



ENG 111-FA116:	College Composition I	
Time & Place:	Mondays, 8-11:55 am, Room S055, Main Campus	
Prerequisites:	READING LEVEL 4 and WRITING LEVEL 4. Develops fluent, effective, and confident writers. Practices the process of composing; generating ideas; shaping and evaluating writing. Uses reading and language awareness to further the development of writing.	
Instructor:	Lauren Smith	
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Office Hours:	Mondays	12:30-1:30 pm
	Tuesdays	10:30-11:30 am
	Wednesdays	12:30-1:30 pm
	Thursdays	6:00-7:00 pm
	And by appointment. Please ask!	

Welcome to English 111, a course dedicated to your growth as a thinker and as a writer. I'm honored to have this chance to work with you. I hope this class will be fun, challenging, and inspiring, and I promise to do everything I can to make it so. I look forward to getting to know you!

College is a special time to explore the idea of personal **belief**, and it will serve as a theme for our course. Throughout the semester, we will discuss how belief surfaces in what we read and write, and we will discover what we ourselves believe and why. The class will culminate in your sharing an essay about a belief you hold.

Required Materials

Books:

1. *50 Essays: A Portable Anthology*. Samuel Cohen, editor. Bedford/St. Martin's, 3rd Edition.
2. *Sophocles I: Oedipus The King, Oedipus at Colonus, Antigone*. Sophocles, Richmond Lattimore, editor.

These books are available from the Delta College Bookstore and from online stores. Please buy them as soon as you can, and please get the exact versions listed. Because we will read the play *Antigone* in translation, it's especially important we all have the same copy.

50 Essays is a collection of work by some of the finest writers of the 20th and 21st centuries. My own reading of some of these essays mark turning points in my life as a writer, and it's my wish that you find something in this book and in this class that makes you experience the world in a new light.

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 twice a week. 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. They're very helpful.

Tools To Bring To Every Class:

- A copy of the day's reading assignment.
- A mini stapler.
- A notebook or looseleaf paper with lines.
- Pens and/or pencils.

Learning Outcomes

By the end of the course, ENG 111 students will be able to:

1. Write a formal college composition for a specific audience and purpose.
 - Use writing processes to generate and organize ideas, including where appropriate, revision.
 - Include 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.
2. Use writing tasks that involve both reading and writing.
 - Demonstrate the ability to derive meaning from a piece of reading.

- Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- Paraphrase and summarize accurately.
- Develop critical thinking skills.
- Understand the relationship among language, knowledge and power.

3. Assess progress revealed in a body of work.

Everything we do in class connects to one or more of these outcomes. If the connection ever isn't clear, please ask!

Tentative Schedule

With some asides here and there, each class meeting will somehow support your current writing projects.

Date	Topics/Activities	Deadlines
8/29	Introductions	
9/5	Labor Day: No F2F Class	
9/12	Personal Narrative	
9/19	Personal Narrative/Considering Belief	Photo assignment due
9/26	Personal Narrative/Considering Belief	Credo assignment due
10/3	Exploring Movies	This I Believe Draft 1 due
10/10	Exploring Stories	
10/17	Exploring Poetry and Music	This I Believe Draft 2 due for Peer Review
10/24	Developing a Thesis	Reflection II due
10/31	Assertion, Proof, Relationship	
11/7	Sharpening Your Prose	Critical Essay Draft 1 due for work in lab (A123)
11/14	<i>Antigone</i> : a Drama of Belief	This I Believe Draft 3 due
11/21	<i>Antigone</i>	Critical Essay Draft 2 due for Peer Review
11/28	<i>Antigone</i> /Individual Conferences	
12/5	Writers' Workshop/Individual Conferences	This I Believe Draft 4 due for Peer Review (A125)
12/12	This We Believe	This I Believe Draft 5 due
12/16		Reflection III due by 5 pm Critical Essay Draft due by 5 pm (**If not before**)

Assessment

Category	Percentage
Essay Drafts	35%
Reflections	30%
Reading Responses	20%
Participation	10%
Short Writing Assignments	5%
Total	100%

Essay Drafts (35%)

Your essays will improve your writing and your ability to find meaning. Each draft will have its own rubric, the overview of items I will use to measure your progress.

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

Reflections (30%)

Stepping back and considering his or her progress allows a writer to grow and mature (a lifelong journey, I assure you!). On three occasions, you will reflect in writing on your work, and each reflection will be slightly different.

If you do not hand in all reflections, you may not pass the class.

Reading Responses (20%)

Many weeks, you will have assigned reading either from *50 Essays* or from a printout. Before certain class meetings, you will write a brief response to the material and upload it to the appropriate Dropbox on our eLearning website—I will let you know in advance which classes and which readings. These responses will help you to read closely and to draw out, as David Foster Wallace suggests, "stuff [you] never dreamed was there." I might give you a specific question to answer, or I might leave the topic open. Instructions will appear in the Dropbox folder. All responses are due by 7 am the day of class, and each one should be roughly 150 to 300 words. I recommend printing out your response and bringing it to class with you; having it in front of you will stir your thinking and aid our discussion. I will grade your responses on a ten-point scale, and I will be the most interested in what you express rather than how you express it—grammar does not count.

Class Participation (10%)

I assume each of you has a commitment to your success; why else would you be in college? Therefore, we can't waste a single 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 engage.

If you ever have questions about your class participation, please let me know.

Short Writing Assignments (5%)

Occasionally, you will complete smaller pieces of writing inside and outside of class. I tend to give these assignments as needed; over the course of the term, you can expect as few as two or as many as ten.

Class Matters

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 at least once a day, and I will respond to any message within two days. You can also befriend me on **Facebook** (search under my Delta e-mail address). If you do, feel free to 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 will offer 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.

The assigned readings range widely 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?

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.

A word about vocabulary: 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. As you read, keep a dictionary on hand. If you want to use an online dictionary, use the American Heritage edition.

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 near room A-125), a professional will help you with it. The staff also offers online assistance; see www.delta.edu/writingcenter.aspx or call 989-686-9086 for more information.

You will receive extra credit for any 111 assignment you bring 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.

Absences

Life happens, and you must make choices. As a result, you are entitled to **two absences**. I do not judge your choice to miss class and therefore do not separate the reasons you might miss. "Excused absences" don't exist in most college classes. You make your own decision for missing class and accept the consequences, which might mean missing points, having to get assignments from peers, making up missed time on your own, etc.

The English Division has adopted a shared policy for **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 that means in excess of two class periods." **This means that upon your third absence, I may drop you from the course.**

I encourage you to use your two absences wisely. Consider the following: one day, you wake up with the flu. You feel terrible, and you know you can't make it to class. You decide to use one of your absences. On another day, you don't feel as "up" for class as you normally do—you had a late night, there's some personal or family drama, etc. You decide to use your remaining absence. Then, later in the term, your car breaks down, or you have to go to a funeral. Understandably, you don't come to class on that day, but you have no absences left! All of a sudden, your enrollment in class is in jeopardy! Looking back, it would have been better to suck it up on the middle day and come to class.

It is polite, though not necessary, to inform me of absences. **I will always attempt to work with you on attendance, providing you are willing to communicate with me.** Please visit me during office hours or schedule a time to meet when we can have a conversation about your needs and college expectations. While I love e-mail, this is often a talk best had in person.

Shadow Attendance

As you probably know, it's possible to attend a class—or any important event—physically but not mentally. The body is present while the mind is elsewhere. This

kind of "shadow attendance" is bad for learning. **To prevent this from happening, you may not nap, use your smartphone, cellphone, or electronic tablet in class.** If I notice you are not "with it" or your attention is directed at something other than what we're doing, I may deduct points from your participation grade. I may also ask you to step out of the room for a few minutes.

Late arrivals and early departures are also harmful for learning. If you are more than fifteen minutes late for class, I may mark you absent. If you leave class fifteen minutes early, I may mark you absent. If you absolutely must arrive late or leave early, please speak with me ahead of time. Depending on the situation, you still may lose credit for the day's attendance.

Getting Full Credit for Your Work

Unless I note otherwise, all assignments you hand in must be typed and double-spaced with standard margins. You should use a plain font in 12-point size, such as Times New Roman.

Anything with a due date must be handed in by that date in order to receive full credit. An assignment that is a week late will receive, at most, half credit. No assignment may be more than a week late. If you know in advance that you'll struggle with a particular deadline, talk to me, and we'll see what we can arrange. You may also make an appointment to discuss with me the reason(s) why any work is late or missing.

If you are absent, you are responsible for all work you miss. Please make a peer contact in our class whom you can contact if you miss class and would like the information/materials to prepare for next time. You can also stop by my office hours.

If you miss class and e-mail me asking what we did, I may not respond. I will also be unlikely to talk with you at the beginning of next class about what you missed. When I enter our room, I am focused on getting us going, and that's where my attention needs to stay. Moreover, I may not have with me any handouts I gave out last time, and asking me for them at the beginning of class is an easy way to irk me! Most of what I hand out I put on eLearning. If you happen not to see a handout you're looking for on eLearning, feel free to ask me about it after class or during a break.

Community and Conduct

Every class forms a community, and I hope that ours will be as stimulating and supportive as possible. Together, we will come up with guidelines for how to build our community.

As the instructor, I have the greatest responsibility to protect the community. Should anyone in class behave in a way that lessens the learning of others, I may apply Delta's "Disruptive Student" policy. Disruptive behavior might include things like uncooperativeness; purposeful distraction (making loud noises, giving dirty looks, etc.); eating; cell phones repeatedly un-silenced; physical or verbal aggression; or offensive language. The consequences for disruptive behavior can be temporary or permanent removal from the class.

Plagiarism

Plagiarism, or cheating, is wrong and a serious academic offense. If you plagiarize, you may fail this class or be expelled from Delta. We'll spend time in class discussing what plagiarism is and developing strategies for avoiding it. You can read more about the College's policies on this subject: www.delta.edu/english/integrityofacademicwork.aspx.

Weather Cancellations

If the weather is poor, visit the Delta website, listen to Delta's radio station (90.1 fm), or check local TV channels to learn if the College is closed. You can also call 1-989-686-9179 or 1-800-686-9179. I may also decide on my own to cancel our class—if I do, I will e-mail you, post a notice to our website, and leave word with the English Division.

Disabilities

If you have a documented disability which affects your academic performance, and need an academic accommodation, please contact the Office of Disability Services in D102. The telephone number is 686-9330. Mike Cooper, Disability Services Director, D-WING, D102, 989-686-9322.

"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.