

**ENG 112 ENG 315**  
***College Composition II***  
***Syllabus***

**Course Information:**

Course: College Composition II

Text/Supplies: There will be no text-book for this course; however, you will need the following supplies:

- 3-ring binder
- Stapler
- Pens and lined paper
- You may want to “arm” yourself with a flashdrive (we’ll be doing almost everything electronically). However, these are kind of expensive; and, therefore, optional.

Instructor: Mick McGrath, Adjunct Faculty Member

- E-mail: [michaelmcgrath@delta.edu](mailto:michaelmcgrath@delta.edu)
- Office hours are by appointment only! Contact me via e-mail, or speak with me in class, to set up an appointment.

**General Information:**

Necessary Computer Skills:

- Power up and power down a desktop and/or laptop computer.
- Access the Internet
- Access the Delta College Website
- Access Delta E-mail, including the ability to send/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 composing essays (no hand-written work will be accepted in this class. However, we will be doing in-class exercises; and, of course, I’ll expect those to be hand-written.)

Other Necessary Knowledge:

- Your Delta Username
- Your Delta Password (You’ll be using these on a daily basis).

**How do I Get Help with this Course?**

If you attend class regularly, you will find yourself on top of things (more on attendance and participation, later). If, however, you miss class regularly, you will feel totally confused and overwhelmed (and, anyway, you WILL find yourself dropped from the class)! Please do not hesitate to schedule an appointment with me if there’s something you need help with. I repeat: *Please* get in touch with me if you need help!!!

## **Course Policies:**

### Attendance:

The Delta College English Division has an attendance policy that is enforced in all English classes, and by all English instructors. The policy is as follows: Students WILL be dropped from the course if they miss in excess of 2 out of every 15 classes, regardless of the reason for the absence. (“Absence” means any time the student is not in the classroom; this includes tardies, early exits, returning late from breaks, or just missing an entire class meeting.)

In other words, you are allotted TWO absences for the semester. If you’re absent more than twice, you WILL be dropped from the course, regardless of the reason for your third absence. These two absences should be reserved for emergencies. In other words, conserve your absences.

Any in-class activities/assignments missed due to absence may not be made up. Further, it is the student’s responsibility to acquire notes from a classmate; I will not provide notes from missed classes, but I am happy to provide handouts (handouts will be rare, by the way; and most of them will be added to elearning).

Please note, however, that I will only provide these “missed handouts” if the student asks for them. I’m not going to be super conscious of who didn’t get a handout (although, I WILL be super conscious of who didn’t come to class).

### Academic Integrity:

Plagiarism is defined as: “the false assumption of authority; the wrongful act of taking the product of another person’s mind and presenting it as one’s own.” If you plagiarize, you will be dropped from the course. I find plagiarism very insulting on a personal level. Please note that plagiarized work is very obvious; if you plagiarize, you will more than likely be found out and removed from the course.

If a case is reported to the Chief Academic Officer of the College, a permanent record of the incident will be maintained and the Chief Academic Officer of the College will decide appropriate consequences, including – especially in the case of repeat violation – dismissal from the college. Please review the policy on Academic Integrity online at <http://www.delta.edu/catalog/StudentsRights.asp>.

### Distractions:

At the college level, it is expected that you will be respectful, interested, and actively involved in class. Turn your cell phone OFF. No texting! Side conversations, note-passing, frequent unauthorized breaks, etc. are disrespectful, and they will not be tolerated. You will be removed from the class for having side-conversations while I’m talking. You will not distract me while I’m trying to teach, and you certainly will not distract others while they’re trying to learn.

Delta’s policies dictate that there are to be no visitors in class; therefore, no guests or children for any reason! Food and beverages are allowed, provided they are not a distraction (loud, messy, etc.). Distracting electronic devices such as (but not limited to) cell phones, iPods, laptops, etc. must be turned off for the entire class session, unless specified by the instructor. Under Delta’s Disruptive Students Policy, a student may be removed from the classroom for one class period or for an entire semester. Please review the Disruptive Students Policy under “Student Rights, Responsibilities, and Conduct” <http://www.delta.edu/catalog/StudentsRights.asp>.

### Late Work:

Due dates for all papers and assigned reading will be provided well in advance (on the first day, in fact). Papers are due at the beginning of class on the given due date. Please contact me if the schedule of due-dates is, in any way, unclear.

Most reading materials will be distributed, electronically. For this, we'll be using elearning – so get to know it! In some cases, however, I may decide to distribute hardcopies of assigned readings; so, you should definitely come to EVERY class!

Instead of requiring a text-book for this course, I have made it a requirement that you print all assigned reading materials. This, although it may be inconvenient to some, beats buying a text-book...at least, in my opinion.

I expect that you will submit all papers on time, following all submission guidelines. If an unforeseen circumstance arises, and you cannot make it to class when a paper is due, you may submit it that day, as an attachment to my e-mail address, [michaelmcgrath@delta.edu](mailto:michaelmcgrath@delta.edu). Work submitted after the beginning of class on the due-date will be considered "late." Late work will be penalized five percent of the final grade. You may submit late work by leaving the assignment with the support staff (Charlotte McGrath, S-046; or Sue Deford, S-006), or as an e-mail attachment.

In the past, my e-mail account has acted up (i.e. students have experienced technical difficulties while trying to send papers electronically). If this happens, please submit your paper as an attachment to my personal e-mail address, [mcgrathmickj@gmail.com](mailto:mcgrathmickj@gmail.com). With all of this being said, there is no excuse to not submit your work.

No work, submitted after midnight on the due date, will be accepted. Ungraded assignments (first drafts, in-class exercises, etc.) that are missed via non-attendance or early exits, will not be accepted.

### **Communication Via E-mail:**

E-mail is the most efficient way to contact me. I check my e-mail, often – a few times each day. The following guidelines, however, govern e-mail correspondences between an instructor and a student. 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. Please send e-mails to my g-mail account only if you absolutely MUST!!!

### **Grade Break-Down:**

Rhetorical Structure Essay	30% (10% for each paper)
Informative Research Paper	20%
Persuasive Research Paper	30%
Participation	20%

### **Participation:**

Criteria for your participation grade are as follows: Attendance (of course, *excessive* attendance will result in your being dropped from the class), in-class discussion, and participation in group activities, including writing exercises. For example, if you're someone who's constantly texting during class, this will be reflected in your participation grade – and, therefore, your *overall* grade. If you're someone who's CONSTANTLY texting during class, then you will just be dropped/removed.

If you're distracting me with side-conversations, then this, definitely, will be reflected in your participation grade. And if you're constantly distracting me and your classmates with side-conversations, you will just be dropped/removed, in which case the participation grade will be the least of your problems. Finally, if you have absolutely nothing to say all semester about any of the readings, this, too, will be reflected in your participation grade.

### **Outcomes and Objectives for this Course:**

**Write effectively for appropriate rhetorical situations.**

Objectives:

- A. Use the writing process: pre-write, write, and revise.
- B. Write with clarity.
- C. Select, organize, and present details to support a main idea.
- D. Use generalizations and details effectively.

**Read effectively.**

Objectives:

- A. Demonstrate the ability to derive meaning of text from multiple perspectives.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended purpose.
- C. Show comprehension by accurately paraphrasing and summarizing a wide variety of texts.

**Develop critical thinking skills.**

Objectives:

- A. Explore the relationships among language, knowledge, and power.
- B. Develop critical thinking skills and apply them to reading texts.
- C. Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources.

**Drafts and Revision:**

In a 1999 Charlie Rose interview, novelist Annie Proulx said that writing is like building a piece of furniture, or an ice sculpture...or something to that effect. You start with a big chunk of wood or ice, and then you cut pieces of it away, slowly, until it takes shape. Implicit in this analogy is the assertion that revision is ESSENTIAL – a doctrine that I firmly believe in. We'll be composing a rough draft for almost every paper. One criterion you'll need to be mindful of, for almost every paper, is evidence of a journey from A to B (more like A to Z, really). You'll need to demonstrate that your work has been developed, think-tanked, etc.

**Grading Standards:**

A-Writing is generally characterized by the following:

- Crisp clear language
- Innovative thoughts and fresh interesting use of language
- Clear development of focus, intention, and organization
- Extensive support and elaboration
- Completeness and closure.
- Variety of sentence structure
- No grammatical errors
- No spelling errors
- Complete adherence to assignment requirements

B-Writing is generally characterized by the following:

- Crisp clear language
- Adequate development of focus, intent, and organization.
- Consistent support and elaboration
- Evidence of completeness and closure
- Variety of sentence structure

- Few grammatical errors
- Few spelling mistakes
- Complete adherence to assignment requirements
- Deficiencies in logic

C-Writing is generally characterized by the following:

- Coherence, but little originality of language
- Contrived writing
- Evidence of focus, intent, and organization
- Evidence of support and elaboration
- Many grammatical errors
- Many spelling mistakes
- Basic adherence to assignment requirements
- Serious deficiencies in logic

D-Writing is generally characterized by the following:

- Little originality of language
- Totally incoherent language
- Totally contrived writing (I am not passionate about this, and I'm not working hard/thinking – any old thing crap do!)
- Overall weakness in focus, intent, and organization (I don't even know what I want to accomplish/say with this piece, and I really don't care).
- Little or no support and elaboration.
- Inaccurate and little variety of sentence structure
- Consistent grammatical errors
- Consistent spelling mistakes
- Little adherence to assignment requirements
- Serious, and many, deficiencies in logic

F-Writing is generally characterized by the following:

- Severe deficiencies in logic
- Totally contrived writing (I am not passionate about this, and I'm not working hard/thinking – any old thing crap do!)
- Overall weakness in focus, intent, and organization (I don't even know what I want to accomplish/say with this piece, and I really don't care).
- Plagiarism
- Consistent grammatical errors
- Consistent spelling mistakes
- Absolutely no adherence to assignment requirements