Syllabus

COURSE INFORMATION

COURSE: ENG 112: Composition II
CREDITS: 3 credits
TEXTS: *The Pocket Wadsworth Handbook*, 5th edition.
SUPPLIES: Stapler, flashdrive, access to a computer, printer and the internet
MEETINGS: Tuesdays and Thursdays from 12-1:55 pm at the Tuscola County Tech Center
INSTRUCTOR: Betheen Glady-Teschendorf, Asst. Professor of English

- *Office location*: Delta College main campus, S-062
- *Office hours*: M 12-2 pm, TR 10-11 am and W 4-5 by appt. only at Planetarium
- *office phone:* 989-686-9170
- *E-mail:* betheengladyteschend@delta.edu

GENERAL INFORMATION

NECESSARY COMPUTER SKILLS

- Power up and power down a desk top and/or laptop computer
- Access the internet
- Access the Delta College website
- Access Delta e-mail, including the ability to send and receive e-mails
- Access Desire2Learn (D2L) from the Delta College website
- Attach a Word document to an e-mail and send it successfully
- Open a document attached to an e-mail
- Use Microsoft Word for the purpose of word processing drafts (no handwritten work will be accepted in this course)

OTHER NECESSARY KNOWLEDGE

- Your Delta Username
- Your Delta Password

STUDENTS WITH DISABILITIES
If you have a documented disability that 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.

HOW TO GET HELP FOR THE COURSE
There is no replacement for consistent class attendance and doing the assigned work, including writing preliminary drafts and participating fully in all in-class feedback opportunities. If you take advantage of these offerings yet still feel the need for further assistance, you have a variety of options. Your first line of defense should always be open communication with your instructor; be specific about where and how you are struggling with the materials, allowing the instructor to offer additional aid. Beyond this, you can also make use of these free resources provided on the Delta College main campus in the LLIC (library): WRIT Center, Teaching/Learning Center, computer lab staff and the Reference Librarians. These resources can help you with writing, reading, computer and research skills.

COURSE POLICIES

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 4 class periods. You will also be dropped if you miss the first meeting of the course. This is an English Division policy.

SENDING ATTACHED DOCUMENTS
All e-mail attachments for this class must be sent in one of the following formats: .doc, .docx, .rtf. Please note: If a student sends an attachment in any other format, they will not receive credit for having submitted the work.

LATE WORK
Due dates for all assignments will be provided well in advance. If you cannot submit an assignment by or before the deadline, you may submit for a "late" grade. Late work must be submitted *by midnight of the due date* and will be penalized by a deduction of 5%. Late work may be submitted as an e-mail attachment from your Delta e-mail account, by fax to 989-686-0485 ATTN: Betheen, or to my support staff, Sue in office S-006 or Charlotte in S-046.

ACADEMIC INTEGRITY
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. Please review the full policy on Academic Integrity in the Delta College Catalog under Student Rights and Responsibilities: Regulations and Rules of Conduct.

CIVILITY AND UNNECESSARY DISTRCTIONS
At the college level, it is expected that you will be respectful, interested, and actively involved in class Delta College's policies dictate that there are to be no visitors in class; therefore, no guests or children for any reason. If a student's classroom conduct become disruptive, the situation will be addressed according to the Disruptive Students policy, included in the Delta College Catalog under "Student Rights and Responsibilities: Regulations and Rules of Conduct."

COMMUNICATION VIA E-MAIL
Because I cannot answer my office phone or check voicemails while teaching or from home, e-mails are the preferred method of contact when face-to-face discussions are not possible. The following guidelines govern e-mail contact between student and instructor: 1) Students must send e-mails from their Delta account ONLY. Messages from any other account go directly to my junk filter and are automatically deleted. 2) Expect a 48 hour delay in receiving answers to your e-mails. This means that time-sensitive questions are best asked in person either before or after class.

OUTCOMES AND OBJECTIVES

WRITE EFFECTIVE COLLEGE COMPOSITIONS
- 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 the general and specific
- Write effective introductions and conclusions
- Employ the appropriate writing conventions

USE WRITING TASKS THAT INVOLVE BOTH READING AND WRITING
- 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 intenced meaning
- Interpret reading and writing tasks in such a way as to invest them with personal significance
- Demonstrate critical thinking skills
- Understand the relationship between language, knowledge and power

WORK WITH OTHERS, BOTH IN AND OUT OF THE CLASSROOM
- Reflect upon and asses 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

WRITE AN ACADEMIC RESEARCH COMPOSITION
- Locate information using a variety of search tools and methods
- Select source material appropriate to the writing context
- Integrate your own opinions with various source points of view
- Quote, paraphrase and summarize accurately
- Document sources in conventional style with parenthetical references in text

GRADING CRITERIA FOR PAPERS

The Delta College grade scale is used in this course ("A" through "D" and "F" letter grades, including + /- grades). The following standards are provided by your instructor with the intention of helping students understand what letter grades mean. Please note that this list does not specifically define the variations between + and – grades.

A Writing is generally characterized by the following:

- Innovative thought and fresh language
- Clear development of focus, intention, and organization
- Extensive support and elaboration/Completeness and closure
- Mature and inventive paragraphs
- Variety in sentence structure
- Effective audience awareness
- Accuracy in use of conventional grammar
- Complete adherence to assignment requirements
- Strong evidence that meets the full range of course objectives

B Writing is generally characterized by the following:

- Clear language
- Adequate development of focus, intent, and organization
- Consistency in support and elaboration/Completeness and closure
- Adequate paragraph development
- Variety of sentence structure
- Evidence of effective audience awareness
- Strong but variable use of conventional grammar
- Complete adherence to assignment requirements
- Strong evidence that meets the full range of course objectives

C Writing is generally characterized by the following:

- Coherence but little originality of language
- Evidence of focus, intent, and organization
- Evidence of consistency in support and elaboration/Evidence of completeness and closure
- Some variability in paragraph development
- Accurate but little variety of sentence structures
- Inconsistent awareness of audience
- Some, but little error, with conventional grammar
- Basic adherence to assignment requirements
- Evidence that suggests course objectives are being met

D Writing is generally characterized by the following:

- Incoherent language
- Overall weakness in focus, intent, and organization
- Little or no support and elaboration/Inadequate completeness and closure
- A lack of paragraph development
- Inaccurate and little variety of sentence structure
- A lack of audience awareness
- Inaccurate use of conventional grammar and usage
- Little or no adherence to assignment requirements
- Little or no evidence that suggests course objectives are being met

F Writing is generally characterized by the following:

- Severe deficiencies in reasoning, language usage, focus, paragraph/sentence development, grammar, and/or adherence to assignment requirements
- plagiarism

DRAFT SEQUENCE

ROUGH DRAFTS
Rough drafts are expected to have an introduction, body and conclusion, all of which are often still in need of revision and editing. Revisions to be considered for a rough draft often include ideas for expansion, development, organization, unity, language use, and other content and aesthetic concerns. For this course, your Rough Draft is due at your Small Group Conference.

PRELIMINARY DRAFTS
Preliminary Drafts have a well-developed introduction, body and conclusion, require little or no editing and are a reflection of careful thought and effort in revision by the writer, having taken into account all feedback and suggestions received so far. For this course, Preliminary drafts are due on the collaborative workday.

FINAL DRAFTS
Final drafts should represent the writer's best quality of work. They are to be word-processed, printed and stapled. Final drafts will be evaluated according to the grading criteria described in the syllabus and by criteria listed in the assignment description and/or rubric. Final drafts are due by or before the deadline given by your instructor.

FEEDBACK OPPORTUNITIES

TOPIC PROPOSALS
Informally present your ideas for the paper and receive immediate instructor (and peer) feedback, ensuring you're on the right track from the get-go.

IN-CLASS WORKDAYS
Work on a laptop at your own pace on whatever part of the assignment (drafting or researching) you need. Your instructor may elect to provide workshops or additional instruction during these times, as well. You can receive feedback on your thesis, your early efforts at citation, sources you're turning up, early drafts you may be working on or any questions you might have about the assignment.

CREDIBLE SOURCE PRESENTATIONS
Informally share at least 1 outside source you'll be using in your paper. Show it to us, tell us how it fits in with your paper, and most importantly "argue" how it meets the criteria of a credible source that's appropriate for your rhetorical situation.

SMALL GROUP CONFERENCES
Come at your assigned time on your assigned day (it'll only be one or the other), bringing along your draft and some "conference questions" about it. You, your instructor and a small group of your peers will discuss your writing to help you feel confident in moving forward with the work.

FISHBOWLS
Several volunteers will take turns sharing their papers with the class. After each paper, we'll have a directed, facilitated discussion of the writing that will generate great ideas for that paper's writer and all the other writers in the room, too

PEER GROUPS
We'll break out into small groups to generate feedback on each other's papers, in the effort to polish up the drafts before they're due. Your instructor will be available to work one-on-one with students as they feel the need.

HELP OUTSIDE OF CLASS MEETINGS
For face-to-face discussion of assignments with your instructor, schedule an appointment or walk-in during your instructor's office hours. You may also choose to visit the WRIT Center to discuss an assignment at any point in your writing processes with a trained writing consultant. Additionally, you may visit the T/LC to work with a tutor on any assignment, especially with editing and/or MLA issues. Both the WRIT Center and T/LC are located in the Delta College Library.