

Instructor: Dr. Ray Lacina  
Office/Phone: S-9 (in the basement Fine Arts)/989-686-9389  
E-mail: [raymondlacina@delta.edu](mailto:raymondlacina@delta.edu)  
Office Hours: Monday/Wednesday 10:30-11:30, Tuesday 1:00-3:00  
Additional times available by appointment



Welcome!

## INTRODUCTION

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Welcome to English 112! The goal of this course is to help you become a better writer (see the [Outcomes and Objectives](#) for what that means to Delta College). There are certain assumptions I make about writing, and you should know them up front:

1. You'll be writing all of your life, not just in college.
2. Learning to write well involves more than learning to write.
3. Writing is a process.
4. Writing does not take place in isolation.
5. Writing is a skill like any other.

And yes. The picture does kind of look like me.

## COURSE STRUCTURE

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The course is divided into three units, each focusing on a specific set of skills, but each also building on the last.

### Unit One: Exploring Writing/Writing to Explore

Back to basics! This first unit will introduce/re-introduce you to how writers go about coming up with something to say, and how they take that something from ideas and a few pages of notes to a completed essay. We'll review the writing process, with special focus on generating ideas through freewriting/brainstorming and research. We'll also use writing as a tool to explore ideas, as you begin to consider what you might like to spend your time writing about in your later essays.





## Unit Two: Writing to Informalize (OK. Not a word. So sue me.)

In Unit Two we'll begin to explore the kinds of writing you'll likely have to do for your classes - and in your life outside of college. The essay you'll produce for this second unit will combine two of these modes of writing: writing to inform and writing to analyze. We'll start off with an informative essay. Though that might sound like a piece of cake (mmmm...cake...), when we remember that "Writing doesn't take place in isolation" - when we think of making our message clear to a very specific audience - we start to see just how tricky making something clear can actually be!

## Unit Three: Writing to Convince



Notice that I haven't used the term "argumentative writing" - that's on purpose! Although "argument" doesn't officially mean what we all know it means - "fighting" - because that's how we use the word, it's got that "hollering at each other" feel to it. But, of course, the worse way to get people to see things your way - the goal of persuasive writing - is to holler at them. So - for your third essay, you'll use everything you've learned so far in the course to persuade your readers to agree with you. No hollering will be allowed. This, by the way, will be the biggie: your final research paper.

## EXPECTATIONS

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There are a few things I expect from you, and, in turn, there are things you can expect from me.

Your job will be to:

- Check into the course regularly.
- Read. Your text is, to a large extent, the "lecture" portion of this online course. You can't skim by without reading it - trust me.
- Engage actively in your learning process. Read the essays carefully, and reflect on what you read. Participate fully in group and class activities. Write and rewrite your essays, so that what I and your peers see is really your best effort.
- Listen carefully to the advice of your peers and your instructor, and don't be afraid to ask questions if that advice is unclear.

- Take an active role in all discussions and group activities. These are mandatory - skipping them is like not showing up for a face-to-face class.

My job is to help you improve your writing. I can't, in the traditional sense, teach you. I can introduce you to methods and techniques used by effective writers. I can share my own experiences as a writer and reader (and a long-time student) with you. I can also offer you informed advice about your own writing - a sort of writing "coach."

## WHAT YOU'LL NEED

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### Required Texts:

Roen, Glau and Mead. *The Concise McGraw-Hill Guide: Writing for College, Writing for Life.*

Recommended: College-level writing handbook.

Computer: your computer presumably meets the minimum system requirements laid out by the eLearning Office. You also need to have a backup system somewhere - here at Delta, at a friend's house, at the local library. Problems with your home system do not excuse extended absences from the course.

## GRADING

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Please note that there's some tentativeness to this point distribution - as we go, the number of weekly points might go up or down slightly. Educator will automatically adjust your grade based on the total points we've actually completed.

Weekly Work: 20 pts. x 15 = 300

Essay 1: 200 pts.

Topic Proposal/Bibliography: 100 pts.

Essay 2: 300 pts.

Essay 3 : 500 pts.

Total points: 1,400

## COURSE POLICIES

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Late work: Homework will be checked the day it is due. Essays will be collected at the beginning of the class period in which they are due. Late papers will drop one grade for each day they are late. In class essays and quizzes cannot be made up unless you've made arrangements with me before the class in which we'll be writing.

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Gateway Criteria: Each assignment will include certain Gateway Criteria. These are conditions which must be met before I will accept and grade any work. Please be careful to review the Gateway Criteria for each assignment before submitting your work. The Gateway Criteria will be outlined on the assignment sheet for each essay.

From the English Division:

**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 not taking part in two weeks' worth of activities or not logging in for two weeks. This is an English Division policy.

For Course Policies on Disabilities, Integrity of Academic Work and Disruptive Student Policy, see the Course Resources Module in our course site.

