

College Composition II

syllabus

Summer 2011, SU 145

Tues & Thurs @ 1:00 – 4:50 A-124 Computer Lab

Tim Zuellig, Instructor

OFFICE: S053

OFFICE HOURS: by Appt. only

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Required Materials

Models For Writers Rosa

Common Culture Petracca

Best American Essays 2010 Hitchens

Standard composition notebook

USB drive, removable

Suggested/Further Reading

Nonsense: Red Herrings etc., Gula

The Clamour of Grammar Clark

Standard college dictionary

“Personal Stories/Public Discourse”

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COURSE DESCRIPTION

ENG112 – College Composition II – is a course designed to teach you how to write effective college-level compositions. ENG112 is *not* a fiction or poetry course: all content is non-fiction writing. One of the main objectives is to teach you how to write a college-level academic research paper. This paper will require you to complete research and to use those sources properly in your paper.

In this class you will be challenged to discover *your own perspective* on what you encounter in our class readings. So, not only is there a lot of reading about the craft of research and writing, there also is a large amount of essays in your readings. Your main essay in this course is a personal essay of four pages in which you write about a person or an issue to which you are emotionally invested. In addition, you must write coherent essays that thoroughly and convincingly develop your perspective in standard essay composition format. You must be able to summarize, analyze, and argue effectively. Finally, you will learn to use the conventions of Standard English so that your prose is forceful and clear in public discourse.

To succeed in the class, you must demonstrate your ability to do the following:

*Think critically; question an author’s claims; cultivate an inquiring mind.

*Write articulate essays that coherently develop a personal yet persuasive point of view on assigned topics for writing.

*Use Standard English diction, grammar, and mechanics to make your writing forceful and clear.

EXPECTATIONS (MINE)

I can detect effort and sincerity straight away. I believe these qualities in reading and writing take a lot of time to develop fully, but more importantly, *you will find it very difficult to write effectively unless you find something meaningful to you or to your readers. Most importantly, YOU.* As such, I expect a great deal of personal honesty and effort on your part. This is not easy, for it forces you to tackle a subject or subjects that may be difficult for you to discuss: Family issues. The death of someone close. Something that happened to you when you were younger. In tackling these more personal stories and making them meaningful and accessible to a larger audience, you will be writing effectively **BECAUSE YOU ARE HONEST AND BELIEVABLE.** THAT is what I hope for each of you.

GRADING

For my part, I have to assess your mastery of the basic writing and research skills we will be discussing all term. That being said, here's the of the grade structure:

1000 points total, broken down in the following manner:

600 total points for your 2 Personal Essays and 1 Research Essay

200 total points for a reading journal (written responses to the readings/discussions)

200 total points for class participation in discussions, attendance, peer feedback, and social practices

Grading scale

GRADE	POINTS*
A	950 – 1000
A-	900 – 949
B+	870 – 899
B	830 – 869
B-	800 – 829
C+	770 – 799
C	730 – 769
C-	700 – 729
D+	670 – 699
D	630 – 669
D-	600 – 629
F	599 and below

PAPERS:

Four papers are broken down as follows:

1. Descriptive/Narration Essay, 3 pages double spaced, 1-inch margins: 150 points
2. Analysis Paper Essay on one of the stories in *Best Essays of 2010*, 4 pages double spaced, 1-inch margins: 150 points
3. Critical Research Essay, 6 pages double spaced 1-inch margins: 300 points

ATTENDANCE POLICY and OTHER POLICIES THAT WILL AFFECT YOUR GRADE

ABSENCES

All students are required and expected to attend ALL classes. In a work environment, you are expected to show up to work, and to show up on time. Attendance at class is no different. Because this particular section of class is accelerated, missing even one class is critical and unacceptable. Miss one class and the highest grade you can receive in this course (even if you ace everything else) is a C. Miss two classes and you fail the course, no questions.

TARDINESS/LATENESS

If you are more than 30 minutes late for class, it will be considered an absence. “Tardiness” is defined as arriving five minutes after class starts or leaving more than five minutes before the end of class. Three unexcused late arrivals or departures counts as one missed class. If you arrive after I have taken roll it is your responsibility to make sure I have not marked you as absent.

LATE WORK

Late work is not accepted. Late work will be regarded as not completed, and will result in your loss of all points for that particular assignment.

STUDENT EXPECTATIONS

- All cell phones and pagers must be turned off during class – including vibrate mode – unless prearranged/discussed for use in emergency situations.
- Attendance and participation in all class projects, critiques and discussions is mandatory and will all be considered factors in your final grade.
- Professionalism regarding class discussion and project development should always be observed and executed.

POLICY ON ACADEMIC INTEGRITY, PLAGIARISM AND CHEATING

My policy on plagiarism is that plagiarism occurs when you “knowingly copy another’s work or ideas and call them your own and/or have not given proper credit or citation,” and this policy covers copying sections or entire papers from printed or electronic sources as well as handing in papers written by students for other classes or purchasing academic papers. Plagiarism and cheating not only are dishonest but cheat you out of learning — the prime reason you are here. For more information on Delta College’s policy on plagiarism, please visit (and read) <http://www.delta.edu/english/integrityofacademicwork.aspx>. Plagiarism is a serious offence, and even one violation will result in a failing grade for the course.

POLICY ON DISCRIMINATION

Delta College complies with all federal and state laws and regulations regarding discrimination, including the Americans with Disabilities Act (ADA) of 1990. If you have a disability and need accommodation for equal access to education and services at Delta, please contact the Office of Disability Services at (989) 686-9330 (office is D102).

INSTRUCTOR DISCLAIMER

I reserve the right to change the syllabus and the assignments at any time to meet the needs of a particular class

COURSE OUTCOMES AND OBJECTIVES

Delta College's English Division has stated Outcomes and Objectives for a student completing ENG112. The complete text and descriptions for this course can be found by visiting <https://public.delta.edu/catalog/Pages/CourseDetail.aspx?CourseID=40528>

The Outcomes and Objectives, as stated on the web page listed above, are as follows:

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.

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.

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.

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.

Course Schedule

Date	Reading*	Topic	Assignment/Due
Tue, July 5	Rosa, Chapter 1-2, and Ch. 15, pgs 387-388 Petracca pp 2-15	Writing process, reading to writing; Popular culture, and active reading	In-class journal entry, free write on essay topic; decide your topic in class
Thur July 7	Rosa, Chapter 3-4, and Ch. 15, pgs 397-400 Petracca, pages 26-38, Process of Writing	Thesis, Unity, and "Corner Store" Descriptive essay writing	Answer questions 1-6, p. 400 of Rosa (write in journal); write Descriptive Essay outline/draft in class
Tue July 12	Rosa, Chapter 5-6 and Ch 14, Narrative Essay	Narrative essay writing, organization, beginnings and endings	PAPER 1, DESCRIPTIVE ESSAY DUE In class: determine Narrative Essay topic, writing beginning and ending
Thur July 14	Rosa, Chapter 7-8, "Gettysburg Regress" in Best American Essays 2010, pgs 210 -217	Paragraphs & transitions, narration	FIRST DRAFT, PAPER 2 DUE In-class peer editing Writing exercise on p 190-217
Tue July 19	Rosa, Chapter 9-10 Petracca, pgs 38-42	Writing for research, effective sentences, writing w/ Sources, coming up with good topic for research essay	PAPER 2, NARRATIVE ESSAY DUE In class exercises: Finding sources, paraphrasing (Rosa, p. 260)
Thur July 21	"Real News vs. Fake News..." Petracca, pgs 201-220 Rosa, Chapter 11	Writing about television/pop culture; Diction and tone	Topic of your paper due (end of class) TENTATIVE BIBLIOGRAPHY DUE Journal: Sketch a rough outline of your paper, and be prepared to discuss in class. In Class: FOX News vs. CNN?
Tue July 26	"Losing Our Religion," Petracca, Pgs 175-187 Rosa, Chapter 12	Figurative language; Personal opinion vs. "Fact" and when to use each.; putting together the whole essay	FIRST DRAFT, PAPER 3 DUE In-class peer editing;
Thur July 28	"Amusing Ourselves To Death With Television News..." Petracca, pgs 191-199	Editing Editing Editing the "big picture first."	Group Discussion p. 222 Petracca FINAL BIBLIOGRAPHY DUE Journal: Answer Question 4, p. 200 In-class work: Colbert & Daily Show, then p. 201 exercise
Tue Aug 2	Reading your paper + one other colleague's paper	Editing for copy	In-class: Bring current draft, clean copy, to class. Paper presentations 1
Thur Aug 4			FINAL PAPER DUE: Television Reality In-class: Paper Presentations 2

*Complete all assigned reading and writing, including journal entries, before coming to class on the day the assignment is due.