

English 111A, Writing Methods/College Composition I
Delta College
Fall 2011
Time:
Days:
Room:

Instructor: Mr. Vande Zande
Office: S049
Office Hours:
Office Phone: (989) 686-9538
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Required Texts: None

Materials:

One notebook
Devices for saving documents (ideally a USB device)

Course Description:

Welcome to English 111A and your introduction to college-level writing! This five-credit course is designed to provide you with additional class time to thoroughly understand and apply the writing process. Throughout the course, and with the help of myself and your peers, you will discover and shape your own individual writing process -- a process that will help you produce solid college-level papers. The type of writing we will be concerned with is the kind that attempts to communicate thoughtful ideas to a specific audience. This type of writing is often the most difficult because it requires writers to constantly transcend themselves and evaluate the needs of their audience (the reader). A majority of our course time will be aimed at helping you analyze and meet the needs of your audience.

Your four essays will go through brainstorming, prewriting, drafting, work shopping, and proofreading before they are ever turned in to me. In addition, you can use the comments I provide to revise the paper one more time. As you can see, this course provides the active learning environment you need to become a better writer.

Objectives and Outcomes:

When you leave this course with a passing grade, the English Division of Delta College expects that you can demonstrate an acquisition of new writing skills. I will provide you with a sheet that details the Division's Outcomes and Objectives for this course. In a shortened version, I expect that you will have the following skills:

1. You will be familiar with strategies that will help you generate ideas, draft papers, give and receive and apply constructive criticism, revise, and proofread.
2. You will have a clear understanding of sentences, paragraphs, introductions, conclusions, and thesis statements.
3. You will have the ability to evaluate your audience for writing tasks, and you will be able to examine ideas critically.
4. You will be able to make claims and back those claims with written evidence.
5. Your writing will exhibit a solid grasp of grammar and punctuation.

Grading:

There are 475 points available in this course. Your essays will be evaluated by their show of organization, logic, development, introductions and conclusions, thesis, and grammar and mechanics. The 475 points available break down as follows:

First essay--	Kabalarian	750 words--75 pts
Second essay--	Significant Experience	750 words--100 pts
Third essay--	Social Constructionism	1000 words--100 pts
Fourth essay--	Art Analysis	1000 words--100 pts
Writing Groups--		50 pts
Final Exam--		50 pts

Your grades will be determined by the percentage of the points you earn.

- A- to A which is 90% to 94% and above
- B- to B+ which is 80% to 89%
- C- to C+ which is 70% to 79%
- D to D+ which is 63% to 69%
- E which is 62% or below.

I highly recommend that you earn a C in this course before you try to tackle the challenges of English 112. Many universities will not transfer your Composition classes if you do not earn a C or higher in them

A late paper will be penalized 10 points for each day it is late.

ALL ESSAYS WILL BE WORD PROCESSED, DOUBLE SPACED

Revision Policy:

Each of your papers will come in to me for comments. At that time, I will read your papers and try to provide comments to help you improve them. Just so you know, I write many of my comments in the form of a question. These questions should not be answered "yes" or "no." When I write, "Any way to expand or develop the ideas in this paragraph?" you can't simply think to yourself, "no." My question is telling you that your idea is underdeveloped; it's also giving you the freedom (and the challenge) to decide for yourself how the idea should be developed. Each paper that I comment on will come back to you with either a \surd - or a \surd . A \surd - will indicate that as written the paper would have received a D+ or lower. A \surd will indicate that as written the paper would have received a C- or higher. The next time you turn in the paper, you will be doing it for a grade. I do not provide nearly as many comments on the papers that I am "grading."

Portfolio Grading:

In this course, I'm interested in your final product, but I'm also interested in the process that brought you to that final product. As a result, I like to use the portfolio review method of grading assignments. You will work through a process while writing the papers in this course – a process that will get you to generate at least three drafts of a paper before it is turned in. You will have the first draft you write, the draft you write after writing groups, and the draft you write after receiving my comments (usually the final draft). I require you to keep those drafts and turn them

in to me with your final product. As you will see by the course schedule, we spend the first half of the semester preparing to turn in the first portfolio, which will contain your drafts of assignments number 1 and 2. That portfolio will contain at least six drafts – three drafts of assignment #1 and three of #2. Once that portfolio is turned in, we will start the entire process again with assignments #3 and #4. If this sounds complicated, trust me that it isn't. I'm simply advising you at this point to hold onto the drafts of your papers as you write them.

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 6 class periods. This is an English Division policy.

Three absences in a row before the 12th week without contacting me, and I'll drop you from the course. However, stopping attendance does not guarantee that I'll drop you. If you want to officially drop the course, you must do so through the Registration Office.

Also, coming in late or leaving early may count against you as an absence, especially if it happens frequently.

In short, try to be here on time every day, and stay the whole time. It will help make you a better writer.

Other Student Responsibilities:

All cell phones and electronic devices must be shut off or set to vibration before class begins. ID all calls that you receive, and only answer those calls that **MUST** be answered....and please leave the room to do so. Do **NOT** answer calls while in the classroom.

I have very low tolerance for disruptive behavior (side conversations not related to the course, sleeping, speaking out when others are trying to speak, going to websites not related to course work, etc). If you're disruptive, I'll simply ask you to leave. When I ask you to leave, don't try to debate or bargain with me; simply pack up your things and leave. I hate for this to ever happen, but don't test me on this policy either.

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. Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322.

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 determine 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)

Teaching and Learning Center:

Main Campus -- (686-9314). The professional staff and peer tutors provide free tutoring in all academic content areas, including reading and writing, as well as study skills. Go there to get their hours.

Me:

Despite all the stiff-sounding rules in the syllabus, past students have told me that I'm a pretty decent guy to work with. I want you to do well in this course, and I'm willing to put in extra work to help you succeed. Stop by during my office hours, and use my e-mail to keep in touch with me and to ask me questions about the papers. Whenever you are in doubt, talk to me. I look forward to working with you.

Tentative Schedule of Assignments and Activities

(I reserve the right to change this syllabus to meet any needs that may come up for this specific class.)

Week 1 – Introduction to the course, instructor, and each other. Diagnostic Essay, Elements of college-level writing, Major Errors in Grammar, Punctuation, and Mechanics.

Week 2 – Introduction to Kabalarian paper

Week 3 – Drafting Kabalarian paper

Week 4 – Introduction to Writing Groups/**Writing Groups for Assignment #1**, Revising of Assignment #1

Week 5 – Revising Assignment #1 (**due to me for comments at the end of the class**), Explore Essay #2
Week 6 – Draft Essay #2, Revise and Edit Assignment #1
Week 7 – Draft Essay #2/**Writing Groups for Assignment #2**, Revising of #2 or #1
Week 8– Introduction to Essay #3, Revising #2 (**due to me for comments at the end of the class**)
Week 9 – Draft Essay #3, **Portfolio #1 due for grading**/Draft and Revise Assignment #3
Week 10 – **Writing Groups for Assignment #3**, Revise Assignment #3
Week 11 – Revising of Assignment #3 – (**due to me for comments at the end of the class**)/Introduction to Essay #4
Week 12 – Integrating Sources, Revising #3, drafting #4
Week 13 – Drafting/Revising
Week 14 – **Writing Groups for Assignment #4**/Revising and Editing of Assignment #3 and #4
Week 15 – Revising and Editing of Essays #3 and #4
Week 16 – **Portfolio #2 due for grading, Final Exam**