
- B. Specific course policies for academic work.
- C. Other College policies as specified in the current Delta College Catalog.
- D. Commonly understood principles of personal honesty and integrity.

The student may appeal, through the Disputed Final Grades policy, any grade affected by a charge of academic dishonesty.

V. Process for Policy Violations by Students

- A. Faculty may use their discretion and judgment in any suspected violation of this policy, including limiting action to a warning. If the faculty member determines that this policy has been violated, then the process outlined below will be followed.
1. If the faculty member decides that a violation of this policy will not affect the student's assignment or course grade, the faculty member will explain the violation to the student and warn the student of future consequences for similar behavior.
 2. If a faculty member decides that a violation of this policy will affect the student's grade in the course, then the faculty member will explain the decision in writing to the student within a reasonable time frame. The faculty member will then send copies of the written explanation to the appropriate Division Chair, Academic Dean, and the Chief Academic Officer of the College.

Both the Division Office and Academic Office will maintain permanent records of these violations.

- B. When a violation is reported to the Academic Office, the Chief Academic Officer of the College will determine appropriate consequences beyond the course grade for the student, including, particularly in the case of a repeated violation of this policy, possible dismissal from the College.

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.

Disruptive Students (From the Delta College Catalog)

Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct on campus creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student from class/campus.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the following formal procedures will be implemented.

1. The student will be verbally warned by the faculty or staff member the student's behavior is considered to be disruptive (describe the behavior to which the faculty/staff member is referring) and that if the student continues the behavior, s/he will be asked to leave the class/building.

2. If the student persists with the disruptive behavior, the faculty/staff member can then ask the student to leave the class or campus. At this time the faculty/staff must warn the student that failure to leave may result in police intervention. The faculty/staff must indicate whether the suspension is just for that day or if the student must appeal to the appropriate Division Chair to reenter the class. In other words, clarify for the student whether the suspension is temporary or permanent.
3. If after the previous verbal warnings the student continues to demonstrate disruptive behavior, the faculty/staff will summon the appropriate police agency who will have the option of arresting the student for criminal trespass, if necessary. The faculty/staff member's request for the student to leave provides the police agency with sufficient probable cause to affect an arrest.
4. If as a result of faculty/staff member's request for expulsion the student leaves the classroom/campus, the faculty/staff will notify their Division Chair or immediate supervisor in writing within 24 hours of the incident. The written report must include the student's identity and the behavior that was considered to be disruptive. Sufficient detail must be provided to allow the Chair/Supervisor to assess whether or not the policy was followed. Please note that the written report is only necessary when considering expulsion. Temporary suspension is handled informally by the faculty/staff member.
5. The Division Chair/Supervisor must immediately contact the student by phone, with a follow-up through registered mail, notifying them of the opportunity to explain the incident from the student's point of view. In addition, this notice will include the date by which the student must respond back to the Division Chair (or designee) or else forfeit their right to appeal the expulsion. Generally, the student will be given three class* days to respond in person, by phone, or mail (postmarked). Within 24 hours of the conclusion of the meeting to review the suspension, the Chair/Supervisor will decide if the removal was justified or if the student should be reinstated. The Chair/Supervisor may find it necessary to consult with other College employees, students, or records for additional information upon which to base their decision. The Chair/Supervisor may support or deny the removal, or make other arrangements for the student.
6. The decision of the Chair/Supervisor will be conveyed to the student and the faculty/staff member who caused the removal as soon as possible, either in person or by phone. A written confirmation of the decision will be sent to both the staff member and the student within three class days. Within three class days of the receipt of the written decision, the student or the staff member may appeal in person, by phone, or in writing the decision to the appropriate Dean/Supervisor (identified in the written decision by the Chair); whose decision will be final.
7. It is important to emphasize that each step of the process should proceed as quickly as possible, while maintaining fairness and objectivity.

*For the purpose of this policy, class days include only Monday-Friday when Delta College classes are in session.

Withdraw Deadline

See the Academic Calendar for withdrawal deadlines. 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 WE/WP/WI at the end of the semester.

RESOURCES FOR WRITERS:**Delta's New WRIT Center:**

<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.

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 via email on anything that may be difficult or confusing to you. 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

The following schedule is a tentative class outline and is subject to change based on instructor/class needs.
Homework assignments will be filled in as the course progresses.

Class Meeting	Complete BEFORE Class	Class Topic	Class Recorder
Week 1: Monday August 29 th		<ul style="list-style-type: none"> • Introductions • Syllabus • Survey • Textbook Introduction • What is writing? 	Kristina Rouech
Wednesday August 31 st Class meets in A135: 9-11:25	Read <i>WN</i> Ch. 1	<ul style="list-style-type: none"> • Focus: Rhetorical Situations, Mediums, and Genres; Cultural Networks • Video 1: Understanding Cultural Networks • Video 2: Rhetorical Situations • Key Project: Analysis of a Viral Video 	
Week 2: Monday September 5 th		☺ No Class ☺ Labor Day break Sept. 3-6	None
Wednesday September 7 th Class meets in A135: 9-11:25	Read <i>WN</i> Ch. 3 Read <i>WN</i> Ch. 7	<ul style="list-style-type: none"> • Focus: Critical Reading and Writing; Zooming In and Out • Video 4: Rhetorical Appeals • Key Project: Rhetorical Analysis of a Song or CD 	
Week 3: Monday September 12 th	Due: Rhetorical Analysis of a Song or CD Read <i>WN</i> Ch. E5	<ul style="list-style-type: none"> • Focus: Playlists • Video 32: Playlists – Audio Materials to Include • Video 33: Playlists – Composing a Playlist • Key Project: Playlist 	
Wednesday September 14 th Class meets in A135: 10-11:25	Read <i>WN</i> Ch. 20	<ul style="list-style-type: none"> • Narration • Video 34: Playlists – Adding Visuals • Video 35: Playlists – Embedding Web Materials • Key Project: Playlist 	

Class Meeting	Complete BEFORE Class	Class Topic	Class Recorder
Wednesday September 21 st		<ul style="list-style-type: none"> Peer workshop: Playlist Key Project: Revising Playlist 	
Week 5: Monday September 26 th	Due: Playlist Read <i>WN</i> Ch. 4	<ul style="list-style-type: none"> Focus: Persuasion Video 4: Rhetorical Appeals 	
Wednesday September 28 th Class meets in A135: 10-11:25	Read <i>WN</i> Ch. 9	<ul style="list-style-type: none"> Focus: Proposals Video 19: Identifying a Problem Key Project: Topic Proposals for Audio Essays 	
Week 6: Monday October 3 rd	Read <i>WN</i> Part 3	<ul style="list-style-type: none"> Focus: Research Video 10: Research 	
Wednesday October 5 th Class meets in A135: 10-11:25	Read <i>WN</i> Ch. E4	<ul style="list-style-type: none"> Focus: Annotated Bibliographies Video 31: Bibliographic Software Library Instruction in A135 Key Project: Annotated Bibliography 	
Week 7: Monday October 10 th	Read <i>WN</i> Ch. E3	<ul style="list-style-type: none"> Focus: Audio Essays Video 29: Audio Essays and Intellectual Property 	
Wednesday October 12 th Class meets in A135: 10-11:25	Read <i>WN</i> Ch. 19	<ul style="list-style-type: none"> Focus: Organization Video 30: Audio Editors Key Project: Audio Essay in Progress 	
Week 8: Monday October 17 th		<ul style="list-style-type: none"> Focus: Audio Essays Video 40: Fair Use and Intellectual Property 	
Wednesday October 19 th Class meets in A135: 10-11:25		<ul style="list-style-type: none"> Key Project: Draft of Audio Essay Due 	
Week 9: Monday October 24 th	Read <i>WN</i> Ch. E2	<ul style="list-style-type: none"> Focus: Portfolios Video 13: Revising 	

Class Meeting	Complete BEFORE Class	Class Topic	Class Recorder
Week 10: Monday October 31 st	Read <i>WN</i> Ch. 13 Read <i>WN</i> Ch. 25	<ul style="list-style-type: none"> • Focus: Visual Rhetoric • Video 23: Images and Intellectual Property • Video 54: Reading and Writing with Visuals – Visual Elements • Video 55: Reading and Writing with Visuals – Visual Strategies 	
Wednesday November 2 nd Class meets in A135: 10-11:25	Read <i>WN</i> Ch. 26	<ul style="list-style-type: none"> • Focus: Visual Rhetoric • Video 56: Reading and Writing with Visuals – Medium, Genre, and Rhetorical Situation • Key Project: Photo Essay Draft Due 	
Week 11: Monday November 7 th	Read <i>WN</i> Ch. 2	<ul style="list-style-type: none"> • Focus: Revision – Composing Processes 	
Wednesday November 9 th Class meets in A135: 10-11:25	Read <i>WN</i> Ch.19	<ul style="list-style-type: none"> • Focus: Revision – Organization • Key Project: Revised Photo Essay Due 	
Week 12: Monday November 14 th	Read <i>WN</i> Ch.E8	<ul style="list-style-type: none"> • Focus: Digital Videos • Video 38: Digital Video Strategies 	
Wednesday November 16 th Class meets in A135: 9-11:25		<ul style="list-style-type: none"> • Focus: Digital Videos • Video 39 – Video Editors • Key Project: Topic Proposals for Digital Videos 	
Week 13: Monday November 21 st		<ul style="list-style-type: none"> • Focus: Digital Videos • Key Project: Digital Videos Draft Due 	
Wednesday November 23 rd		<ul style="list-style-type: none"> ☺ No Classes Nov. 23rd-27th ☺ Thanksgiving Break 	None

Class Meeting	Complete BEFORE Class	Class Topic	Class Recorder
Wednesday November 30 th Class meets in A135: 9-11:25		<ul style="list-style-type: none"> • Focus: Revision and Portfolios • Key Project: Media Project in Progress 	
Week 15: Monday December 5 th		<ul style="list-style-type: none"> • Focus: Revising Portfolios/Media Project 	
Wednesday December 7 th Class meets in A135: 9-11:25		<ul style="list-style-type: none"> • Focus: Portfolios • Key Project: Finalizing Portfolio with Revised Media Project 	
Week 16: Monday December 12 th		<ul style="list-style-type: none"> • Turn in Portfolio with Revised Media Project 	None
Wednesday December 14 th		<ul style="list-style-type: none"> • Class Survey • Celebration/Presentation of Media Projects 	None