

iDialogue: COLLEGE COMPOSITION II
ENGLISH 112, WN645
Winter, 2012

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Course Description:

This course is an upper level academic essay writing class. The general description for this course is that it expands students' abilities and versatility in reading, language awareness, and composing for a range of purposes, audiences, and situations, including academic research writing.

The theme of this particular section of English 112 is Dialogue. For the purposes of this class, we will be defining "Dialogue" as the ongoing discourse (conversation/communication) between and among every citizen of our world. Individuals "dialogue," yes, but so do whole nations, groups of people, families, generations, races, classes, political parties, religions, etc.... We will be exploring how this Dialogue powerfully shapes not only the world around us but our individual lives, behaviors and attitudes. As the title, "iDialogue," suggests, we will be discussing how current technologically-based methods of communication and engagement (or disengagement) with the world around us are affecting our lives as well. Because Dialogue is not possible without careful consideration of others' ideas, a primary focus of the class will be reading actively. We will also be spending a good deal of time on how to properly "join in the conversation" through research and argumentation.

Course Outcomes and Objectives:

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.

Course Materials:

The following required texts are available at the Delta Bookstore:

The Curious Researcher by Bruce Ballenger, Seventh Edition.

They Say/ I Say by Gerald Graff & Cathy Birkenstein, Second Edition.

Please note: If you order your books online from some other source, it is your responsibility to make sure you receive them in time (or borrow from someone else) for your first reading assignments. Not having your book on time is not an excuse for missing homework.

You will also need 4, 1 subject notebooks or 2, 2 subject notebooks in which to complete your Reading Logs and Writing Journals each week.

Course Requirements:

Reading Logs: You will complete a Reading Log for every at-home reading assignment you have this semester. These will be collected at the beginning of every class, starting the second week. Details for this assignment will be given to you during class time. Each Reading Log is worth 50 points.

Writing Journals: You will respond to a series of questions and prompts each week in a writing journal. These writing journals will serve as discovery drafts for the three essays you are responsible for producing this semester. These will be collected at the beginning of every class, starting the second week. Details for this assignment will be given to you during class time. Each Writing Journal is worth 50 points.

Essays: You will have three formal essays to produce this semester. Ideas and drafts of these essays will come from your Writing Journal. The first and third essays due will be workshopped with everyone in the class. The second essay will be discussed in a one-on-one conference with me. Each formal essay will be worth 100 points. If you do not turn an essay in to be graded, you will lose 200 points on your overall score.

Workshops: Twice this semester, with your first and third essay, you will share your work with the entire class. If you fail to attend class on the day of your workshop, you will lose 100 points on your overall score.

Conference: Once this semester, you will sit down with me face-to-face and discuss one of your essays for class. If you fail to attend this conference, you will lose 100 points on your overall score.

Annotated Bibliography: You will keep a running annotated bibliography of all the texts you read this semester, including all the sources we share in class and your textbooks and some outside sources as well. Three times throughout the semester, I will make sure you are on task and keeping up with your annotated bibliography work by asking you to turn in what you have so far. These checks will take place in Week 5, 9, and 13. At the end of the semester, your annotated bibliography will be included in your Final Portfolio.

Final Portfolio: You will complete a revision of each of the three essays you handed in for workshop or conference throughout the semester. These revisions, your annotated bibliography and a self-reflective introduction will all be included in your final portfolio. Your final portfolio will be worth 500 points.

Grade Distribution:

Reading Logs (50 points each x 10)	500 points
Writing Journals (50 points each x 10)	500 points
Essays (100 points each x 3)	300 points
Final Portfolio	500 points
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Total Points Possible	1800 points

Grading Scale:

- A = 93-100%
- A- = 90-92.4%
- B+ = 88-89.4%
- B = 82-87.4%
- B- = 80-81.4%
- C+ = 78-79.4%
- C = 72-77.4%
- C- = 70-71.4%
- D+ = 68-69.4%
- D = 60-67.4%
- Below 60% is Failing = E

Figuring out your grade: You can figure out the grade you are receiving in class anytime as long as you know all the scores you've earned on all work to date. Don't throw any of your work for this class away – especially after it is graded. Just divide the total number of points you've earned to date by the total number of points possible to date and you'll get a number under 1. Move the decimal point two spaces to the right and you'll have a percentage. Find the percentage in the grading scale above and you'll know what you're current letter grade is.

Other Stuff:

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 2 class periods. This is an English Division policy. Also, if the class is full and you are absent on the first day and someone else wants your spot in the class, you will be dropped from the class.

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.

Academic Dishonesty:

Handing someone else's work in with your name on it or Plagiarizing ON ANY ASSIGNMENT will cause you to fail the assignment. Two or more offenses of academic dishonesty will cause you to fail this course. Below is the official English Division & Delta College policy regarding plagiarism.

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.

Appropriate Behavior & Disruptive Conduct:

College students are expected to behave like civilized adults. Delta has very strict rules about behaving appropriately in the classroom. If you find it difficult to behave in a manner that is respectful and productive to our classroom and the people in it, you will be dealt with in the following manner & according to the official policy of the English Division & Delta 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.

Missed Work:

You will not be allowed to make up work that takes place during class time if you are absent. This includes Quizzes, Reading Discussions & Workshops. If you miss your assigned Workshop time you forfeit all points for that Workshop.

Late Work:

I will accept late work (other than in-class work) for up to one week past the due date at a 20% penalty. This means, you automatically lose 20% of the total points possible for an assignment if it is handed in after the due date and time. All assignments are due at the beginning of class time each week. I will not accept any assignment that is more than 1 week late for any reason.

Extreme Weather Policy:

There might be times when my fear of driving through a blizzard overrules Delta's policy to stay open despite said blizzard – in the case of extreme weather when Delta has decided to remain open, please double check that I am still going to have class by checking your email before coming to class.

My inability to read minds:

I became a teacher because I love my subject and I love to teach. Consequently, I am unconditionally fond of my students and want them very much to succeed. But, I have never been able to develop a knack for reading minds. I'll keep working on that but in the meantime, please understand that if you are having trouble in or with class, I do not know that unless you talk to me, call me or email me. Please know that I am available to you. There is no reason to keep your discomfort a secret – it only wastes *your* time and money, and worst of all, hinders your ability to learn.

Eng 112, Sect WN645 w/ Stevenson
Winter 2012 Schedule

CR = *The Curious Researcher*
Log
TS/IS = *They Say I Say*
Journal

RL = Reading

WJ = Writing

	Read & Do RL for :	Due at the Beginning of Class:	In Class:
Week 1/ January 11	CR intro & TS/IS intro	WJ1/ RL1	
Week 2/ January 18	CR Week One	WJ2/RL2	
Week 3/ January 25	TS/IS Part One	WJ3/RL3	Read <i>Sista Tongue</i>
Week 4/ February 1	CR Week Two	WJ4/RL4 First Essay Due	Workshop One
Week 5/ February 8	TS/IS Part Two	WJ5/RL5 Annotated Bib Check #1	Workshop One
Week 6/ February 15	CR Week Three	WJ6/RL6	Workshop One
Week 7/ February 22	TS/IS Part Three	WJ7/RL7	Workshop One
Week 8/ February 29	CR Week Four	WJ8/RL8 Second Essay Due	Conferences
March 7 is during Spring Break – Enjoy!!			
Week 9/ March 14	TS/IS Part Four	WJ9/RL9 Annotated Bib Check #2	Conferences
Week 10/ March 21	CR Week Five	WJ10/RL10	Conferences
Week 11/ March 28		Third Essay Due	Workshop Two
Week 12/ April 4			Workshop Two
Week 13/ April 11		Annotated Bib Check #3	Workshop Two
Week 14/ April 18			Workshop Two
Week 15/ April 25		Final Portfolio w/ Introduction & Annotated Bibliography Due	