

Delta College
English 112: College Composition II.
Winter 2006
3 Credit Hours

Instructor: Mrs. Janet Alexander
Office: S205
Office Hours: M: 3:30-4; W:1-2; R 10-11 and 2-4
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Required Texts and Materials

- ◆ McMahan, Elizabeth and Robert Funk. Here's how to Write Well: 2nd Edition
- ◆ 2 choice books from approved reading list
- ◆ Computer disk
- ◆ 2 pocket folders: 1 for the grammar journal and 1 for turning in all stages of the written work on the due date
- ◆ Collegiate quality dictionary (highly recommended)
- ◆ Collegiate quality thesaurus (highly recommended)

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 effective college compositions.

- Objectives:
1. Consider audience and purpose.
 2. Plan writing processes, using effective strategies and techniques.
 3. Include a clear articulation of the important ideas.
 4. Select, organize, and present details to support a main idea.
 5. Demonstrate the ability to move between generalization and detail.
 6. Write effective introductions and conclusions.
 7. Employ the appropriate writing conventions.

Outcome: Use writing tasks that involve both reading and writing.

- Objectives:
1. Demonstrate the ability to derive meaning from a piece of writing.
 2. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
 3. Interpret reading and writing task in such a way as to invest them with personal significance, thereby creating ways to make reading and writing vital activities in a lifetime of learning.
 4. Demonstrate critical thinking skills.
 5. Understand the relationship among language, knowledge, and power.

Outcome: Work with others, both in and out of the classroom.
Objectives: 1. Reflect upon and assess one's own work as well as the work of others.
2. Show willingness to work with others, seeking help where necessary and offering help where it is sought.

Outcome: Write an academic research composition.
Objectives: 1. Locate information using a variety of search tools and methods.
2. Select source material appropriate to the writing context.
3. Integrate their own opinions with various source points of view.
4. Quote, paraphrase, and summarize accurately.
5. Document sources in conventional style with parenthetical references in text.

Grading Scale

95-100=A	80-82=B-	67-69=D+
90-94=A-	77-79=C+	63-66=D
87-89=B+	73-76=C	60-62=D-
83-86=B	70-72=C-	59& below=E

Course Grade Calculation

60% Writing: You will have four writing assignments: **descriptive/narration 10%**; **claiming a stance 25%**; **critical essay** on the book of your choice **15%**; and **cover letter and resume 10%**. You are not just graded on the final product; you are graded on all the steps of the process that are imperative for writing a fine product. To break it down in specifics for you, your prewritings are worth 5%, your rough drafts(s) are worth 5%, your conferences with fellow students and me are worth 15%, and your final draft is worth 75%.

You will receive specifics on each assignment when we get to that point in the semester. You will also receive a specific sheet that breaks down exactly how the 75% product will be evaluated for each writing assignment.

15% Reading Logs: This will be your opportunity to show that you have read the assigned section of your books and that you understand the content. So, you will summarize the assigned reading and then you will respond to it (i.e. how do you connect to that part? How did you not connect? What are your predictions for the future of the book? Are you hooked? Why or why not? In other words, what is your overall or specific reaction to anything or everything that you have just read.) These should be two to three paragraphs. You will be graded on how in-depth your summary is, how in-depth your reaction is, and how well your mechanics are under control. At the top of each reading log tell me what book you are reading and what pages your reading log covers.

15% Journal: Writing is like any other skill; you have to practice to be good. Therefore, we are going to practice, every day, in the form of this journal. There will be

a prompt in some form, and you will respond, without stopping, for ten minutes. Therefore, you must be present to receive daily journal credit. You will only be graded on if you do or do not write for the ten minutes allotted. This will be collected daily.

10% Grammar Journal: This is your designated area to work on your own personal weak areas with grammar, punctuation, spelling, sentence form, or any of those other editing type errors. Anytime that you make an editing mistake in a reading log or a paper, you will write about that mistake in this notebook. You will write what type of error you made, how it should be fixed, and where you found that information (in your handbook, your dictionary, or yourself). In this way, you are working on your own personal flaws instead of flaws that others have that you have already mastered. Hopefully, by doing this journal, you will diminish the amount of mistakes that you make on future assignments.

Plagiarism

Not giving credit to an author's specific words, thoughts, or ideas is a serious offense and will result in an "E" for the paper and possibly the course. For more information about Delta's policies on plagiarism see the [Delta College Catalog](http://www.Delta.edu/~english/plagiar.html) of the English Division site at: www.Delta.edu/~english/plagiar.html

Late Papers

Not accepted. If you **must** miss a class in which a paper is due, then turn it in advance, send it to me via a WORD or RTF email attachment, or have a roommate, spouse, parent, etc. get it to my office by 4 p.m. the day the paper is due!

Format

The final version of each assignment must be typed, double-spaced on 8 ½ by 11 inch typing paper. All other drafts can be handwritten. However, I do suggest doing every stage via a disk on a computer. It makes for easy revising without having to rewrite or retype every time.

Attendance

Since much of the process of writing will take place in class and cannot be made up, you must attend class regularly. Also, the journal writes occur in class, and those cannot be made up. Additionally, more than **three** absences before withdrawal time will result in a withdrawal for the student.

Class Agenda

Note: This schedule may change due to teacher or student needs

<u>Week</u>	<u>Date</u>	<u>Class Content/Readings/Homework</u>
1	1/12	Introduction to course
2	1/19	Introduction to Narrative
3	1/26	Revising Narrative ; Choice Book #1 first third
4	2/2	Conferencing Narrative ; Choice Book #1 second third
5	2/9	Narrative due; Introduction to Claim a Stance ; Choice Book #1 final third
6	2/16	Workshop for Claim a Stance
7	2/23	Revising Claim a Stance ; Choice Book #2 first third
8	3/2	Conferencing Claim a Stance ; Grammar Journal due ; Choice Book #2 second third
9	3/9	No Class: Mid-Semester Break
10	3/16	Claim a Stance due; Introduction to Critical Essay ; Choice Book #2 final third
11	3/23	Workshop for Critical Essay
12	3/30	Revising Critical Essay
13	4/6	Conferencing Critical Essay
14	4/13	Critical Essay due; Introduction to Resume and Cover Letter
15	4/20	Revising and Conferencing Resume and Cover Letter
16	4/27	Resume and Cover Letter due; Grammar Journal due