

Delta College
College Composition 112 and 112 Honors
3 credits
Prerequisite: English 111

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Living in the Age of Information

What kind of connections can you make with television, radio, videos, newspapers and books? How about recordings, advertising, cable TV, magazines or the Internet? What influence does the media have over you? How is that influence changing?

All of these questions are good subjects for cultural criticism that will be the foundation for our class this semester. As a second semester composition student, you will be asked to rethink and write about your experiences with the media so you can come to your own understanding of our common culture. Using the handbook, reader and Newsweek magazine for ideas and reference, you can question the media and its functions as it bombards us with information and entertainment.

Unlike most college courses that begin with the unknown and ask you to master new knowledge, this course will begin with familiar territory -- the media and your experiences. It will require you to question your habits and preferences, likes and dislikes, important moments and recurrent patterns in your use of the media. Hopefully, by thinking through and reinterpreting your experiences as part of the media culture, you will become more attentive to the many voices and images of the media.

Media culture has a tendency to rush by us like traffic on a street. It becomes a continuous flow of images, sounds, propositions, and famous people. This class will give you an opportunity to zero in on areas of interest, stop the action and take a closer look. You will be asked to read, listen, discuss, write and revise. This progression should develop your critical thinking and writing skills so you can apply each to future writing assignments in college and beyond.

We will use the readings in the Mass Media Annual Editions text as a starting point and move ahead from there. You should think of this text as a companion to help you recall, sort out and respond to ideas. Readings will be recommended and you will have choices. You will also be expected to do additional readings to update our discussions. Newsweek is always a good additional source. Readings in the Handbook are required.

Course Description

This class continues the development of fluent, effective and confident writers. It expands abilities and versatility in the process of composing for a range of purposes, audiences, and situations, including academic research writing.

Course Requirements

- **Attend all class sessions.**
- **Complete all major papers. It will not be possible to receive a respectable grade in this class if you do not write all of the major papers. You will not be able to pass this course if you do not write the final project paper.**
- **Complete all reading assignments**
- **Participate in class discussions**
- **Attend at least one formal conference with the instructor**

Outcomes and Objectives

Outcome: Write effective college compositions

- Objectives:
- Consider audience and purpose
 - Plan writing processes, using effective strategies and techniques
 - Include a clear articulation of 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 tasks 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: 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: Write an academic research composition

- Objectives
- Locate information using a variety of research 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.

Approach

Our approach will be a cooperative effort between you, me and other members of this class. You will have plenty of support and direction to help you revise your writing to its highest level. I plan to have at least one formal conferences with each of you and several informal conferences. Together, we will become a community of learners and better writers.

Classroom behavior that respects the instructor and your classmates is expected. The college's policy for dealing with disruptive students is included in this course pack.

Assignments

You should expect to learn and practice the following writing formats during this class:

- Personal narrative

- Essay test writing
- Personal opinion writing
- Opinion writing with library and original research
- Real world writing including:
Memos, Resume and Cover Letter

Late Work Policy

Assignment deadlines will be announced well in advance. **Therefore, NO late work will be accepted for any reason.** If you cannot attend class, you must see that I receive your assignment prior to the beginning of class -- whether you send it to me in the mail, deliver it to my office or give it to a classmate to bring to class. There will be no exceptions to this policy.

Electronic considerations

If you want to contact me by e mail, you must use your Delta e mail address. If you use another address and I do not receive your assignment because it has gone to my spam mail, it will be considered late and will not be accepted. If you are sending me a document thru e mail, either paste it into the e mail message or save it as a **doc file**. I use Microsoft Word software. Don't send me anything from Word Perfect.

I expect you to print out your assignments and hand them to me in class. Don't wait until the last minute to print your documents at Delta. Sometimes you can't open your documents from home once you get to campus. For better results, save your files in the rich text format (.rtf). To do this, choose the "save as" option and select rtf. You should also e mail your document to yourself at your Delta account. That way you will have a back up.

Plagiarism

Sources will be randomly checked for assignments that require outside references. Papers with sources that do not check out to the instructor's satisfaction will receive a grade of E. Plagiarism (using the words or ideas of someone else and passing them off as your own) will also result in the grade of E for the assignment. The college's official plagiarism policy is included in this course pack or can be found at www.delta.edu/englishplagiar.html

Attendance

Since some of our writing will take place in class, and since our goal is to help each other become better writers, you must attend class regularly. Any writing we complete in class cannot be made up if you miss the class. I have the option of dropping you from the class if you miss two or more classes before midterm. Attendance will be taken each class period.

Plan to arrive on time and make sure you stay the entire class period. If you leave early or arrive late, you will be considered absent.

Emergencies

If you cannot attend class, you must notify me through voice mail at 686-9151 or e mail at jbramm@delta.edu prior to the class meeting to let me know how I should expect your assignment. You cannot bring your assignment to the next class period and expect me to accept it. Remember the NO LATE WORK POLICY.

Format

The final version of each assignment must be typed, double-spaced on 8 1/2 by 11 inch typing paper. Follow the MLA style in your handbook. Rough drafts can be handwritten. It is strongly recommended that you use a computer for your assignments.

Notebook

This class will require you to have a writing notebook. It should be divided into the following sections: (1) **Class notes**; (2) **Drafts of writing assignments** (3) **Revised papers**. All of your writing for this class will be included in this notebook. Bring it to class every day. A loose-leaf notebook works well because you can add and subtract papers easily. **Keep all of your graded work throughout the semester in case there is a question about your mid-term or final grade.**

Grades

Your grade will be updated after every major paper and you will be provided with a grade report. You may request additional grade reports at any time. Grades will be calculated according to points earned on each assignment.

Approximate total possible points: 380

Grading scale:

100-95 A	94-90 A-	
89-87 B+	86-83 B	82-80 B-
79-77 C+	76-73 C	72-70 C-
69-67 D+	66-63 D	62-60 D-
59- E		

Required textbooks and materials

The Pocket Wadsworth Handbook
Kirszner and Mandell

Mass Media Annual Edition
Joan Gorham, editor

Newsweek Magazine
Pack of 3 X 5 cards
A three-ring notebook

A good dictionary
Computer disc
A pocket folder

General Outcome Statement

The Delta College faculty, in conjunction with area employers and numerous others, believe general education outcomes are important for community college graduates, whether they are going immediately into the workplace or continuing their education. Achievement of these outcomes does not occur in a single course; rather these outcomes are achieved by experiencing them in several courses and in several contexts over an extended period of time. The general education outcomes come from the following broad areas: : Read and Write Effectively, Speak and Listen Effectively, Critical Thinking, Access, Analyze, and Use Information, Citizenship, Interact Productively with others, Diversity, Quantitative Literacy, Wellness, Aesthetics, Technology, International/Intercultural.

Online Help

You can visit the country's best Online Writing Lab for help by going to <http://owl.english.purdue.edu/owl/>
It is sponsored by Purdue University.

Note

As your teacher, I will make every effort to make sure that this class is meaningful to you. If you need help with a particular type of writing and do not see it on our agenda, please see me. We can modify our game

plan to suit the needs of the people in this class. **The tentative class agenda and procedures are subject to change.**

Extra credit assignments will NOT be accepted in this class.

Delta College has an official add/drop and refund policy that is printed in this semester's Schedule of Academic Classes. The policy can have a financial, personal and career impact on you. Please review it.

If you have a documented disability that impacts your academic performance and need an academic accommodation, please contact the Office of Disability Services in D 102 or call 686-9330.

Disabilities

If you have a documented disability that affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D 102 or call Mike Cooper, disability services director at 686-9322.

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English 112 H Tentative Agenda Wednesdays/Winter 2008

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Due Dates	Assignment
Jan. 16	Read Syllabus again • Introductory Assignment – Media routine paper due Read <u>Handbook</u> pp. 96-97; 112-113; 120-121; 211-215 Read <u>Mass Media Annual Edition</u> -- 2 articles of your choice • Essay Test Writing in class
Jan. 23	• Media Routine change paper due Personal Opinion Essay discussion; bring newspaper • Read <u>Mass Media Annual Edition</u> -- 2 positive articles <u>Handbook</u> pp. 2-24; 360-370
Jan. 30	Read <u>Annual Edition</u> -- 2 articles of choice Write personal opinion essay pre rough draft and actual rough draft
Feb. 6	• Personal Opinion Essay due for grade Resume Writing Workshop; Read <u>Handbook</u> – pp. 315-320 Read <u>Annual Edition</u> -- 2 articles
Feb. 13	Resume and application letter rough draft due <u>Read Annual Edition</u> -- 2 articles Discuss critical essay with media text research assignment Read <u>Handbook</u> pp. 124-147
Feb. 20	• Resume and application letter due for grade Library database discussion; Read <u>Handbook</u> pp. 148-168 Critical essay with research discussion Thesis and annotated bibliography 5 entries due from text Read <u>Handbook</u> pp. 180-211

Feb. 27	<p>Read <u>Handbook</u> pp. 169-177 Expand annotated bibliography to 15 entries Read <u>Annual Edition --</u> on your focus topic Write preliminary rough draft of critical essay</p>
March 5	Spring Break!
March 12	Critical essay with text research Conferences
March 19	<ul style="list-style-type: none"> • Revised Critical Essay with text research due <p>Informal oral report and discussion of papers Final project topic discussion and library search</p>
March 26	<p>Final project questions, thesis, annotated bibliography 10 entries • Final project proposal due; memo writing, original research Read <u>Handbook</u> pp. 321-322</p>
April 2	<p>Progress report memo #1 due Complete annotated bibliography 10 more entries Discuss action letter</p>
April 9	Optional Conferences; progress report #2
April 16	<ul style="list-style-type: none"> • Final project oral report • Action letter due
April 23	<ul style="list-style-type: none"> • Final Project Due; Paper return/ grades