

COURSE REQUIREMENTS

- a. Demonstrate the ability to complete work in the areas of:
 - (1) practice and reflective writing, (2) college-level, academic research writing for formal evaluation, and
 - (3) real world, nuts and bolts writing.
- b. Attend all classes.
- c. Participate in class activities, discussions and conferences.
- d. Access to a computer.

REQUIRED PUBLICATIONS AND SUPPLIES

- *Rules of Thumb*, 8th Edition, Jay Silverman, Elaine Hughes, Diana Roberts Wienbroer.
- *Short Takes*, 10th Edition, Elizabeth Penfield.
- *Composition With Ketchum Course Pack* (Online).
- A flash drive or other means to store your work for revision and in-class activities.
- A file, folder, a folder to store handouts and a cheap mini stapler.
- Access to a computer, newspapers, radio, television, magazines and other media as reading and writing sources.

READING AND WRITING CONNECTIONS

Good, active, routine reading leads to better writing. Personally and professionally, I like to use texts as sources for information and writing ideas, but I do not teach or parrot books. Hopefully, your overall reading—for any of your classes—should be driven by your interests and needs and not someone else’s priorities. For the sake of class continuity, however, unless you’re instructed otherwise, you must respond to one essay from *Short Takes* for each of your journals **AS WELL AS** one *Newsweek online* article or “My Turn” essay and/or one recent news item from Google News. The *Newsweek* and Google material does not have to be relevant to our journal themes, but they must be published the same week that your journals are assigned. Also, copies of that material must be attached to the back of your journal. You may also respond to any handouts or films shown during class. Additional journal details will be announced.

PARTICIPATION Collaborative work, along with active and conspicuous (but not token) participation in class discussions and activities can lead to better writing and learning. I don’t mark you down if you’re not a talker, but I don’t mark you up if you yammer in hopes of scoring “brownie” points.

MANDATORY ATTENDANCE AND ENGLISH DIVISION ATTENDANCE POLICY This is not a correspondence or online course. By law, Delta College and other educational institutions that receive federal funds are required to maintain attendance records. The Delta College English Division requires students to attend all classes. In excess of two weeks of a missed three credit class for Delta’s fall and winter semesters and one week for spring/summer classes will result in an Instructor Initiated Drop from the course. Rare exceptions under extraordinary circumstances at the discretion of the instructor are possible. Periodic tardiness and early exits from class will count toward absences. Being absent is not an excuse for being unprepared for the next class. If you are absent, please contact me by phone or a class member for information ASAP. I try to return e-mails and phone calls within thirty hours during weekdays. Weekend contact varies.

NO E-MAILED OR FAXED WORK, PLEASE. This is not an online or correspondence course.

AN OPEN INVITATION FOR HONESTY If, for ANY REASON, you do not understand the material that is being covered in class, or you disagree with my teaching methods, the material, etc., please feel free to contact me outside of class. If you are especially dissatisfied with the class for whatever reason, please remember that you have the right to drop the course as soon as possible and to enroll in another section taught by someone else. Most students know early on (usually by the first week or two of class) whether or not an instructor or course is “right” for them. As your instructor, I am committed to do the best that I can to work with each of you. However, I will not allow anyone to poison the collegiality and focus of this class with disruptions, innuendo, etc. If you have a class-related problem, there are channels available to you, beginning with direct contact with me.

FAIRNESS Please do not expect me to compromise either my professional standards or your education by giving you an unfair advantage over other students regarding grades, deadlines, and the like.

LATE ASSIGNMENTS Work which is submitted on time will receive priority and will be able to earn the maximum points available. You are responsible for submitting your assignments on time regardless of whether or not you attend class. Points, at my discretion, will be deducted from your late work, and I will not barter with you. I will return late work to you as time permits. I will usually collect assignments within the first 20 minutes of the class period.

PLAGIARISM will not be tolerated. Formal policy on this matter is published by the college as well as the English Division.

CLASS DISRUPTION Lively, engaging activity is welcome. Disruption is not. The college has published formal policy on this matter. Use common courtesy for others and common sense as guides to conduct yourself in class.

FORMATS, ROUGH DRAFTS AND REVISIONS Work in this class, including drafts and journals, must be typed and original. Rough and final drafts of essays should be double-spaced and will vary in page length per assignment. Journals should be single-spaced and at least **two** pages in length. Double-spaced journals **MUST BE** four pages in length. No exceptions. No excuses. Please do not play games with margins, font sizes and spacing. Use this syllabus’ margins as a guide for your journal margins. Use a 12-point type face on all of your papers. Unless otherwise instructed, use your real name on essays and only your pen name on journals. Final drafts of your essays will usually be graded and returned to you within two weeks during fall and winter semesters and, as much as possible, within one week during spring/summer sessions.

In order to improve your writing, you will have an opportunity to revise your essays. Revisions and/or your exact responses to my reactions to your drafts, however, **DO NOT GUARANTEE** a final grade of A on any of your essays. Your overall performance (thesis development, organization, clarity, effort, grammar, etc.) on each essay assignment will be evaluated. I will always share criteria for evaluating your essays before you embark on the work. **ALWAYS PROOFREAD YOUR WORK BEFORE YOU SUBMIT IT. YOU WILL NOT BE PENALIZED FOR MAKING A FEW CORRECTIONS ON FINAL DRAFTS OF YOUR WORK.**

ADDITIONAL INFORMATION

Extra-credit assignments are not permitted in this class.

Please be aware of Delta College's official add/drop and refund policies as well as student benefits such as Disability Services and the Teaching/Learning Center.

Computer lab time is valuable. Please avoid personal use for games, Facebook, and so on.

BREAKDOWN OF POINTS AND OVERVIEW OF ASSIGNMENTS

PRACTICE AND REFLECTIVE WRITING (Total points: 120)

- Four single-spaced, 2-page (minimum), typed, "public" journals . Each journal is worth thirty points. The journals will be based primarily on your responses to the readings. Remember that unless otherwise instructed, you must respond to ONE essay from your textbook AS WELL AS one recent *Newsweek* article or "My Turn" essay and/or recent news item from Google News for each of your journals. You may also respond to any films shown during class or handouts. Remember, each overall journal assignment must total two, typed, single pages.

PERSONAL "MY TURN" ESSAY (Total points: 100)

- Personal writing allows you to publicly examine and comment upon some part of our experiences and beliefs, and events around you. We will use writing principles covered in your text and handouts (including *Newsweek's* "My Turn" and "What I Know For Sure" essays published in Oprah Winfrey's *O* magazine) as guides for this assignment. *Newsweek* notes: "In some 'My Turn' essays, the writers try to persuade readers to take action or agree with a point of view. Other 'My Turn' essays simply share experiences feelings or reflections." Following are some of the topics that I ABSOLUTELY DISCOURAGE: death, birth, "I Coulda Been A Contender," vacations, "The Big Game," re-treads of earlier papers you have written, and so on. Details will be announced later.

COLLEGE LEVEL RESEARCH WRITING FOR FORMAL EVALUATION (Total points: 110)

- The ability to write an effective argumentative essay is one of the hallmarks of college composition. The need for research skills in and outside the classroom increases by the day. There is an assumption that by now, you have already been exposed, to some degree, to library research and how to evaluate sources. This time-intensive project will focus on writing the body of a research paper, your ability to use outside sources, and to effectively apply the Modern Language Association (MLA) style to document address an argumentative topic. In class activities related to this assignment will be held. . Preliminary details follow.

You will be required to write one, 3-4 page, double-spaced researched opinion essay, on a CURRENT EVENTS topic – primarily in your own words and voice. Sample essays will be provided. This assignment is not an objective, encyclopedia-type report. You must follow "gateway" criteria to complete your essay and qualify for a conference to review your work. The paper must include a Works Cited page. Plagiarism and last-minute topic changes are prohibited.

LETTER TO THE EDITOR (Total points: 40)

- The ability to write a convincing public letter should be a part of everyone's repertoire. Details related to this activity will be announced.

PUBLIC RESPONSES TO JOURNALS 1, 2 and 3 (Total points: 30)

- At some point in your writing lives, you should expect someone to evaluate your work and/or vice-versa. This activity will require you to write at least one, 300-400 word public response to a classmate's journal entry. Each response is worth 10 points. Additional details will be announced.

TWO OPTIONAL 20-30 MINUTE CONFERENCES (Zero points)

- Students who have conferences with me to review their work usually perform better than those who do not. Typically, regular class and office hours will not be held during conference week. Conference times will be difficult to reschedule.

ADDITIONAL JOURNAL INFORMATION

Your journals will be awarded numerical credit, not grades, for completion and adhering to guidelines. The journals will also give you an opportunity to practice writing by responding to each others' ideas. Do not stockpile your journals because each assignment will vary. Late or handwritten journals will be penalized 50 percent. No exceptions. In order to maintain some common threads and continuity in the class, we will use the Thematic Guide of your textbook, *Short Takes*, to schedule readings and the journals. You must respond to one essay for each of your journals from the following sections of *Short Takes*:

Journal 1	The Individual	Journal 3	Society
Journal 2	Relationships	Journal 4	Language and Education

FILM

Film often provides great opportunities for discussion as well as writing connections. We will attempt to view at least two of the following films this semester: *Wall Street* (1989), *Knocked Up* (2007), *Blade Runner* (1982), *Do The Right Thing* (1989), *Lakeview Terrace* (2008). Please keep in mind that some of these films have adult themes and/or images. Please consult me if you have any concerns related to this aspect of the course.

WRITING MATTERS

The readings, activities and lectures are designed to complement your assignments and reflect the kinds of writing concerns students have expressed to me over the years. Your concerns continually change and I attempt to adapt to your suggestions each year. Please note that the list below is tentative; it is not set in stone. In some cases, I will elaborate on some of these items during class. In other cases, I will work with you on some of these items on an as-needed, individual basis during conferences. I will announce and clarify specific reading and writing assignments each week. Semesters vary, but as a rule of thumb, I try to cover as many of the following writing concerns in all of my composition classes. Typically, you'll also be able to find a discussion of most of these items by referring to the index of your textbook(s) or your online course pack, Composition With Ketchum.

Starting Points

Getting Started
 "Good" Writing
 The Differences Between Journals and Essays
 "If Only"
 Some Assumptions About Composition Students, Adult Learners, Reading and Writing

Roots of Writing

What Is An Essay?
 History of the Essay
 Qualities of the Good Essay

Essay Nuts and Bolts I

Thesis Development
 Introductions
 Paragraphs
 Conclusions
 Transitions
 Patterns of Development

Essay Nuts and Bolts II

Topic Selection (The Alphabet Game)
 Topic Development
 Drafting
 Revision ("Idle Moments," "Speed," "Irene")
 Peer Editing
 Avoiding Sexist & Discriminatory Language

Beyond The Basics

Personally Yours
 False Rules and What Is True About Them
 Clichés (Say Somethin' Different)
 Two Treatments of a Subject
 Diction

I Said, You Said

Argumentation
 The Believing Game
 Evidence

ENGLISH 112, COLLEGE COMPOSITION II**Credits:** 3**Lect/Lab:** 45-0

1. **Course Description: READING LEVEL 6.** Expands students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing. Credit may be earned in only ENG 112 or ENG 112A or ENG 112H. (45-0)

OUTCOMES AND OBJECTIVES

Delta College has established the following guidelines in order improve the chances that all students--regardless of the instructor, semester, or course section--will be exposed to certain principles and kinds of writing. 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 generalization 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 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.
 Demonstrate critical thinking skills.

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

- Objectives:** Reflect upon and assess one's own work as well as they 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 their own opinions with various source points of view.
 - Quote, paraphrase, and summarize accurately.
 - Document sources in conventional style with parenthetical references in text.