

ENG 111-SP820: College Composition 1

Spring 2012

Syllabus

Location, Day/Time, and Instructor Information

Location:	<p>INET Delivered - Desire 2 Learn</p> <p><u>Class Website:</u> elearning.delta.edu</p>
Instructors:	<p>Michael Somers Assistant Professor of English</p> <p>Kathie Marchlewski Instructor of English</p>
Email:	<p><u>Michael Somers:</u> michaelsomers@delta.edu</p> <p><u>Kathie Marchlewski:</u> kathiemarchlewski@delta.edu</p> <p>This is the best way to reach us. We will check email (and our D2L site) Monday - Friday at least once. You can expect a reply about 24 hours after you write to us. Often, you'll hear from us sooner but please don't wait by the computer for us to write you back. If you email or post on a Friday afternoon or evening, do not expect a reply until Monday morning. We reserve my weekends and our evenings for personal time.</p>
Phone:	<p><u>Michael Somers:</u> 989.686.9173</p> <p><u>Kathie Marchlewski:</u> 989.686.9389</p> <p>We will check our phone messages every week day (and sometimes on weekends). We expect you to call only when you are having trouble with email for some reason. Or, if you are more comfortable using the phone, that's fine but understand that email will likely get you a quicker and more detailed response. When you leave a message, speak clearly and slowly, don't forget to leave your whole name and repeat your callback number at least twice, please.</p>
Office:	<p><u>Michael Somers:</u> S-016</p> <p><u>Kathie Marchlewski:</u> S-009</p>
Office Hours:	<p>Mondays/Wednesdays: 12:15 – 1:15 p.m.</p>

Note: If these days and times do not work for you, we can schedule a phone or instant message appointment.

During office hours, we will be available to you. You may email us, chat with us, call us or visit us face-to-face during these hours. If these hours are not convenient, we would be happy to make an appointment to meet with you at some other mutually convenient time. Please do not hesitate to request a meeting – we are truly glad to meet with students anytime.

Required Texts

Axelrod & Cooper's Concise Guide to Writing, 6e

by Rise B. Axelrod and Charles R. Cooper

Publisher: Bedford/St. Martin's

ISBN: 978-0-312-66890-2

Research Writing Simplified, 7e

by Raymond H. Clines and Elizabeth R. Cobb

Publisher: Pearson

ISBN: 978-0-205-23640-4

Strategies for Success

- It takes time, discipline, motivation, commitment, organization (and probably a few other characteristics that I can't currently think of) to be successful in an online course.
- You will be very dependent on technology in this class. Therefore, it is wise to prepare for disaster. If you are prepared when a disaster strikes, the inconvenience will be minimal.
- BACK-UP, BACK-UP, BACK-UP -- Anyone who has spent time working on computers knows that they crash. So, back-up your material frequently by saving. I highly recommend saving Discussion Board postings and responses in Word and then copying and pasting them into the Discussion Board when you're done. I've lost more than a handful by just clicking the wrong button or my computer freezing mid-paragraph.
- Have a crash plan -- know where there is another computer with a reliable internet connection available (as suggested in the course materials) in case yours dies.
- BE EARLY. BE EARLY. BE EARLY. Taking quizzes early, posting discussion boards early, and sending in assignments early means you won't have to lose points for late work. Late is late, period. Remember, every faculty member has been to college, we know the excuses!
- In order to succeed in this class, class participation is a must. You CANNOT make up discussion board points. The due dates are known well in advance so that you can avoid any misses.
- Be neat, be thorough, be careful with all of your work.
- Despite what you may think, teaching someone does not ensure learning. I can't teach you what you don't want to learn. You learn. No one can learn for you. This feels particularly true in an online

course. I've heard many students complain that they feel they are teaching themselves in an online course and in a way, because you don't have constant face-to-face interaction and reminders, you are. You will get out of this class what you put into it. Most of the information you get from this course will be gleaned from reading your textbook. You will learn what you are willing to learn. So, be willing to learn.

Other Important Information:

Office Space: We have added a Discussion called "Office Space." This is the first place you should go with any general questions about the assignments, material, course policies, etc.... This will be an open area for discussion. Office Space will be open all semester. The reason you want to post questions here is that almost always when you have a question someone else has the same question but is too shy to ask it or hasn't thought to ask it. When you post a question, everyone can benefit from reading the answer. You may also help each other if you know the answers – but we will monitor to make sure everyone is on the right track. If you have a very specific question related to just YOUR own work, grade, etc... that is obviously something you'd deal with in a private email or phone call to us.

Communication with Us: As we explain at the top of this syllabus, email is the best way to reach us. We check email at least once each weekday. We usually check email in the morning but not always. You should not expect to hear from us in less than 24 hours of sending me an email – during the week. Often, we will respond much quicker than this but we can't guarantee that. Do not be surprised if it takes us slightly longer than 24 hours to get back to you on occasion. If you write us during the weekend (after 6pm on Friday), you probably will not receive a response until Monday. In other words, just because this class is online, do not expect to be able to reach us 24 hours a day/ 7 days a week. Your D2L site is ALWAYS available to you. We are also very much available to you – just not every moment of every day. We will always respond to you. But, you should not email us then sit by your computer and wait for us to respond. If some complication arises from our inability to get in touch with one another immediately,

we will work that out – don't worry.

Email Conventions: Email us only from your Delta account, please. Also, be sure that you follow standard business-letter writing etiquette when emailing. This means proper salutations (“Dear Mr. Somers” or “Dear Kathie,” for example, and not “Hey”) and proper full sentences complete with proper capitalizations and punctuation. Then, be sure to “sign” it. Lastly, be sure the Subject line includes your class and section number, as well as an actual statement about the topic of your email (ENG xxx-xx Homework Question, for example). Why the formalities? Simple: We’re one of your chat or texting buddies, and if you’re contacting us, it’s about business, so a business-like presentation is appropriate. If you don’t email us according to these standards, do not be surprised if we ignore your message, especially if you’re asking for a favor.

Naming Conventions: In order to facilitate the tracking of assignments and correspondence with the instructor, please use the following naming conventions (username is your Delta username, and project is what I call the project).

- **Projects:** username_project.rtf (or .doc or .docx, depending on Word version)
- **Email Subject Lines:** Please start your subject lines in email correspondence with Course & section username: SUBJECT_OF_MESSAGE

Work Time Expectations: You are expected to spend as much time online in our D2L site as you would in the classroom. Because this is an online class, all of the discussion and activities that you would be engaging in if it were a face-to-face class are replaced by a variety of online activities. You should expect to spend the 4 hours that you would normally be in this class online. In addition, most college instructors and administrators agree that you should be spending about 2x the hours of any given class on homework. You should not be surprised then if it takes you an additional 6 hours a week to complete the work you have to do for this course. If you are struggling in class, the hours you should expect to commit to this class increase. Alternatively, it is probably possible to complete the work for this course

in less than 9 hours / week but if it takes you 9 hours, you shouldn't be surprised.

Late Work: You may not hand in work late for credit. Once an activity in Desire 2 Learn has passed the due date, it will no longer be “active” which means you won't be able to access it. ANY other work handed in late will receive no points. Because this is an online class and our work takes the place of the work we would be doing in a face-to-face class, it needs to be done in a timely manner for you to keep up with the material. **Once again, please pay attention: WE WILL NOT ACCEPT ANY LATE WORK FOR CREDIT.** Go ahead and get your work done early – at least then you know for sure it won't be late.

Course Description

Prerequisite: READING LEVEL 2 and WRITING LEVEL 4. Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas; shaping and evaluating writing. Uses reading and language awareness to further the development of writing. Credit may be earned in only ENG 111, ENG 111A, ENG 111B, ENG 111C or ENG 111H. (45-15)

Course Outcomes and Objectives

Outcome: 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.

Outcome: 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.

Outcome: 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

utilizing resources.

Course Content/Module/Assignment Information

Each unit will begin on Mondays by 12 Noon ET.

You will see staggered deadlines – **pay close attention to deadlines.**

Note: Discussions and Dropbox do have ending dates and will close at 11:59 PM ET of that given day. You cannot post after that date.

Grading Information

Course Assignments:

You will be graded on your ability to satisfactorily complete:

- literary narrative writing
- narrative essay
- summary/response writing
- 1 Search essay with original research

Each of the formal writings will be explained with an assignment page, and a detailed explanation of the assignment, length, and grade point assigned.

- Formal essays make up the bulk of the writing done for this class and will make up a majority of your grade for this class. All work must be saved in a rtf format before submitting. Please consult with the elearning center (elarning@delta.edu) if you do not know how to do this. Essays submitted in other formats may lose points.
- Shorter writing assignments will come at various times throughout the semester.
- You will receive specifics on each assignment. You will also receive a specific sheet that breaks down exactly how the product will be evaluated for each writing assignment.

The reading log: This is your opportunity to show that you have read the assigned section of your books and that you understand the content. So you will summarize the assigned reading and will respond to it. (How do you connect to that part? How did you not connect?) In other words, what is the overall reaction to what you have just read? These should be 2-5 paragraphs. One to two paragraphs for the summary and one to two for the reaction. You will be graded on how in-depth your summary is, how in-depth your reaction

is, and how well your mechanics are under control. At the top of each reading log write the number of the reading log, the title and page numbers of the material. This will be submitted to your folder.

Paper Format: You are required to use MLA formatting (double spaced, 12 font) Proper grammar and spelling are a given. Any paper turned into me with typos or obvious errors will lose points, so proofread everything. Each assignment must be submitted to Dropbox.

Discussion board posts: This will be your opportunity to talk writing with your classmates and myself. You will be responding to posts that I have written that will be based on information from reading that you have done from your texts. There will be two discussion board topics occurring each week. You need to make at least one original post to each of the two topics and you need to make at least two follow-up posts to your classmates and/or to myself. These four posts **need to occur over the course of a minimum of two times during the week. See the Rubric for Discussion Threads below.**

Note: All assignments will be submitted electronically/digitally

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.

I will utilize a variety of rubrics for grading assignments and projects.

Calculating Grades:

Grades are weighted by category. Individual grades within each category are calculated according the following:

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 a 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).

The following is a sample model based on percentage of total points earned:

% Points	Grade	% Points	Grade
93-100	A	70 - 72	C-
90-92	A-	67 - 69	D+
87-89	B+	63 - 66	D
83-86	B	60 - 62	D-
80-82	B-	0 - 59	E
77-79	C+		
73-76	C		

I STRONGLY ENCOURAGE you to keep track of your assignments and points earned throughout the semester. KEEP ALL GRADED WORK UNTIL FINAL GRADES ARE ISSUED.

Where to Find Your Grades:

Desire 2 Learn

Note: Grades will be posted within 7 days after a deadline.

Discussion Board Participation:

Discussion Questions provide a forum for students to ask questions and answer important questions about the course material. The discussion questions also allow students to receive feedback from the instructor and other students in the class. A discussion grade will be posted to the grade sheet for each week.

Rubric for Discussion Threads:

Note: Discussions will be worth different point value on different weeks, and will be based on the depth and effort appropriate for each topic. What you see below are the criteria of good Discussion writing that will earn you particular letter grades for Discussion responses.

Grade	Grading Criteria
A, A-	<ul style="list-style-type: none">• Responses are on topic, original, and contribute to the quality of the discussion.• Responses are spaced throughout the unit, not just at the end of a unit.• Responses make frequent, informed references to lesson material.• Responses are clearly written.• Responses meet posted length requirements.• Two or more responses to classmates that are thoughtful and advance the discussion.
B+, B, B-	<ul style="list-style-type: none">• Responses are on topic, largely original, and contribute to the quality of the discussion.• Responses make some informed references to lesson material.• Responses are generally clearly written.• Responses meet posted length requirements.• One response to a classmate that is thoughtful and advances

	the discussion.
C+, C, C-	<ul style="list-style-type: none"> • Responses are on topic, but lack originality, and lack a significant contribution to the quality of the discussion. • Responses make vague or summary references to lesson material. • Responses have several mechanical or stylistic errors. • Responses do not meet posted length requirements. • Response(s) to others does not advance the discussion.
D+, D, D-	<ul style="list-style-type: none"> • Responses are only partially on topic, lack originality, and lack a significant contribution to the quality of the discussion. • Responses make little or no references to lesson material. • Responses have several mechanical or stylistic errors. • Responses do not meet posted length requirements. • No responses to classmates. • If there are two questions, student didn't respond to one.
F	<ul style="list-style-type: none"> • Responses are off topic, lack originality, and lack any contribution to the quality of the discussion. • Responses make little or no references to lesson material. • Responses have several mechanical or stylistic errors. • Response is abusive or inappropriate. • Response is plagiarized. • Responses are missing or too skimpy. • No responses to classmates.

Attendance

You can, indeed, be considered absent in an online course. The credit hours are the same in online versus face-to-face classes. Therefore, each week online is considered the equivalent to four hours in a physical classroom. I can keep track of your attendance by seeing when and how long you have logged in, and by your Discussion activity.

<p><u>Special Note:</u></p> <p>Just so we're clear, here: "I paid for this class. I can choose to attend or not attend. It's my money." Newsflash: You are not "buying" your education. If that were the case, you wouldn't need to be here at all; you could just send in a check, and get a diploma in the mail. When you sign up for classes, you enter into an agreement that you will work to meet the requirements set forth in each class by each instructor, who, in turn, is meeting requirements set by the state and the college to assure that each person who "earns" a degree has achieved minimum standards. If anything, for every class you miss, you're missing a piece of your education, a piece of your future. How much is that worth?</p>
<p>Instructor Initiated Drop for Lack of Attendance:</p>

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 1/7 of your classes for this course. For this particular course this semester, that means in excess of two class periods. This is an English Division policy.

Classroom Conduct

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.

Plagiarism

Plagiarism (misrepresenting the work of others as your own) is a serious offense and will result in an F for the project and possibly for the course. It could even lead to expulsion from the class and the college.

For more information about Delta's policies, refer to the "Integrity of Academic Work" section in the "Students' Rights, Responsibilities, and Conduct" section of the Delta College Catalog. The link is: <http://alpha.delta.edu/catalog/StudentsRights.asp>.

The English Division home page has information, as well: <http://www.delta.edu/english/plagiarism.html>.

If in doubt about plagiarism, please ask me for clarification. Note that I consider the submission of papers that you have previously written for another course to be plagiarism. Note, too, that taking any ideas or words from any source (including Internet sources) without proper citation is also plagiarism; to check for this, I use various Internet-based tools. In this class, we will use MLA citation methods.

Final "News You Can Use" Categories

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.

Syllabus Revision/Instructor Prerogative:

The instructor retains the right to modify this syllabus and any of its terms as appropriate throughout the semester.