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 Note: Office Hours May be Subject to Change
 Additional times available by appointment

INTRODUCTION



Welcome!

Welcome to English 112! The goal of this course is to help you become a better writer. There are certain assumptions I make about writing, and you should know them up front:

1. You'll be writing all of your life, not just in college.
2. Learning to write well involves more than learning to write.
3. Writing is a process.
4. Writing does not take place in isolation.
5. Writing is a skill like any other.

And yes. The picture does kind of look like me.

COURSE STRUCTURE

The course is divided into three units, each focusing on a specific set of skills, but each also building on the last.

Unit One: Exploring Writing/Writing to Explore

Back to basics! This first unit will introduce/re-introduce you to how writers go about coming up with something to say, and how they take that something from ideas and a few pages of notes to a completed essay. We'll review the writing process, with special focus on generating ideas through freewriting/brainstorming and research. We'll also use writing as a tool to explore ideas, as you begin to consider what you might like to spend your time writing about in your later essays.



Unit Two: Writing to Informalize (OK. Not a word. So sue me.)

In Unit Two we'll begin to explore the kinds of writing you'll likely have to do for your classes – and in your life outside of college. The essay you'll produce for this second unit will combine two of these modes of writing: writing to inform and writing to analyze. We'll start off with an informative essay. Though that might sound like a piece of cake (mmmm...cake...), when we remember that "Writing doesn't take place in isolation" – when we think of making our message clear to a very specific audience – we start to see just how tricky making something clear can actually be!

Unit Three: Writing to Convince



Notice that I haven't used the term "argumentative writing" – that's on purpose! Although "argument" doesn't officially mean what we all know it means – "fighting" – because that's how we use the word, it's got that "hollering at each other" feel to it. But, of course, the worse way to get people to see things your way – the goal of persuasive writing – is to holler at them. So – for your third essay, you'll use everything you've learned so far in the course to persuade your readers to agree with you. No hollering will be allowed. This, by the way, will be the biggie: your final research paper.

EXPECTATIONS

There are a few things I expect from you, and, in turn, there are things you can expect from me.

Your job will be to:

- Attend every class fully prepared – reading done, study questions responded to, assignments ready. You'll notice that the attached schedule of activities is pretty vague. As I mentioned, you're part of something very new – so I will be experimenting as we go along. This means that I'll be assigning a lot of the specifics in class – such as weekly readings. You must, therefore, come to class (see below). If you are absent, you are expected to find out what work was done and what is due the next period. You can contact me, or a buddy in class (do try to pick a reliable buddy!).
- Engage actively in your learning process. Read the essays carefully, and reflect on what you read. Participate fully in group and class activities. Write and rewrite your essays, so that what I and your peers see is really your best effort.
- Listen carefully to the advice of your peers and your instructor, and don't be afraid to ask questions if that advice is unclear.

My job is to help you improve your writing. I can't, in the traditional sense, teach you. I can introduce you to methods and techniques used by effective writers. I can share my own experiences as a writer and reader (and a long-time student) with you. I can also offer you informed advice about your own writing – a sort of writing "coach."

COURSE POLICIES

From the English Division:

Instructor Initiated Drop for Lack of 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. This is an English Division policy.

Disabilities

If you have a documented disability which 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.

Integrity of Academic Work (From the Delta College Catalog)

I. Statement of Values

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.

II. Faculty determine standards of integrity for academic coursework.

Examples of academic dishonesty that would constitute violations of this policy include, but are not limited to, the following:

- A. Plagiarism*
- B. Cheating on tests, quizzes, or any assignments
- C. Fabrication
- D. Aiding and abetting dishonesty
- E. Falsification of records and official documents

*Plagiarism is defined as, “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own.” As developed by Alexander Lindey in “Plagiarism and Originality” (N.Y.: Harper,1952)

III. Faculty and Staff Responsibilities.

Faculty should do the following, where applicable and when appropriate:

- A. Provide clarification about the nature of academic dishonesty.
- B. Clarify expectations for homework, assignments, collaborative student efforts, research papers, exams, etc.

- C. Identify any specific style/format requirements for assignments.
- D. Communicate ethical and professional standards associated with courses and programs.
- E. Honor principles of truth and honesty and in so doing protect the validity of college grades.

IV. Student Responsibilities and Rights

Delta College Students are responsible for understanding/following

- A. All provisions of this policy including, but not limited to, examples under I and II above.
- B. Specific course policies for academic work.
- C. Other College policies as specified in the current Delta College Catalog.
- D. Commonly understood principles of personal honesty and integrity.

The student may appeal, through the Disputed Final Grades policy, any grade affected by a charge of academic dishonesty.

V. Process for Policy Violations by Students

- A. Faculty may use their discretion and judgment in any suspected violation of this policy, including limiting action to a warning. If the faculty member determines that this policy has been violated, then the process outlined below will be followed.
 1. If the faculty member decides that a violation of this policy will not affect the student's assignment or course grade, the faculty member will explain the violation to the student and warn the student of future consequences for similar behavior.
 2. If a faculty member decides that a violation of this policy will affect the student's grade in the course, then the faculty member will explain the decision in writing to the student within a reasonable time frame. The faculty member will then send copies of the written explanation to the appropriate Division Chair, Academic Dean, and the Chief Academic Officer of the College.

Both the Division Office and Academic Office will maintain permanent records of these violations.

- B. When a violation is reported to the Academic Office, the Chief Academic Officer of the College will determine appropriate consequences beyond the course grade for the

student, including, particularly in the case of a repeated violation of this policy, possible dismissal from the College.

Disruptive Students (From the Delta College Catalog)

Disruptive conduct taints the educational atmosphere and may endanger the safety of students and staff. Accordingly, when student conduct on campus creates a serious enough disruption such that the only reasonable solution is removal of the student, a faculty/staff member may temporarily suspend or permanently expel that student from class/campus.

This policy and accompanying procedures assumes that the faculty/staff has made every attempt to resolve this issue with the student through such informal methods as individual conferences and/or written messages. If these informal methods have not met with success, the following formal procedures will be implemented.

1. The student will be verbally warned by the faculty or staff member the student's behavior is considered to be disruptive (describe the behavior to which the faculty/staff member is referring) and that if the student continues the behavior, s/he will be asked to leave the class/building.
2. If the student persists with the disruptive behavior, the faculty/staff member can then ask the student to leave the class or campus. At this time the faculty/staff must warn the student that failure to leave may result in police intervention. The faculty/staff must indicate whether the suspension is just for that day or if the student must appeal to the appropriate Division Chair to reenter the class. In other words, clarify for the student whether the suspension is temporary or permanent.
3. If after the previous verbal warnings the student continues to demonstrate disruptive behavior, the faculty/staff will summon the appropriate police agency who will have the option of arresting the student for criminal trespass, if necessary. The faculty/staff member's request for the student to leave provides the police agency with sufficient probable cause to effect an arrest.
4. If as a result of faculty/staff member's request for expulsion the student leaves the classroom/campus, the faculty/staff will notify their Division Chair or immediate supervisor in writing within 24 hours of the incident. The written report must include the student's identity and the behavior that was considered to be disruptive. Sufficient detail must be provided to allow the Chair/Supervisor to assess whether or not the policy was followed. Please note that the written report is only necessary when considering expulsion. Temporary suspension is handled informally by the faculty/staff member.
5. The Division Chair/Supervisor must immediately contact the student by phone, with a follow-up through registered mail, notifying them of the opportunity to explain the incident from the student's point of view. In addition, this notice will include the date by which the student must respond back to the Division Chair (or designee) or else forfeit their right to appeal the expulsion. Generally, the student will be given three class* days to respond in person, by phone, or mail (postmarked). Within 24 hours of the

conclusion of the meeting to review the suspension, the Chair/Supervisor will decide if the removal was justified or if the student should be reinstated. The Chair/Supervisor may find it necessary to consult with other College employees, students, or records for additional information upon which to base their decision. The Chair/Supervisor may support or deny the removal, or make other arrangements for the student.

6. The decision of the Chair/Supervisor will be conveyed to the student and the faculty/staff member who caused the removal as soon as possible, either in person or by phone. A written confirmation of the decision will be sent to both the staff member and the student within three class days. Within three class days of the receipt of the written decision, the student or the staff member may appeal in person, by phone, or in writing the decision to the appropriate Dean/Supervisor (identified in the written decision by the Chair); whose decision will be final.
7. It is important to emphasize that each step of the process should proceed as quickly as possible, while maintaining fairness and objectivity.

*For the purpose of this policy, class days include only Monday-Friday when Delta College classes are in session.

And a few of my own:

Late work: Homework will be checked the day it is due. Essays will be collected at the beginning of the class period in which they are due. Late papers will drop one grade for each day they are late. In class essays and quizzes cannot be made up unless you've made arrangements with me before the class in which we'll be writing.

Gateway Criteria: Each assignment will include certain Gateway Criteria. These are conditions which must be met before I will accept and grade any work. Please be careful to review the Gateway Criteria for each assignment before submitting your work. The Gateway Criteria will be outlined on the assignment sheet for each essay.

WHAT YOU'LL NEED

Required Texts:

Roen, Glau and Mead. The Concise McGraw-Hill Guide: Writing for College, Writing for Life.

Recommended: College-level writing handbook.

You must also have a spiral-bound notebook, and some sort of storage device to save your work – a Flash drive is recommended.

Bring all of your texts to every session.

A note on your text: Student tested, teacher approved!

Last year a publishing rep asked me if one of my classes might be interested in helping McGraw-Hill test out a chapter from a new textbook. You guessed it: a chapter from the very book you now hold in your hands was given out to my Fall 07 112A class. Not only did they provide feedback to the publisher – they convinced me that this text was much, much better than the one I'd been using for several years. So I made the switch!

Outcomes and Objectives of Eng 112

OUTCOME 1: 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 2: 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 3: Work with others, both in and out of the classroom.

Objectives:

1. Reflect upon and assess one's own work as well as they work of others.
2. 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:

1. Locate information using a variety of search tools and methods, including library sources.
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.

