

DELTA COLLEGE

ENG 112 COURSE SYLLABUS

Term: Winter 2009 **Name of Instructor:** Mrs. Denise Hill
Section/Time/Location: 18/TR 9:30–10:55/S059 23/MW 12:00-1:25/S035
Office Location: S017 **Office Hours:** M 1:30-4:34 / T 3:30-4:30 / R 3:30-4:30 & By Appointment
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Adverse Weather Line: (989) 686-9179 or 1-800-686-9179

COURSE MATERIALS

The following are **REQUIRED** for this class:

- Know your user name and password to log onto Delta computer systems and programs.
 - Reliable access to the Internet.
 - Memory device for saving work from computer.
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COURSE DESCRIPTION

Expands students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing. Of the five credits earned in this course, three will transfer to universities and partially fulfill the college's English composition requirement. Although the other two hours do not transfer, they do provide a solid background necessary toward success in all college courses. Credit may be earned in only ENG 112 or ENG 112A or ENG 112H.

PREREQUISITES Reading level 6: Level Attained by Course Completion Only (C or better in ENG 111 ENG 111A, ENG 111H, or ENG 111C).

OUTCOMES AND OBJECTIVES FOR ENG 112A - Writing Methods/College Composition II

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

Outcome 1: Write effective college compositions. Objectives:

- A. Consider audience and purpose.
- B. Plan writing processes, using effective strategies and techniques.
- C. Include a clear articulation of the important ideas.
- D. Select organize, and present details to support a main idea.
- E. Demonstrate the ability to move between generalization and detail.
- F. Write effective introductions and conclusions.
- G. Employ the appropriate writing conventions.

Outcome 2: Use writing tasks that involve both reading and writing. Objectives:

- A. Demonstrate the ability to derive meaning from a piece of writing.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- C. 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.
- D. Demonstrate critical thinking skills.
- E. Understand the relationship among language, knowledge, and power.

Outcome 3: Work with others, both in and out of the classroom. Objectives:

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

Outcome 4: Write an academic research composition. Objectives:

- A. Locate information using a variety of search tools and methods, including library sources.
- B. Select source material appropriate to the writing context.
- C. Integrate their own opinions with various source points of view.
- D. Quote, paraphrase, and summarize accurately.
- E. Document sources in conventional style with parenthetical references in text.

SAFETY PROCEDURES

It is the responsibility of the student to familiarize him/herself with all procedure bulletins posted in the instructional areas and follow them in the event of an emergency.

ACTIVE ATTENDANCE POLICY

The Delta policy regarding attendance includes the following statement: "Individual instructors determine attendance rules and will explain those rules at the initial course meeting and/or in the course syllabus." This policy allows each instructor to have her/his own attendance rules, and it is your responsibility to be aware of and adhere to each set of rules. To that end, the following is my attendance policy:

It is your responsibility to be on time for class and remain through the entire session. Repeatedly entering class late or leaving early without prior arrangement will be regarded as "disruptive" as provided under the *Students' Rights, Responsibilities, and Conduct* section in the Delta Catalog, and will be addressed accordingly.

I expect you to actively attend every class. This means you need to be awake and mentally connected to what is going on in the classroom. Sleeping in class is unacceptable (not to mention it makes you look silly). I understand the baby may have cried all night, the party was too good to leave, the game went into extra innings, you had a major exam to cram for, etc. If you're sleepy, stand up, go get a drink, go to the bathroom, get some fresh air, pinch yourself, but do not sleep through class. Sleeping through any portion of class may result in your not receiving participation credit for that day.

Actively attending and being on time is not only a responsibility to yourself, but also to your peers. You choose to be here, which means you agree to be a supportive member of a learning environment. If your plan was to hang in the back and just get through this class by never talking, engaging, and bending down to tie your shoe when I call on the class to participate, then I highly recommend you find another class. Now. Bad attitudes that poison the learning environment will be considered disruptive and not tolerated.

EXCUSED ABSENCES?

I understand that "life happens" and you each must make choices. I do not pass judgment on your choice not to be in class, and therefore do not differentiate between reasons why you might miss class; there is no such thing as an "excused absence" in my classes.

If you miss three or more classes (or the equivalent of the same in class time missed) you will be dropped from the course if such action may still be taken, if not, you will earn a non-passing grade of E.

It is polite, though not necessary, to inform me of absences. I will always give consideration for attendance difficulties, providing you are willing to communicate with me in a timely and respectful manner. Please visit me during office hours or schedule a time to meet when you and I can have a thoughtful and thorough conversation about your needs and my expectations. While I love e-mail, this is a conversation best held in person.

PEER CONTACT. PEER CONTACT. PEER CONTACT.

Please make a **PEER CONTACT** from our class whom you can contact if you miss class and would like materials to prepare for the next class. If you miss class, *do not send me an e-mail asking what you missed*. I will not respond to this. *Do not ask at the beginning of the class what you missed in the last class*. When I come to class, I am responsible for the whole class, not to spend whole class time on catching up one individual. Asking instructors for individual time during whole class time is inconsiderate of your peers who had attended and have come to class prepared. *Do not ask other students at the beginning of class what you missed in the last class*. This is really the lowest form of poor academic practice.

You may visit me during office hours to catch up on missed work that can be made up and to receive handouts and assignments prior to the next class.

If you come to class unprepared, you may be asked to leave and rejoin the class once you have caught up.

PREPARATION, MAKE-UP, AND LATE WORK PROCEDURES

My responsibility as an instructor is to be here during scheduled class time to present material. Your responsibility as a student is to be here to receive that material. Use your peer contact to get lecture notes and assignments for any missed class. Incomplete/missing assignments due to not being able to reach me are unacceptable. Early work for expected absences is welcomed.

“But the computer...” Why Blaming Technology Won’t Work in My Class

The computer crashed... The printer ran out of ink... The lab computer can’t read my disk... There was a virus...

Technical failures are not an excuse for late or missing work. Here’s some advice to help avoid these and other frustrating situations:

- **SAVE EVERYTHING** to memory stick/CD.
- Use a program that campus computers can open; use the “Save As” option and save your document in multiple versions – such as “Word Document” or “Rich Text Format.” Delta now has Word 2007. You can save all work as the earlier version (Word 97-2003) or as .rtf (some formatting may be lost).
- E-mail a copy of your work to your Delta account or another internet-based e-mail service – either as an attachment or in the body of the e-mail, or both. Some formatting may be lost in the body of the e-mail, but it’s better than nothing. This way, you can get a copy of the work wherever you can access the Internet.
- **DO NOT** e-mail me copies of your work. I will not accept e-mailed work as on time. I will not open attachments, as I am not willing to risk getting a virus, nor is it my responsibility to expend the time/ink/paper to print the work. Ask your peer contact to receive and print your work and turn in for you.

Peer Review Days: These are extremely important in the writing process and in building trust within the writers’ community we establish in this class. Points will be assigned for this as an in-class activity. Even if you do not have a draft, it is better to come to class than to skip for not having your work done. You will still earn some credit for being there and helping your peers with their writing. It will also help you develop your own ideas.

You are responsible for bringing photocopies of your work on peer draft day. Groups will be made up of at least two other students (three total, counting yourself), and sometimes three other students (four total, counting yourself). Bring a minimum of one copy for yourself and enough copies to share with three other people. You can make copies by either printing out extra copies of your work at the computer or making photocopies in the library on campus (there is a charge for this).

DO NOT make the mistake of only bringing an electronic copy of your paper to class thinking you will be able to use the lab to print it or that I will make photocopies for you.

Late Work: All late work will receive 50% credit based on grade earned with no work being accepted past one week of the due date.

In-class assignments: In-class assignments cannot be reduplicated, and so therefore cannot be made up.

In-class activities: I use a variety of activities in my classes to help students better understand the course material. Some of these activities may push your comfort level. While I attempt to create a safe environment for your participation, it is not my intention to force you into an emotionally harmful situation. If you feel you cannot participate in a class activity, you will not receive credit. However, if you will meet with me during office hours to discuss the matter, together we can create an alternative assignment so you have an equal opportunity to gain academic experience and maintain your standing in the course.

Quizzes/Exams: I generally do not give quizzes and exams. If I do, it will be considered an in-class assignment that cannot be made up.

GRADING PROCEDURE

You begin the course with no points and must earn credit to achieve a passing grade or better. The final number of points for the course will be dependent upon the number of assignments given. Delta utilizes a +/- system, which will be reflected in your final course grade. All grades will be maintained throughout the semester on Educator (24/7 access online).

The calculation of each assignment's grade is based on the denominator of a fraction representing the weight of the assignment. For example, a minor assignment may have a denominator of 10 and a major assignment denominator of 250. The numerator that completes the fraction determines the percentage that results in the letter grade (example: $200/250=80\%=low\ B$ or $15/20=75\%=mid\ C$). Grades are as followed based on percentage of total points earned:

% Points	Grade	% Points	Grade
93-100	A	67-69	D+
90-92	A-	63-66	D
		60-62	D-
87-89	B+		
83-86	B	0 – 59.9	E
80-82	B-		
77-79	C+	I STRONGLY ENCOURAGE you to keep track of your assignments and points earned throughout the semester.	
73-76	C	KEEP ALL GRADED WORK UNTIL FINAL GRADES ARE ISSUED.	
70-72	C-		

ETHICS POLICIES

Classroom Behavior

It is my role as instructor to create a safe classroom environment that is open to the exchange of ideas and viewpoints. I respect the varying viewpoints of each individual, and welcome the diversity of discussion that this can create in keeping with the purposes of this course. I expect you to show a similar level of respect to both me and your peers. Blatant bashing will not be tolerated, although I will make attempts to assist you in finding appropriate methods for expressing your views and encourage you to assist one another in this task as well. If you feel in any way threatened by activities in the classroom, I encourage you to bring it up immediately, or to discuss it with me outside of the classroom.

Participation in this class is essential. We will have whole group and small group activities as well as partner activities. Sometimes you will get to choose your group/partner, sometimes you won't; it is your responsibility to make the process work as best you can for yourself and others. This may mean you'll need to take a leadership role. This may mean you'll need to sit back and let someone else lead. It means you'll have to speak in such a way that others will be receptive to hearing what you have to say. It means listening carefully to what others say even if the message seems harsh. Listen and respond. Be honest but considerate. Be willing to learn as well as teach. Use "I" statements instead of "you" statements. This is all good practice for the real life you're already living.

Plagiarism/Cheating

The *Delta Student Handbook* outlines plagiarism and the consequences for such academic dishonesty. You should familiarize yourself with this policy, as you will be held accountable to it. You should be advised that the Delta College English Department subscribes to Turnitin.com, an on-line authenticity check program. You may be required to submit works through this system; you are also at this time put on notice I may use Turnitin.com directly at my discretion. If you have objections to this policy, you must make it known to me within the first week of class.

Prior and Concurrent Assignments

Any writing produced for high school or other college courses will not be acceptable in this class. I will consider allowing writing for this class that may also apply in another concurrent class. This may be done ONLY if (1) both instructors are made aware of this and both agree without reservation, (2) the work fulfills all necessary requirements for the writing in this class, with no exceptions, (3) the arrangement is agreed upon within a timely manner after the assignment is given.

AVAILABLE ASSISTANCE

Accommodations: Delta College is committed to affording equal opportunity to students with disabilities by providing access to its programs, activities, and services. It is the responsibility of the student to make known, in a timely manner, the need for any accommodation or auxiliary aids. Please contact Disability Support Services department by calling (989) 686-9322 or via e-mail at disabilityservices@delta.edu.

Computers: Computer labs are available in the LLIC as well as in most public libraries.

Counseling and Advising (D-Wing): The Counseling and Advising Center is available for issues relating to academic advising, personal, and career counseling. They can assist you in your college experience and help you make the important decisions to achieve your goals. Delta counselors are Masters prepared and hold licenses as Professional Counselors (LPC), and Delta advisors are specially trained in their "areas of study" and can provide information about transfer credits, program changes, and college policy and procedure. Call for more information: (989) 686-9330. Students are seen on a walk-in basis. For emergency or crisis counseling, if there is a wait list, tell the staff at the sign-in desk that you are there for "Personal Counseling" as opposed to academic counseling, and they will see that you receive the next available counselor.

Multicultural Services: The Office of Multicultural Services offers a wide range of services and activities designed to support students from multicultural backgrounds and experiences. Staff members are available and committed to helping students begin as well as achieve their educational and career goals. If you encounter difficulties which interfere with your goals or progress, let the OMS know. They provide a supportive environment and serve as a resource to help students more effectively meet their personal and academic challenges. Additionally, the OMS sponsors programs and activities designed to help students get involved and connect with the College as well as to recognize the cultural, historical, and linguistic heritage of our students. Day or evening appointments with a staff member can be made by calling (989) 686-9125.

Tutoring: The Library Learning Information Center (LLIC) provides tutoring for most subjects. You need your student picture ID (obtained at the Department of Public Safety) to use most of the services in the LLIC.

Veterans Services Office: Delta College welcomes all veterans, their dependents and spouses, disabled veterans, Guards and Reservists to use the veteran's benefits they are entitled to at Delta College. The Veterans Services Office is located in B101 (Registration Office), phone: (989) 686-9456, e-mail: vets@delta.edu. The VSO website has more information and forms that can be completely directly online.

Writing Center Cafe (S132): The coolest new service at Delta. For any class or non-class writing at any stage of the process. Don't know where to start? Take in your assignment, they'll help you brainstorm. Have an early draft that needs direction? A final draft that needs polishing? They can help! They'll also help with resumes, cover letters, poetry – you name it. Staffed by tutors as well as faculty. Current Hours: M 9-5 / T 9-4 / W 9-6 / R 9-6 (may change – check online via English Division).

STUDENT WORK

Intellectual Property Rights

All work originated and produced by a student or team of students is the intellectual property of those producing it. This instructor exercises no proprietary rights over the content or format of such work. All references to such work must be fully attributed and documented.

Physical Rights of Document Ownership

Copies of student work submitted as fulfillment of this instructor's assignments are the physical property of Delta College. It is the instructor's prerogative whether to return that work (project, document, etc.) to the student(s). Such properties may be held for permanent records as evidence in cases of suspected plagiarism or other scholarly malpractice. Documents unclaimed within one term following enrollment in the class may be destroyed.

SYLLABUS REVISION/INSTRUCTOR PREROGATIVE

The instructor retains the right to modify this syllabus and any of its terms as appropriate throughout the semester. This right, however, is limited to practical necessities (schedule, assignments, etc.) and legal or institutional requirements that supersede this syllabus as a contract. Student feedback will also be taken into consideration. Students will be notified of any change to the syllabus.

WITHDRAWAL

Official withdrawal/drops are allowed through four-fifths of the course (the 12th week of a 15-week semester course). When an official withdrawal/drop is initiated after mid-course, the grade will be a “WE” (withdrawal failing) or “WP” (passing course work at date of withdrawal/drop). If you do not officially withdraw/drop, I will assign an appropriate final letter grade (“A” through “E”) in relation to total course requirements achieved. I respect your need to consider withdrawal, but please speak with me first before making your final decision to be sure you are doing so with full knowledge of your options and standing in the course.

ADDITIONAL NOTES

Electronic Devices in the Classroom

Please turn cell phones/pagers off while in class unless you have made arrangements with me in advance to receive emergency calls.

Personal electronic devices (such as iPods, cell phones, palm pilots, laptop computers, tape recorders, digital imaging equipment, etc.) may not be used unless approved by me in advance. Use without approval is subject to disruptive behavior code of conduct. Even if you think texting is not “disruptive,” it can distract those around you, and also means you are not actively engaging in the class itself. I love technology, but find texting during class exceedingly rude and will respond in kind.

Laptops are not to be used in class unless it is a lab/computer day.

When computers are used in class, IM programs are not allowed.

ACTIVITY SCHEDULE

This is a tentative plan. Although used to guide the progress of the course, I may modify it to better serve the course’s objectives. Readings and assignments will be made at appropriate times throughout the semester.

Week	Class Activity
1 – 4	Establish & Apply Criteria / Evaluating Images
5 – 8	Problem Solving / Numerical Data
9-15	Argument / Negotiation: Advanced Research

In addition to a copy of this document being made available to each student at the opening class session, a copy will also remain on file with the English Department of Delta College.