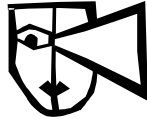


English 112-A-Fall 2010
College Composition
Delta College



Course Theme:
Seeing Is *Believing*?

Instructor Contact Information:

Instructor: Elaine Allen Karls, Professor of English

Campus Offices: S-029
(Fine Arts Bldg.-basement).

Office Phone: 989-686-9563
(voicemail checked daily M-F)

Email: ekarls@delta.edu (Email is checked M-F, and most weekends. please write "Eng 111-A" in the subject line)). **Support Secretary:** Charlotte McGrath Rm. S-046 989-686-9408

Office Hours on Campus:

Mon. & Wed: 4:30-5:30 p.m. Rm. S-029

Tues: 10:30-11:30 a.m. Rm. S-029

Thurs: 10:30-11:30 a.m. in Delta College Writing Center Café/LLIC

Fridays of Scheduled ED 200 Seminars: 9:00-9:45 a.m. Rm. S-029 (see me re: schedule)

Required and Recommended Texts and Materials:

Writing Now: Shaping Words and Images Odell and Katz (**required:** packaged with additional
Materials: *Portfolio Keeping: A Guide for Students: i-cite Cd; : Visualizing Sources: Visual Exercises cd*)

The Pocket Wadsworth Handbook Kirszner and Mandell (**very strongly recommended:** if you own a previously-purchased handbook that includes current MLA citation standards, you may substitute that one. Please see instructor).

Additional needed course materials and electronic access:

- **Delta email and electronic access:** It is required that you check your Delta email and Educator no less than twice (preferably more) a week. Please log in automatically to our course Educator site when you enter our computer classroom. Check Announcements. You are responsible for reading communications sent regarding this course, which will only be available on Delta email or at our Educator site. "Task sheets" in Educator for a weekly detail of homework, readings, and class preparation (especially if you miss a class). Check under "Assessments" for updates of your grade.
- **Electronic device for saving documents:** Please bring a USB –compatible memory device ("flashdrive" or "thumbdrive") to every class in order to save documents you create and revise in class. Your USB device will have lots of room for saving documents from other courses too.
- **Headphones:** There are audio elements to some of the resources provided in this course, and you will need headphones to access these. The type used for an iPod work fine. Please bring headphones to class every time we meet.

- **Pocket folder** (provided first day of class. Do not lose). Use folder for submission of drafts, major papers, and some reading/response logs.
- **Three-ring binder recommended** with three-ring notebook paper (no spiral notebook edges). This will help organize course materials and notes.
- **Black or blue ink** for short writings done in class.
- **Index cards** for short in-class response writings. These may be any size and any color you select. Suggested: buy the large ones. These allow most area for writing. (Two or three students could split one package, if desired).
- **Stapler**. You should own and carry a stapler. Any assignment of more than one page **MUST** be stapled.

Important Delta Contact Information:

- **Delta College Writing Center Café** : RM. A-003 (lower West Concourse). Free consultation on writing at all stages of the process in any subject is available to all writers. Visit on the web at writingcenter@delta.edu . One of my own office hours is scheduled in the Writing Center Café. The Café opens the third week of each semester.
- **Teaching/Learning Center (T/LC)**: 686-9314, or on the web at www.delta.edu/tlc . Tutoring and Academic help in every subject is provided, and is conveniently-located in the LLIC. This Center is nationally award-winning. Don't miss out on this resource!
- **Delta College Disabilities Services/Mike Cooper**: If you have a documented disability which impacts your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D-102. The telephone number is 686-9330.”
- **Adverse Weather Info**: Go to the Delta webpage (www.delta.edu) for info on College delays and closings (which are exceedingly rare). If you do not have computer access, tune in to Delta College Public Broadcasting Q-TV channels 19/35 or Delta College Public Radio Q-90.1 or call 989-686-9179.

A Note of Welcome, Information, and Promise From Your Instructor:

Thank you for being here. From our first day, please know it is my desire to support you as a college student, a writer, and person. Please know I have great expectations for the course, and for the growth of each person here. We will write and read every day in class. We will talk with one another, reason through (and probably argue respectfully about) readings we encounter. Ideally, we will come to establish a strong community of learners who appreciate, respect, and support one another as they learn. Peer to peer support is vital from day one. Resolve to meet new people and work through our assignments in a spirit of genuine interest and motivation.

This semester, our course will investigate a variety of sources for reading, writing, thinking, and discussion, using the thematic question “Seeing is Believing?” as a starting point for investigation for our writing assignments. Our textbook, *Writing Now*, integrates traditional academic writings with a variety of visual elements that reflect the world we live in now. This emphasis in this textbook of the *visual* (pictures, videos, photographs, charts and maps) alongside the *textual* (words) is intended to more deeply engage your ability to produce and critique texts that include visual elements—which is most texts these days. Please review the Learning Outcomes and Objectives for this course (end of syllabus) and keep in mind that everything we do in class is intended to help you achieve these learning outcomes.

You'll develop a portfolio of writing representative of your learning and growth process, so remember that hanging on to all work you do (from drafts and shorter writings to longer more polished essays) is vital to the process of portfolio development. Keep electronic versions saved! The form for your portfolio may be paper (collected in a binder) or in e-portfolio format (something electronically accessible). The choice will be yours, but saving them better assures that making an electronic portfolio is possible, should you decide later to go that route. Our study of the novel 1984 is expected to further deepen our understanding of the power of

words, visuals, and their ability to clarify and/or confuse a message. You will have a variety of creative and critical outlets to respond to 1984, and your engaged interest can make this a most interesting study this semester.

This course (and only this writing course) is privileged to benefit from a grant funded by our college president, Dr. Jean Goodnow. This grant has purchased some equipment (cameras and other multimedia equipment) that will enable us to produce some documents that may integrate both your writing, and some moving and still images. We will be sharing some of our work with an ART 105 (Art Appreciation) class also engaged in some assignments with this equipment, and communicating with them and their instructor, Jjenna Andrews, later in the semester both to look at what they have done, and share what we have done using words and images in at least one assignment for our course. Our goal is to expand our students' literacy in every sense: ability to compose with words, and a beginning ability to make decisions about ways to use images in association with words to convey a message. You can expect that your eyes and ears will be opened to more critical examination of the ways in which texts are composed to clarify or confuse their readers.

My hope is that you are plunging in as I am: excited, ready to encounter some new ideas, willing to challenge myself to learn many new ways to look at, analyze, and write about, the world. Let's begin!

As your instructor, I would like to take appropriate responsibility for managing the course to come. These are course expectations and policies:

- **Academic Integrity:** I begin with the assumption that students are turning in work they have written themselves during this current semester (not for a previous course), and that they are not engaging in activities that compromise their honesty and academic integrity. That said, please understand that any breach of ethical conduct in this regard will result in a "0" for the assignment, and possibly additional sanctions as outlined in Delta policy. Please see the "Student Rights and Responsibilities" policies Delta College—and I—will observe with regard to student conduct and work, which can be viewed at <http://alpha.delta.edu/catalog/StudentsRights.asp>. I expect work submitted as yours will have been written by you, or credited appropriately through academic citation and correct use of quotation to the rightful author. Expect also that Turnitin.com—a plagiarism detection service to which the Delta English Division subscribes—will be used in this class for purposes of learning, and purposes of identifying work that has not been appropriately credited. Sometimes incorrect use of outside sources is an unfortunate product of a writer's inexperience or misreading. All major assignments must reflect a *process* of writing, which includes submitting drafts for review, and working to summarize and paraphrase outside sources before submitting a final draft of a major researched paper. NO major papers will be accepted without submission of prior drafts. NO resource-based paper will be accepted without copies of sources consulted, notes, and other evidence of a process of development of the paper by the author.
- **Active engagement, participation, and preparation.** College learning means more than physical presence alone. Coming to class prepared and willing to engage classmates and instructor is a basic expectation, especially in Composition II, which is beyond an introductory writing course. An email and/or voicemail communication is expected on the day of any absence. Questions are always welcome, and will always be treated respectfully. Courtesy and respect, on all sides, in all circumstances, is a basic expectation for positive learning.
- **Correct formatting of assignments for a college composition course:** Requirements for standard college writing assignments include: 1) Word-process and spell-check; 2) insert 1" margins and double-spaced lines 3) edit for obvious surface error; 4) include name, date, and course info in left hand corner of first page, MLA style. 4) include with all assignments grading rubrics, drafts (in case of major paper), and other attachments, as specified, included. We are exploring visual and multi-media elements in this course. As such, some assignments may require or welcome a different format because of their

genre or type . Some assignments especially invite visuals and other creative elements. We will discuss and explore integration and formatting of these elements, and agree, in some cases, as to how best to feature and credit them appropriately in a college composition course.

- **Attendance and punctuality.** Learning occurs every day in our class, starting at the posted start time of class. Many group activities and exercises can't be duplicated or "made up." Someone not here (which includes lateness that extends into an activity you miss) is missing valuable and carefully-planned teaching/learning. **There is no make up** for activities that include points as part of class activities. This does not seriously affect a person ill one day. This policy does affect students habitually late and absent—which seems fair to those who are regularly here. **Instructor Initiated Drop for Absence:** Your 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 that means in excess of four (4) class periods or ten (10) missed hours of class (through early exit/late arrival to class). This is an English Division policy.
- **Submit work on time. Late work and "make up" work.** My preferred stance is no make up—period. Why? Four key reasons: 1) managing papers arriving out of sequence is difficult and time-consuming for the instructor, creating organizational problems and perhaps unfair delays to others; 2) "late" policies can "enable" writers who are procrastinators; 3) students are preparing for the workplace—workplace deadlines tend to be firm, and are created to help individuals and work teams to function; 4) especially because loose deadlines are unfair to the other students who diligently plan and prepare to have assignments in on time. Because there may be an unavoidable "one time" problem, there is a "one time" limited policy on late work. It does not apply to every assignment, so read carefully:

Our Class limited late work "one time" policy: You may hand in a home work assignment (**not** a major Paper or paper draft) **once** this semester, no later than one class session past the due date, at a 20% point penalty (ex: 25 pt. home work worth 25 pts = 20 pt. max score possible at 20% reduction). Likewise, you may submit **one** major paper up to one class session late at a 20% point value penalty off the top (ex: 100 pt. paper = 80 points max value if submitted one class late). **My advice:** don't think in terms of "late." Get it in on time.

NO late paper drafts accepted. **NO** late assignment of any kind accepted in the final three weeks of this course (April 13-April 29). There is no way to handle late work at the very end of the semester. **All major papers must be submitted within acceptable dates in order to qualify to pass College Composition II, regardless of points earned.**

- **Communicate with the instructor.** Students who experience a **catastrophic emergency or illness**, should **contact the instructor right away**. In the case of rare, extraordinary circumstances that occur once, I desire to work with students toward a successful outcome for their learning, as reasonably possible within the integrity of the course and all that it demands. I reserve the right to make a careful decision to accept a late assignment at no penalty in the case of documented one-time emergency. Chronic absence, however, even if it is beyond the student's control because of personal circumstances, should be viewed as something that virtually always compromises college success.
- **Use technology in a learning-centered manner:** Computers in class (those belonging to Delta, or a laptop you might bring) should be used to access documents you are working on or websites and other media related to class assignments. Delta has an Electronic Use policy, which you accepted when you accepted your email access. I expect you to use all Delta access points responsibly and in accordance with this policy. Please tell me if you have an emergency at home that requires you set your cell phone to vibrate. I will cooperate with your request, and ask classmates to do so also, in that case. Texting, IM-ing and other off-task digital behaviors in class should be confined to your free time.

- **“Zero Tolerance” for disruptive or counterproductive student behavior:** I expect, and almost all students expect, an adult working and learning environment for college classes. Delta has a disruptive student policy for the rare but difficult circumstances that someone is exhibiting harassing or menacing behaviors in class (including online environments). I will enforce the Disruptive Student policy (www3.delta.edu/classes/StudCodeConduct.htm). We can discuss the details of this if you need guidelines, but most adult learners don't. Let's achieve a positive and adult environment together, and let's sustain it for everyone's sake.
- **Try. Keep trying. Help each other.** As mentioned, your section of this course will benefit from grants used to purchase multimedia tools (cameras and more) to facilitate your learning in critical and creative ways. Many of the opportunities we'll have this semester are new and “cutting edge” to me, too, and I fully expect to learn a great deal from this class that will help me, and future classes I teach. If this is like other learning experiences, expect wonderful triumphs, but some inevitable frustration along the way. Count both as opportunities to grow and learn.

Grading and Assignments for Points:*

All main homework and paper/essay assignments have a point value. A percentage of total points earned from the cumulative points possible translates to a final letter grade in College Comp. II. **Note: All major paper assignments plus final portfolio MUST be completed for a passing grade in order to pass Comp II.**

Grading scale: 94-100%=A; 90-93%=A-; 88-89%=B+; 84-87%=B; 80-83%=B-; 77-79%=C+; 74-76%=C; 70-73%=C-; 67-69%=D+; 64-66%=D; 60-63%=D-; 59% and below= F. To receive a transferrable grade in English 111-A, students must achieve a minimum final grade of C or higher.

Keeping track of your progress: Grades will be tracked in Educator: something you can check on a regular basis. By all means, if you need clarification on any grade you see posted in Educator, contact the instructor immediately. Papers and assignments will be personally returned to you with both point grades and comments. Use feedback on papers as a tool for improvement, and a springboard for discussing your questions and progress with the instructor. I am always open to discussions on growth, progress, and grades.

Assignment information and due dates: See the listing below for an outline of planned assignments. Look under “Task sheets” in Educator for a weekly detail of homework, readings, and class preparation (especially if you miss a class). Major assignments for points are listed below: *

1. Reflective Logs: 8-10 for semester (or more, at writer's initiative) 100 pts. (equals an essay grade)
2. Paper 1: Visual Analysis 75 pts.
3. Paper 2: Profile Paper: 100 pts.
3. Mid-course portfolio development and reflectio: 50 pts.
4. Paper 3: Research-based Position Paper 150 pts.
5. Final Writing Portfolio and Project (includes class presentation) 100 pts.
7. “About the Author” 50 pts.
8. Drafts and peer review activities related to major papers: 60 approx. points*
9. In-class activities, & short quizzes, index cards, short homework exercises: 125 approx. points*

*810 approximate points for the semester.

*NOTE: Assignments and/or calendar may change slightly, as needs and interests of the class dictate. Any changes are clearly communicated in class and in writing.

Outcomes and Objectives for: ENG 112A - Writing Methods/College Composition II

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 the 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