

**ENGLISH 112 College Composition 2, Winter 2011**

**Instructor:** Angela Trabalka

**Semester:** Winter, January 11-April 27, (no class during spring break, March 7-11)

**Class Hours/Meeting Place:** English on Tuesdays 12:30-3:25 in S41

**Office/Office Hours:** Tuesdays 9:00-9:30 & 3:30-4:30 in S42

**Email:** angelatrabalka@delta.edu

**Phone:** (989)686-9442

**Mailbox Drop-off:** Either the slot on the door of S42 or the mailbox in S46 (Charlotte McGrath, secretary)

**COURSE DESCRIPTION:**

This class is a skills-based class aimed at helping you to compose college-level compositions integrating sources and research.

**REQUIRED TEXT:** Wadsworth Pocket Handbook.

(also see <http://owl.english.purdue.edu/owl/resource/557/01/>)

**OTHER REQUIRED MATERIALS:**

- ✓ Writing utensils
- ✓ One folder for turning in major papers
- ✓ One binder for your portfolio
- ✓ A notebook for notes (either spiral-bound or in a binder)
- ✓ Access to the Internet, word processing, and the library
- ✓ An E-storage device (CD, flash drive, etc.) for use in the computer lab

A note about printing: This semester, in continued effort toward creating a "greener" college, Delta has begun limiting printing per student. You have 100 copies per semester for free; beyond that, students are charged per copy. To purchase extra copies, log in to MyDelta as a student, then click on "Request for Additional Prints" under "Other Resources." Front/back of one page counts only as one total page. Please plan accordingly.

**Outcomes and Objectives:****Outcome 1: 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 2: 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.
- Understand the relationship among language, knowledge, and power.

**Outcome 3: Work with others, both in and out of the classroom.**

Objectives:

- Reflect upon and assess one's own work as well as the work of others.
- 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:

- 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.

**ATTENDANCE: (Note this heading is in bigger font for a reason!)**

Your instructor will drop you from this course if you miss, *for any reason*, in excess of 2/15 of class time. For this particular course this semester, that means in excess of 6 hrs. ("Absence" means any time you are not in the classroom, including late arrivals, early exits, returning late from breaks, or missing an entire session.) Extenuating circumstances to be considered must be discussed with your instructor(s) prior to the absence in question.

Attendance will be taken daily. If you must miss a class, you will lose participation points for that day, and any in-class activities, notes, and assignments may not be made up outside of class. Further, it is the student's responsibility to acquire notes from a classmate, so it's a good idea to exchange contact information with a couple of classmates.

I will not "re-teach" a lesson missed through nonattendance. Every minute of class is important; I keep track of late arrivals and early exits. Habitual tardiness/early exits will result in the loss of some or all of your participation points, affects in-class work, overall learning, and does count towards your overall absence.

## CIVILITY

Our classroom environment will be one of mutual respect for everyone in the class. This includes limiting language to that which is appropriate for our setting, which means eliminating any language that is degrading, exclusive, or insulting, (in particular, no offensive use of the words "gay" and "retarded.")

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. Your ear(s) may not be plugged in to anything during class either, even if the device is off. Students who make use of such devices in class will be subject to Delta's Disruptive Students policy. Delta's Disruptive Students policy will also govern situations in which a student exhibits disruptive behavior. 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", located at <http://www.delta.edu/catalog/StudentsRights.asp>

Writing in ENG 111 is public and the writing process will require us all to work together. Everyone will be reading aloud his/her own work in some context during this semester. Only write that which you are willing to share. Be courteous and helpful when constructing feedback for others.

## GRADES

### For English:

Description	Percentage of English Grade
Paper #1	20%
Paper #2	20 %
Paper #3	20%
Portfolio + Letter	10%
Participation	20%
Writing practice	10%
<b>Total</b>	<b>100%</b>

## **PARTICIPATION GRADE**

The class participation grade is an evaluation of individual students' contribution to the environment of learning. Students will be evaluated on the following: meaningful contributions to class discussion, attentiveness, active-listening and note-taking, participation in collaborative work, preparedness, being task-oriented, and fulfilling assignments (including draft submission).

## **DRAFTING PROCESS**

In ENG 111, we use a multiple-draft/workshop method of writing. As a part of this process, students will be required to submit a total of four drafts of each major essay, each progressing in development and polish: a "discovery" draft, conference draft, peer groups draft, and a final draft. Only the final draft of each essay will be graded. The other three drafts required in this process are submitted for feedback, and will be revised as part of your coursework. Discovery drafts are to be submitted via e-mail by a specified deadline. Class time will be provided for you to begin work on this draft. Discovery drafts must be submitted as e-mail attachments in one of the following formats: .doc (Microsoft Word 2003), .docx (Microsoft Vista 2007), or .rtf.

## **LATE WORK**

Due dates for all assignments are shown on the course schedules. Assignments are due at the beginning of class on the given due date. Our expectation is that you will submit all class work on time, following all submission guidelines.

If an unforeseen circumstance arises and you cannot make it to a class session on a due date for a final draft of one of your compositions, you may submit that final before midnight of the due date. A draft 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 my support staff (Charlotte McGrath, S-046 or Sue Deford, S-006), or by sending it as an e-mail attachment in one of the following formats: .doc, .docx, .rtf. No work will be accepted after midnight on the due date.

Ungraded assignments (preliminary drafts, proposals, presentations, etc.) missed through non-attendance, late arrival or early exit from class will not be accepted and cannot be made up. These will also deduce that day's participation points.

## **ACADEMIC INTEGRITY**

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). An instance of plagiarism may be met with a verbal warning from the instructor or a reduction in class grade along with written notification to the student, the Division Chair, the Academic Dean, and the Chief Academic Officer of the College. 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>>.

## **INTERNET ACCESS**

Access to the internet is a crucial element of this learning community. Students will be expected to check their Delta e-mail regularly for course announcements, updates, handouts, or other communications from the instructors. Students may also want to make use of their Delta e-mail accounts for contacting the instructor and classmates.

Check Desire to Learn (D2L) for the grading scale. I will update D2L as I grade assignments, so you can track your own progress throughout the semester. If you are having problems accessing the site, please let me know right away, as I will post your grades there, and occasionally send handouts, pointers, and announcements there as well.

In addition, one variety of draft--the discovery draft--is to be submitted via e-mail attachment.

## **COMMUNICATING VIA E-MAIL**

Email is the preferred method of communication. I welcome student e-mails. 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.

Regarding e-mail response time: I try to check e-mail regularly, but cannot reply to e-mails immediately. Expect a 48 hour delay in receiving answers to e-mails sent on weekdays. On weekends, email responses may take up to 3 days. (Note: this means that important questions are best asked in person.)

There are times when meeting in person is a better idea, so please be sure to take advantage of office hours or scheduling appointments as necessary.

## **STUDENT RESOURCES:**

- Students are encouraged to seek help from the instructor whenever it is necessary. If it is regarding classwork, it is, of course, necessary to seek assistance before the due date. Questions before, during, and after class are welcome, as well as visits during office hours. If there is something extensive to discuss, it may be necessary to set up an appointment.
- There is also help available at the Writing Center, located in the back of the library. There, consultants will provide one-on-one extensive support with any stage of the writing process. This semester, consultants are also trained in providing textbook reading assistance.
- There is also help available at The Teaching/Learning Center, located near the front of the library. There, you can receive tutoring support for the content of either course.

## **DISABILITIES:**

If you have a documented disability that affects your academic performance and you need an accommodation, please contact the Office of Disability Services in D102. The telephone number is 686-9330. The director is Mike Cooper, D-wing, D102. His number is 686-9322.

**NOTE:** This syllabus is not a contract. It may be modified as the instructors see fit, so long as students are notified in a timely fashion.

## **Explanation of Grading Standards for Composition**

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- A** Writing is generally characterized by the following:
- Innovative thought and fresh language
  - Clear development of focus, intention, and organization
  - Extensive support and elaboration/Completeness and closure
  - Mature and inventive paragraphs
  - Variety in sentence structure
  - Effective audience awareness
  - Accuracy in use of conventional grammar
  - Complete adherence to assignment requirements
  - Strong evidence that meets the full range of course objectives
- B** Writing is generally characterized by the following:
- Clear language
  - Adequate development of focus, intent, and organization
  - Consistency in support and elaboration/Completeness and closure
  - Adequate paragraph development
  - Variety of sentence structure
  - Evidence of effective audience awareness
  - Strong but variable use of conventional grammar
  - Complete adherence to assignment requirements
  - Strong evidence that meets the full range of course objectives
- C** Writing is generally characterized by the following:
- Coherence but little originality of language
  - Evidence of focus, intent, and organization
  - Evidence of consistency in support and elaboration/Evidence of completeness and closure
  - Some variability in paragraph development
  - Accurate but little variety of sentence structures
  - Inconsistent awareness of audience
  - Some, but little error, with conventional grammar
  - Basic adherence to assignment requirements
  - Evidence that suggests course objectives are being met
- D** Writing is generally characterized by the following:
- Incoherent language
  - Overall weakness in focus, intent, and organization
  - Little or no support and elaboration/Inadequate completeness and closure
  - A lack of paragraph development
  - Inaccurate and little variety of sentence structure
  - A lack of audience awareness
  - Inaccurate use of conventional grammar and usage
  - Little or no adherence to assignment requirements
  - Little or no evidence that suggests course objectives are being met
- E** Writing is generally characterized by the following:
- Severe deficiencies in reasoning, language usage, focus, paragraph/sentence development, grammar, and adherence to assignment requirements
  - plagiarism