



ENG-098-WN307:

Time & Place:

Prerequisite:

Instructor:

Office:

Instructor Telephone:

Division Telephone:

E-mail:

Facebook:

Chat:

Preparation for College Writing

Tuesdays and Thursdays 6:00 PM-7:25PM, Room S035, Main Campus

WRITING LEVEL 2. Provides those who are not yet prepared for academic work in the regular composition sequence (ENG 111A, ENG 111, ENG 112 or OAT 150, 151, 152) with opportunity to improve their writing skills in an interactive and collaborative setting.

Includes practice with personal and academic writing.

Lauren Smith

S003

989-686-9496

989-686-9159

laurensmith3@delta.edu

Message or befriend laurensmith3@delta.edu

See course eLearning page

Office Hours:

By appointment AND:

Mondays from 10-11 am

Tuesdays from 9-11 am

Wednesdays from 10-11 am

Thursdays from 4:30-5:30 pm

Welcome to ENG 098, a course designed to take your writing to the next level. I look forward to working with you!

Required Materials

Book: *Expanding Horizons*. Susan Thurman, editor.

Expanding Horizons is available from the Delta College Bookstore and from online stores. Please buy it as soon as you can and get the exact version listed. This book is a lot of fun and very relevant.

Computing:

- A consistent, reliable Internet connection.
- Access to eLearning (D2L) and your Delta e-mail account.
- Means of printing your written work and class handouts.
- Two places to save your written work (PC, flash drive, and/or web-based e-mail).

Check your Delta e-mail and eLearning daily. Should you have any trouble accessing eLearning or your e-mail, contact the e-Learning department: elearning@delta.edu, <https://elearning.delta.edu/>, 989-686-9088.

Tools To Bring To Every Class:

- A copy of the day's assignment(s).
- A mini stapler (particularly valuable on days when writing is due).
- A notebook or looseleaf paper with lines.
- Pens and/or pencils.
- A college-level dictionary (a small paperback is best).

Learning Outcomes

Students enrolled in ENG 098 will:

1. Use a writing process for pre-college and college essays at the intermediate level.

- A. Plan and brainstorm ideas for an essay before beginning to write.
- B. Produce drafts of an essay and show an understanding of revision.
- C. Participate effectively in writing groups and conferences.
- D. Demonstrate an ability to work with written comments.
- E. Produce edited, properly formatted essays.

2. Write intermediate college-level essays.

- A. Use introductions, conclusions, and paragraphs.
- B. Write essays that demonstrate a sense of organization.
- C. Use topic sentences.
- D. Use transitions between sentences and paragraphs.
- E. Write at least two essays with a clear thesis.

3. Develop abilities with the more complex aspects of an essay.

- A. Demonstrate ability to develop significant ideas and use supportive, specific examples.
- B. Write essays that lack confusion.
- C. Write essays that demonstrate an awareness of audience.
- D. Reduce number of errors in grammar and punctuation.

4. Produce written responses to and understand texts at the intermediate level.

- A. Demonstrate ability, both orally and in writing, to make personal connections to the ideas in a piece of reading.
- B. Demonstrate an ability to negotiate unfamiliar vocabulary, as well as make new words a part of one's own vocabulary.

- C. Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources such as dictionaries, encyclopedias, handbooks, and the Internet.

Everything we do in ENG 098 connects to these outcomes. If the connection ever isn't clear, please ask!

Tentative Schedule

Dates	Topics/Activities	Deadlines
Tuesday, January 10, 2011 Thursday, January 12, 2011	Introductions Telling a Personal Story	
Tuesday, January 17, 2011 Thursday, January 19, 2011	Telling a Personal Story	
Tuesday, January 24, 2011 Thursday, January 26, 2011	Preparing for Your Major	Captions Essay due Tues.
Tuesday, January 31, 2011 Thursday, February 02, 2011	Preparing for Your Major	
Tuesday, February 07, 2011 Thursday, February 09, 2011	Developing a Thesis	Action Plan Essay, D1 due this week for PR*
Tuesday, February 14, 2011 Thursday, February 16, 2011	Theses and Organization	
Tuesday, February 21, 2011 Thursday, February 23, 2011	Word, Image, and Sound	Action Plan Essay, D2 due Tues.
Tuesday, February 28, 2011 Thursday, March 01, 2011	Word, Image, and Sound (Tues. M103, Thurs. A121)	
Tuesday, March 06, 2011 Thursday, March 08, 2011	Spring Break: No Class	
Tuesday, March 13, 2011 Thursday, March 15, 2011	Word, Image, and Sound (Tues. M103, Thurs. A121)	
Tuesday, March 20, 2011 Thursday, March 22, 2011	Contemporary Issues and Enduring Questions	
Tuesday, March 27, 2011 Thursday, March 29, 2011	Contemporary Issues and Enduring Questions	Annotated Bibliography due Tues.
Tuesday, April 03, 2011 Thursday, April 05, 2011	Building a 21 st -Century Argument	Argument Essay, D1 due Thurs.
Tuesday, April 10, 2011 Thursday, April 12, 2011	Building a 21 st -Century Argument, cont.	
Tuesday, April 17, 2011 Thursday, April 19, 2011	Building a 21 st -Century Argument, cont.	Argument Essay, D2 due for PR on Thurs.
Tuesday, April 24, 2011 Thursday, April 26, 2011	Student Presentations Final Thoughts	Argument Essay, D3 due Tues.

*PR = Peer Review

Assessment

<u>Category</u>	<u>Percentage of Final Grade</u>
1. Projects	40%
2. Assignments and Activities	30%
3. Homework and Quizzes	20%
4. Participation	10%
<u>Total</u>	<u>100%</u>

1. Projects (40%)

Your projects will improve your writing and your ability to find critical meaning. They include your essays and essay drafts. Each essay draft will have its own rubric, the overview of items I will use to measure your progress. You can revise any project as much as you like even after you receive a "final" grade.

You will have one collaborative project: the weeks before and after spring break, you will work with two or three peers on a short digital film based on a poem that your group selects. This project will also have rubrics.

If you do not finish all projects, you may not pass the class.

2. Assignments and Activities (30%)

Sometimes, you will complete small, one-time pieces of writing inside and outside of class. Peer review is an example of this; for certain projects, you will exchange feedback with someone else, and you will earn a grade for the feedback you give. Depending on how things go, we may do peer review face to face or via e-mail.

Your final project for ENG 098 will be an argument essay, and you will give a brief oral presentation to complement it. The presentation will count towards your Assignments and Activities grade.

3. Homework and Quizzes (20%)

You can expect to have homework for every class meeting, and I may or may not collect it. You should plan on having a quiz for many assigned readings, and we are also likely to have one or two vocabulary quizzes.

4. Class Participation (10%)

I assume each of you has a commitment to your success; why else would you be here? Therefore, we can't waste a minute. We will spend the bulk of our class time **doing**, not watching or listening. I will not treat you as banks into which I make deposits! In exchange, I need you to act as more than a savings account.

You must make it to every class and come prepared to participate. Students get the most out of my classes (and help others to do the same) when they are alert and ready to go.

If you ever have questions about class participation, feel free to ask me.

Class Matters

Policies

You can find information about course policies related to attendance, cell phones, submitting work, etc., on our eLearning page: look under "Course Forms and Policies." You are responsible for knowing these policies.

Contacting Me

I am on campus Monday through Thursday, and I have office hours each day. You can stop by my office hours or make an appointment. I check my e-mail and voicemail often, and I will try to respond to any message within two days. You can also befriend or message me on Facebook (search under my Delta e-mail address). If you do, use any privacy settings that make you comfortable. Our use of Facebook won't be "social"—we will not be poking each other or playing Bejeweled Blitz! Instead, you can post class-related questions on my Wall, and I will respond there. I may occasionally post class announcements there, but only after I've e-mailed them and/or posted them on e-Learning. In other words, Facebook offers you one more way to get a hold of me.

About Reading

Without fail, I read with a pencil in hand, and I suggest you do the same. Underline what interests or puzzles you, and make notes in the margins.

Get to know yourself as a reader. How long can you read before you need a break? In what kind of environment do you read the best? These questions apply to writing, too. The assigned readings range in subject matter and in style. Their authors are students, professors, critics, scientists, journalists, and activists. To adjust to any one reading, preview it. Based on the title, what would you guess it's about? Are there section headings that reveal how the whole reading is organized? Pick a random paragraph and read it aloud; how would you describe the language?

Don't be afraid of the dictionary. When you come across a word you don't recognize—something that happens to me often—make a note of it and look it up. Although we can learn a lot from context, we always benefit from knowing specifics. If you want to use an online dictionary, use the American Heritage edition.

The Pace of Learning

The great thing about college is that you're in the driver's seat; you control the pace at which you learn. If you think this course could be more challenging or less challenging to you, let me know.

Delta's WRIT Center

No matter her level of experience, every writer needs a reader. When I write something important, I show it to at least two friends, asking for suggestions, feedback, etc. Then I have to buy them dinner. You, however, have the chance to receive no-strings-attached assistance from a skilled reader!

If you bring a writing assignment to the WRIT Center (located in the LLIC), a professional will help you with it. The staff also offers online assistance; see their web page for more information. You will receive extra credit for any ENG 098 assignment you submit to the Center—take a visit form (available on our class website) with you and fill it out with your consultant. When you hand in the assignment, make sure you attach the form.

A Room for Elephants: Our Class & Diversity

Delta College values diversity. We welcome and appreciate differences in identity, expertise, experiences, ideas, and opinions. In this class, we will use the diversity among us to advance our learning and to empower each other.

We walk around in bodies labeled male and female. We fill out forms that ask us to identify our race(s). Daily, we confront the reality of money and what it can do to/for us. These issues crop up all the time, and ignoring them keeps us from growing. They're personal, though, and sometimes we're uncomfortable talking about them. Keeping quiet about them makes them worse. It makes them "elephants in the room."

In this class, I would like to make room for these elephants. A college is a place for dialogue, so it is both good and appropriate for us to talk about the things that matter the most to us. I encourage you to approach these elephants with empathy and respect.

<p>"Syllabus" is the Latin word for list. I reserve the right to edit this "list" at any time, to make changes to the course that may help you to meet its outcomes better.</p>
