

Winter 2010
Eng. 112.114 College Comp. II
T/TH 8:30-9:55 MC105

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COURSE DESCRIPTION:

Prerequisite: ENG 111. English 112 continues the development of fluent, effective, and confident writers that began in English 111. It expands students' abilities and versatility in the process of composing for a range of purposes, audiences, and situations, including academic research writing.

Course Objectives and Outcomes

OUTCOME: 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 conventions of standard written English.

OUTCOME: 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.

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

Objectives:

- Reflect upon and assess one's own work as well as they work of others.
- Show willingness to work with others, seeking help where necessary and offering help where it is sought.

OUTCOME: Write an academic research composition.

Objectives:

- Locate information using a variety of search tools and methods.
- 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.

TEXTS:

1. GreenGreenerGreenest. Bongiorno, Lori. Perigree Press. (ISBN 978-0-399-53403-4)
2. Annual Editions: Environment McGraw Hill (ISBN 978-0-07-351556-4)
3. Any MLA handbook/guidebook
4. Any Portable Dictionary.

ORGANIZATION OF COURSE:

Class Theme: Issues of *Sustainability* surround us and affect nearly every portion of our lives, from our health to our economics. This class will be dedicated to a thorough study of the various Sustainability Issues and their role in our lives. You will be given many opportunities to read, write, analyze, reflect, and share your views during our time together.

Bi-Weekly Essays: You will write 6 bi-weekly essays on topics such as Personal Consumption, Health, Building, Industry and Land Issues, and Consumerism. Each essay will be different, asking you to write about yourself, our texts, films, primary research, and the gathering of outside sources. Most of these responses will be brief, 1.5-3 pgs in length.

Sustainability Manifesto: At the end of the semester you will compile/revise some of your thoughts into one complete report (or manifesto) that reflects your findings and opinions about sustainability. This manifesto will require citation of all the research you have done throughout the semester. Much of the research for this paper will be done as you work through the Bi-Weekly Essays. The Manifesto will be your verdict on one or more sustainability issues, considering readings, films, and experiences throughout the semester. While preparing these, we will have one conference week. Length should be around 6-10 pgs. Also, at an Earth Day event on Delta's Main Campus you will briefly summarize your final project, mainly the data you have found (no longer than 5 minutes).

Late Work will be accepted with a full letter grade off for each date it is late (see pts. below). Extensions will be granted on a case-by-case basis. Get work in on time!

Writing Community Membership: You are expected to come to class prepared. This includes completing the readings and writings and being ready to interact with your classmates. This is *essential*, as this class cannot succeed without you. Class activities will include discussion, group work, peer review, and generative, reflective and personal in-class writing. You will lose points through disruptions, be they vocal or mechanical.

On that note, Attendance: You get *three* absences. Choose absences wisely. Or better yet, come to all classes. Your grade will almost certainly reflect your attendance. For each absence beyond three I will deduct 5 pts off your Writing Community Membership grade

(see pts. below). Also, coming to class without a draft on a due date will deduct 4 pts from your WCM grade. Consistently arriving late or leaving early without contacting me first will also be reflected in lost WCM points.

METHODS OF INSTRUCTION:

Lecture, formal and informal discussions, conferences, group work, and in-class writing will be involved. Once, we will meet for conferences. All papers must be typed, formatted accordingly, and turned in on deadline. You are expected to come to class prepared. This includes completing the readings and writings and being ready to interact with your classmates.

EVALUATION:

- 60% Weekly Essays 1-6
- 20% Writing Community Membership (class participation, including peer review, generative activities, discussion)
- 20% Final Manifesto/Earth Day Presentation (cohesive analysis of sustainability issues from multiple sources and perspectives, using combined data from Bi-Weekly Essays).

To determine letter grades for evaluation, I use the following breakdown:

95-100: A	76-73: C
94-90: A-	72-70: C-
89-87: B+	69-66: D+
86-84: B	65-60: D
83-80: B-	59-0: E
79-77: C+	

PLAGIARISM:

Plagiarism is the act of representing your work as another's. This not only includes whole papers but portions of papers. Thus, there is blatant plagiarism and accidental plagiarism. Neither will be tolerated in this class. *Please* do not be shy about questions regarding potential plagiarism. Do not attempt it; you *will* be caught and punished by myself and the college.

Finally, let us Respect each other. The great thrill of a writing classroom is discussion and sharing. It is important that we feel comfortable sharing our thoughts. Please respect your classmates' (and humanity's) diversity. Unethical biases or bigotry will not be tolerated.

Course Outline

(subject to change)

WEEK ONE

In-Class: Course Introduction
The Writing Process
Begin discussion on Theory of Sustainability

Homework: PURCHASE class textbook.
Begin reading from *GreenGreenerGreenest*

WEEK TWO

In-Class: Discuss *GreenGreenerGreenest*
Exploratory Writing 1 and 2
Class discussion: Your own Usage/Footprint.

Homework: **Bi-Weekly Essay #1 due, personal essay**
Continue Bongiorno

WEEK THREE

In-Class: Discuss *Green...*
Group Discussions/Debate

Homework: More reading

WEEK FOUR

In-Class: Discuss *Green...*
Group Discussions/Debate

Homework: **Bi-Weekly Essay #2, Book Review**
Finish Bongiorno

WEEK FIVE

In-Class: Discuss *Environment*
Group Discussions/Debate
MLA review

Homework: Reading TBA

WEEK SIX

In-Class: Discuss *Environment*
Group Discussions/Debate

Homework: **BI-Weekly Essay #3, Reader Response**
Reading TBA

WEEK SEVEN

In-Class: Discuss *Environment*
Group Discussions/Debate
Reading TBA

WEEK EIGHT

In-Class: Discuss *Environment*
Group Discussions/Debate

Bi-Weekly Essay #4, Reader Response

Reading TBA

WEEK NINE

In-Class: Discuss *Environment*
Group Discussions/Debate
Reading TBA

WEEK TEN

In-Class: Discuss *Environment*
Group Discussions/Debate
Bi-Weekly Essay #5, Film Response
Reading TBA

WEEK ELEVEN

In-Class: Discuss *Environment*
Group Discussions/Debate
Reading TBA

WEEK TWELVE

In-Class: Discuss *Environment*
Group Discussions/Debate
Bi-Weekly Essay #6, Manifesto Proposal/Annotated Bibliography
Reading TBA

WEEK THIRTEEN

In-Class: Plan for Manifesto
Proposals (in class)

WEEK FOURTEEN

In-Class: Individual conferences
Work on Manifesto

WEEK FIFTEEN

In-Class: **Manifesto Due**
Manifesto Presentations for Earth Day event on Main Campus

(Schedule subject to change as needed)

Winter Weather Conditions

If the weather looks bad the night before class, please check your Delta email in the morning before coming in to class. Although Delta may be open, I may decide to cancel class if I decide conditions are too poor on the roads. So please check your email through Educator.

