

"To write well, express yourself like common people, but think like a wise man. Or, think as wise men do, but speak as the common people do." ~ Aristotle

English 112 (Section SP150)
College Composition II
Spring 2012: 5/7/2012 – 6/20/2012
Mondays/Wednesdays: 1:00 p.m. – 4:25 p.m.
Room: S-034

Instructor: Scott Drake
Office: S-053
Mailbox: S-006
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COURSE OVERVIEW:

Prerequisite: READING LEVEL 6. English 112, College Composition II expands students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing.

COURSE OUTCOMES AND OBJECTIVES:

Upon successful completion of this course, the student will be able to:

OUTCOME: Write effective college compositions.

Objectives:

- ❖ Consider audience and purpose.
- ❖ Plan writing processes, using effective strategies and techniques.
- ❖ Include a clear articulation of the important ideas.
- ❖ Select, organize, and present details to support a main idea.
- ❖ Demonstrate the ability to move between generalizations 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 writing.
- ❖ Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- ❖ Interpret reading and writing tasks 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.
- ❖ Demonstrate critical reading skills.
- ❖ Understand the relationship among language, knowledge, and power.

OUTCOME: Work with others, both in and out of the classroom.

Objectives:

- ❖ Reflect upon and assess one's own work as well as the work of others.
- ❖ Show willingness to work with others, seeking help where necessary and offering help where it is sought.

OUTCOME: Write an academic research composition.

Objectives:

- ❖ Locate information using a variety of search tools and methods, including library sources.
- ❖ Select source material appropriate to the writing context.
- ❖ Integrate one's own opinions with various source points of view.
- ❖ Quote, paraphrase, and summarize accurately.

- ❖ Document sources in conventional style with parenthetical references in text.

COURSE LEARNING AND TEACHING ACTIVITIES:

- ❖ Reading and discussing texts
- ❖ Exploring, focusing, drafting, peer critiquing, and revising activities both in and out of class and on and off the computer
- ❖ Freewriting in and out of class (to reflect, to prompt discussion, to dialogue with me and others in the class)
- ❖ Group activities
- ❖ Individual student-instructor conferences
- ❖ Class discussions

COURSE ASSIGNMENTS:

Because our course emphasizes the process of writing as well as the product, I require that you submit papers with rough drafts showing evidence of your revision work. If you compose on a computer, print out the drafts before revising them. Also, for the four papers, you must review another class member's draft and have yours reviewed by a class member in order to receive a passing grade (we will have class periods set aside for this). Furthermore, if you choose not to bring your drafts in on time (due dates will be indicated on the assignment sheets and are listed in the TENTATIVE COURSE ASSIGNMENT SCHEDULE), I will dismiss you from our session, which, in turn, will have a negative effect on your attendance grade. I will verbally comment on any draft brought to me outside of class (during office hours, for example).

Course Reading/Writing Projects; Essay Exam; Homework/In-class Quizzes; Attendance	Percent of Final Grade	Due*
Paper #1: Problem Solving – <i>Aim: To persuade</i>	15%	*Session 4
Paper #2: Arguing – <i>Aim: To argue</i>	15%	*Session 6
Paper #3: Responding to Literature – <i>Aim: To interpret</i> (Your audience will be the class.)	15%	*Session 9
Essay Exam	10%	Session 12
Paper #4: Writing a Research Paper – <i>Aim: Varies, depending on whether you want to persuade, argue, inform etc.</i>	25%	*Session 13
Homework/*In-class Quizzes	10%	(Various Due Dates: *Note that In-class Quizzes cannot be “made up”; they have to be taken “in-class” during their respective days/times)
Attendance	10%	(See *Note Below)

***Note: Two or more absences equals zero percent for your Attendance grade and either dropped through an instructor-initiated drop or may fail the course. Also, regardless of your final grade average, all four Papers must be turned in, or you will receive an “F” in the course.**

*Papers #1, #2, #3, and #4 involve drafts that have earlier due dates (see TENTATIVE COURSE ASSIGNMENT SCHEDULE). All papers must be original work you conducted during this course; recycled papers from other courses (including previous ENG 090, 093W, 097W, 098, or 111A/111 courses) are not acceptable. Submission of such a paper will be considered plagiarism (see Plagiarism, below). Last, occasional homework assignments, not on the syllabus, will be assigned in class.

COURSE POLICIES:

Grades

Specific grading criteria will be included with each paper. Specific papers will be graded “A” through “F”. To help keep you informed of your progress, I will provide written comments and record your grade on each paper. I will also tell you what your midterm grade is. If you would like help determining your grade in the course at any time, please ask me. As far as **homework grades** are concerned, I will use the following acronyms and point system: **WD** = Well Done (6 points); **NW** = Needs Work (3 points); and **NA** = Not Acceptable (0 points)

Grading Scale

Grade	Percent	4-point
A	Above 92	4.0
A-	92 – 90	3.7
B+	89 – 87	3.3
B	86 – 83	3.0
B-	82 – 80	2.7
C+	79 – 77	2.3
C	76 – 70	2.0
D	69 – 60	1.0
F	Below 60	0.0

Paper Revisions

Any of the first three papers that have earned lower than a “C” for reasons **other than lateness** may be revised for a grade change. 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-006]). A successful revision will bring the grade of that paper to a “C”. All revisions must be highlighted on the new version. Furthermore, I will read revised papers only if submitted in a folder with all of the required back-up materials, including the previously graded paper, and only if all revisions are clearly indicated on the revised version.

In addition, you may revise one of the first three papers that earned a “C” or better for a new grade (up to an “A”). Again, 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-006]). This revision must

also be submitted in a folder with all of the required back-up materials, including the previously graded paper, and you must clearly indicate all revisions on the revised version. I will not read papers that do not follow these guidelines.

Conferences

Required one-on-one conferences to discuss assignments with me are scheduled at key times during the semester; additional conferences that you initiate are strongly encouraged.

Manuscript Form

Word process all work intended for reader response, including drafts. Please follow the MLA manuscript form guidelines. Please use a common non-script typeface (acceptable fonts: Arial, Courier, or Times New Roman) with a font size of 12. Also please use two spaces after a period or other sentence-ending punctuation. A word of caution: **BACK-UP** your work on an E-storage device!!! I also suggest e-mailing a copy of your paper (saved in Microsoft Word or RTF format) to yourself in case you have problems with your E-storage devices on campus. Computer errors/disasters do not excuse lateness. Again, ask me any questions you have.

Attendance and Late Assignments

Regular attendance is essential for successfully completing this course. When you read through the *TENTATIVE COURSE ASSIGNMENT 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 readings and writing, and take the initiative for your contributions to class.

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. **Note that a student who misses the first two classes of the semester without making prior arrangements will be automatically dropped from the course. A student who misses two classes in a row without contacting me, or one who misses two or more sessions, will be dropped through an instructor-initiated drop or may fail the course.**

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 in terms of your attendance grade.** There is no such thing as an excused absence; you are simply present or absent (for whatever reason). To avoid being absent, do not schedule routine dental, medical, or other appointments during class time. You already are scheduled during your class time—you are not free to schedule something else. 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. I am responsible for teaching only those who attend class. If you must be absent when an assignment is due, hand it in early or arrange for someone else to hand it in for you.

Papers are due in class on the stated day and will be downgraded one grade per calendar day late (turning in a paper late, but on the same day, will count as one day 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). **All late homework will receive half credit. 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 call or e-mail me to see if additional homework was assigned; I will reply as soon as I get your message).

Withdraw Deadline

The last day to withdraw with a grade of “W”, to apply for a grade of pass/no credit (P/NC), or to be withdrawn with a grade of “WI” is **Thursday, June 14**. 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 (D102, 686-9330), and if you have or will ever have financial aid, you should also talk to the financial aid office before you drop the course (D101, 686-9080). If you stop coming after this date, you will receive an “F” instead of a “W/WI” at the end of the semester.

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. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Also note that taking any ideas or words from any source (including Internet sources) without proper citation is also plagiarism. In this class, we will use MLA citation methods.

Student Conduct

As a college student, you are expected to follow various guidelines related to your conduct. To read these guidelines, please refer to the “Students’ Rights, Responsibilities, and Conduct” section in the *Delta College Catalog*.

Also, individual student participation is strongly encouraged. Your questions and comments are valuable and are always welcome. However, rudeness and inattentiveness will not be tolerated. No student is to sleep, do his or her homework from other classes, play computer games, chat with friends, or engage in any other disruptive acts during class, especially while I am lecturing or we are discussing course work. Students persistently engaging in disruptive acts will be asked to leave class. **In addition, personal CD players, iPods, and cellular phones (e.g., NO TEXTING, which is my top-ranked pet peeve) WILL NOT be allowed in class.**

General Education Outcomes

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather, these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. For details, including a list of the outcomes, please refer to (<http://www.delta.edu/gened/statement.html>).

Computer Use Guidelines

Delta College has very specific guidelines for accessing and using electronic resources, which you are required to follow. Please read the guidelines and penalties for violations, available at (<http://www.delta.edu/accessanduse.html>). **In addition, I expect you to use your time on the computer for course-related work, not for playing games, e-mailing, using Instant Messenger, or Facebook.** If you chose not to use your time on the computer for course-related work, I will dismiss you from our session—which, in turn, will have an effect on your attendance grade.

RESOURCES FOR WRITERS:

WRIT (Writing, Reading, Information Technology) Center

The Main Campus WRIT Center:

“The WRIT Center is at the back of the LLIC, **near A-125**; you will find welcoming faces, comfy chairs, and computers. Whether you need help brainstorming a topic, revising a cover letter for a job application, or just need one final pair of eyes to look over a piece you’ve written, the Writing Center can help. Students, faculty, and staff are welcome, so come early and stay late, and don’t forget to bring a snack if you are hungry. See you there...”

Our Virtual WRIT Center:

“Because Delta College is more than one building in University Center and because our students are more than just students, often holding down a full-time job and/or raising a family, we have a Virtual Writing Center to offer advice and assistance anywhere/anytime. All you need to do is answer a few questions and upload your paper and you’ll receive thoughtful feedback within 48 hours (Monday - Friday). View our Form Tutorial for how to submit to our online writing consultants. Our virtual service can also be accessed on myportal.delta.edu, under ‘Tools & Links.’ For those looking for access to handouts, how-to articles, and example papers, see our Virtual Handbook for Students.”

Please consult the WRIT Center’s Web site (<http://www.delta.edu/writingcenter.aspx>) for additional information.

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 Web site 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 112).

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 Web site 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” Web site from time-to-time and access 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 (D-106, 686-9322).

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. I am happy to discuss your writing 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.

REQUIRED MATERIALS:

- ❖ A folder with horizontal pockets on both sides—write your name in the upper-right corner of the cover (if your name cannot be easily seen, please use a label)
- ❖ A spiral-bound, college-ruled notebook with **perforated pages** to be used for notes, homework, and freewritings
- ❖ A pen or pencil and highlighter pen
- ❖ An E-storage device (flash drive, etc.), which you will use when we/you visit the Computer Lab/Library

REQUIRED TEXTS:

American Heritage College Dictionary. 4th ed. Boston/New York: Houghton Mifflin, 2001. (ISBN-10: 0440237017)

Daley, James ed. *The World's Greatest Short Stories (Dover Thrift Editions)*. New York: Dover Publications, 2006. (ISBN-10: 0486447162)

You as well as two of your peers in our class will choose **one** (the same **one**) of the short stories from the text entitled *The World's Greatest Short Stories* for your Paper #3: Responding to Literature essay. After you and your peers have chosen the same short story, I will provide you and your peers with additional "Reading Group" work. **Note: This essay requires that you and your peers choose, read, and annotate (see *The Pocket Wadsworth Handbook* pp. 310 – 312) the short story.**

Graff, Gerald and Cathy Birkenstein. *They Say / I Say: The Moves That Matter in Academic Writing*, 2nd Edition. W. W. Norton & Company: 2009: (ISBN-10: 039393361X)

Kirszner, Laurie G. and Stephen R. Mandell. *The Pocket Wadsworth Handbook, 2009 MLA Update Edition*. 4th ed. Boston: Thomson Wadsworth, 2009. (ISBN-10: 1439081816)

Reid, Stephen. *The Prentice Hall Guide for College Writers*. 9th ed. Upper Saddle River: New Jersey: Pearson-Prentice Hall, 2011. (ISBN-10: 0205751164)

TENTATIVE COURSE ASSIGNMENT SCHEDULE

NOTE: This assignment schedule provides a general idea of the topics covered in the course. The number, length, and content of sessions may vary and is subject to change.

Graff = *They Say / I Say*; **HW** = Homework; **Reid** = *The Prentice Hall Guide for College Writers*

Session	Activities
1) M 5/7	Introduction to the Course; Grading Criteria for Papers; In-class Essay; Sentence Basics Review Pre-Test Due today: In-class Essay; Sentence Basics Review Pre-Test HW due in next class: 1) Write two questions/comments about the syllabus; 2) Read Reid pp. 14 – 26; 3) Read Reid pp. 384 – 391; 4) Read Reid and respond to <i>one</i> of the following questions: #1, #2, #3, #4, #5, #6, or #7 on pp. 391 – 393
2) W 5/9	Rhetorical Situations and Purpose and Audience; Paper #1: Problem Solving Introduced HW due today: HW assigned in session 1 HW due in next class: 1) Read Reid pp. 410 – 418: (read these pages <i>before you start</i> your Draft); 2) Read Reid pp. 422 – 428 (this is a “Student Writing” sample to help you better understand the assignment) and respond to questions #1, #2, #3, and #4 on p. 429; 3) Your Audience Analysis and Draft 1
3) M 5/14	Computer Lab (A-121); Peer Response Draft 1; Writing Workshop/Editing HW due today: HW assigned in session 2 Due in next class: Paper #1 Problem Solving HW due in next class: 1) Read Reid pp. 419 – 421: (read these pages <i>before you revise</i> your Draft); 2) Read Reid pp. 438 – 454; 3) Read Reid and respond to question #2 on p. 455
4) W 5/16	Paper #2: Arguing Introduced Due today: Paper #1 Problem Solving HW due today: HW assigned in session 3 HW due in next class: 1) Read Reid pp. 491 – 500: (read these pages <i>before you start</i> your Draft); 2) Read Reid pp. 505 – 512 (this is a “Student Writing” sample to help you better understand the assignment) and respond to questions #1, #2, #3, and #4 on p. 513; 3) Your Audience Analysis and Draft 1
5) M 5/21	Computer Lab (A-121); Peer Response Draft 1; Writing Workshop/Editing HW due today: HW assigned in session 4 Due in next class: Paper #2: Arguing HW due in next class: 1) Read Reid pp. 501 – 504: (read these pages <i>before you revise</i> your Draft); 2) Read Reid pp. 522 – 529 and p. 531; 3) Read Reid and respond to question #9 on p. 533 (just the theme[s] in Kate Chopin’s “The Story of an Hour”); 4) Read Reid pp. 534 – 536
6) W 5/23	Paper #3: Responding to Literature Introduced Due today: Paper #2: Arguing HW due today: HW assigned in session 5 HW due in next class: 1) Read and <i>annotate</i> your chosen short story and complete the first round of your “Reading Group” work (with your partner, outside of class); 2) Read Reid pp. 553 – 558: (read these pages <i>before you start</i> your Draft); 3) Your Draft 1

M 5/28	Memorial Day – College Closed
7) W 5/30	<p><i>Conferences (S-034): Bring your Draft 1, “Reading Group” work, and your chosen short story, which should be heavily <u>annotated</u> (see The Pocket Wadsworth Handbook)</i></p> <p>Due today: Your Draft 1</p> <p>HW due in next class: 1) Read Reid pp. 558 – 559: (read these pages <i>before you revise</i> your Draft); 2) Read Reid pp. 563 – 565 and respond to questions #1, #2, #3, #4, and #5 on p. 565; 3) Your Draft 2</p>
8) M 6/4	<p>Computer Lab (A-121); Reading Groups Round #2; Peer Response Draft 2; Writing Workshop/Editing</p> <p>HW due today: HW assigned in session 6</p> <p>Due in next class: Paper #3: Responding to Literature</p> <p>HW due in next class: 1) Read Reid pp. 566 – 573; 2) Read Reid pp. 576 – 579; 2) Read Reid and respond to <i>one</i> of the following questions: #1 or #2 on pp. 580 – 581; 3) Three Research Proposals, rank ordered</p>
9) W 6/6	<p>Computer Lab (A-121); Three Research Proposals, Rank Ordered; Paper #4: Writing a Research Paper Introduced; Researching Workshop</p> <p>Due today: Paper #3: Responding to Literature</p> <p>HW due today: HW assigned in session 8</p> <p>Due in next class: “Annotated Bibliography” (i.e., your Annotated Works Cited page, formatted)</p> <p>HW due in next class: 1) Read Reid pp. 582 – 603 (Also note that Reid pp. 613 – 626, “In-Text Documentation: MLA Style”, helps you cite your sources)</p>
10) M 6/11	<p>Computer Lab (A-121); Researching/Writing Workshop; In-class Conferences</p> <p>Due today: “Annotated Bibliography” (i.e., your Annotated Works Cited page, formatted)</p> <p>HW due today: HW assigned in session 9</p> <p>HW due in next class: 1) Read Reid pp. 603 – 611: (read these pages <i>before you start</i> your Draft) 2) Your Audience Analysis and Draft 1</p>
11) W 6/13 (Last Day to Drop Spring 7-wk Classes w/W/WI is R 6/14)	<p>Computer Lab (A-121); Review for Essay Exam; Peer Response Draft 1; Researching/Writing Workshop</p> <p>HW due today: HW assigned in session 10</p> <p>HW due in next class: 1) Read Reid pp. 612 – 613: (read this page <i>before you revise</i> your Draft); 2) Read/review Reid pp. 634 – 648 (this is a “Student Writing” sample to help you better understand the assignment); 3) Your Draft 2</p>
12) M 6/18	<p>Peer Response Draft 2; Essay Exam</p> <p>HW due today: HW assigned in session 11</p> <p>Due in next class: Paper #4: Writing a Research Paper</p>
13) W 6/20	<p>Oral Presentations: Five-to-ten-minute In-class Oral Presentations</p> <p>Due today: Paper #4: Writing a Research Paper</p> <p>Course Wrap-up; <i>Adios...</i> (Recall that all work is due today.)</p>