



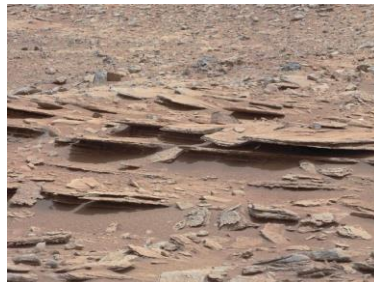
Name: _____

ENG 111-WN139:	College Composition I
Time and place:	Mondays and Wednesdays, 12-1:55 pm, Room S054, 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:	Assistant Professor Lauren Smith
Office:	S003
Instructor Telephone:	989-686-9496
Division Telephone:	989-686-9159
E-mail:	laurensmith3@delta.edu
Office hours:	Monday through Thursday, 10-11 am
Contacting me and making appointments:	I am on campus Monday through Thursday. You can stop by my office hours or make an appointment to see me. I am often in my office at unpredictable times, and I can work with your schedule. I check my e-mail and voicemail often, and I will try to respond to any message within two days. E-mail is best.

Commented [SL-F<1]: What is your schedule like this term?

Welcome to English 111, a course dedicated to your growth as a thinker and as a writer. I'm glad 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 great time for exploration of all kinds, and exploring serves as a theme for our class. During the semester, we will discuss how the idea of exploring works in what we read and write, and quite often, it is ourselves that we will explore.



The picture on the left is of the palm of my hand. The picture on the right is of the surface of Mars.

Required Materials

Book: *Songs of Innocence and Experience* by William Blake. *Songs of Innocence and Experience* first appeared in England the late nineteenth century; it's a collection of "illuminated texts," words designed to be read alongside images. It is also one of the first books I read (and loved) in college. We will study this unusual work of art during the middle of the semester.

Computing:

- A consistent, reliable Internet connection.
- Access to and comfort with eLearning and your Delta e-mail account. We will use eLearning and e-mail a lot.
- Means of printing your written work and class handouts.
- At least two places to save your written work: computer, flash drive, and/or web-based e-mail.

Check your Delta e-mail and eLearning daily. Should you have trouble accessing eLearning or your e-mail, contact the e-Learning department: elearning@delta.edu, <https://elearning.delta.edu/>, 989-686-9088, Main Campus room J102. They can help.

Learning Outcomes

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

Write effectively for appropriate rhetorical situations.

- Use the writing process: pre-write, write, and revise.
- Write with clarity.
- Select, organize, and present details to support a main idea.
- Use generalizations and details effectively.

Read effectively.

- Demonstrate the ability to derive meaning of text from multiple perspectives.
- Show comprehension by accurately paraphrasing and summarizing a wide variety of texts.

Develop critical thinking skills.

- Explore the relationships among language, knowledge, and power.
- Develop critical thinking skills and apply them to reading texts.
- Demonstrate intermediate skills for information literacy, including accessing, analyzing, and using resources.

Commented [SL-F<2]: Go online and visit the Blake Archive: blakearchive.org. Click on a few of the pages, and jot down here a few first impressions of this artist:

Commented [d3]: What is a "rhetorical situation?" If you don't know, don't look it up anywhere--make an educated guess.

Commented [d4]: Do you feel you read effectively for school now? Why/why not?

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

Tentative Schedule

This schedule is a work in progress; always double-check with me and see the dates on specific handouts for deadlines. I will probably make changes, but not without notice!

Dates	Topics/Activities	Deadlines
1/12, 1/14	Introductions Exploring Our Pasts	
1/19, 1/21	Exploring Our Pasts	
1/26, 1/28	Exploring Our Pasts	Memoir Project first draft due Monday
2/2, 2/4	Exploring Our Pasts Exploring Innocence and Experience	
2/9, 2/11	Exploring Innocence and Experience	Memoir Project second draft due Monday
2/16, 2/18	Exploring Innocence and Experience	
2/23, 2/25	Exploring Innocence and Experience	
3/2, 3/4	Spring Break: No Classes	
3/9, 3/11	Exploring the Everyday	Innocence and Experience Project due Monday
3/16, 3/18	Exploring the Everyday [W LLIC]	Everyday Project proposal due Monday
3/23, 3/25	Exploring the Everyday	
3/30, 4/1	Exploring the Everyday	Everyday Project partial draft due Monday
4/6, 4/8	Exploring the Everyday	
4/13, 4/15	Exploring the Everyday	Everyday Project presentations Wednesday: Delta's 3rd Annual Student Presentation Conference
4/20, 4/22	Exploring the Everyday	
4/27, 4/29	Wrapping up	Everyday Project due Wednesday

Commented [d5]: When you hear the word "past," what's the first thing you think of? How about "exploring?"

Assessment

Category Percentage of Final Grade

1. Projects	60%
<i>Memoir (2 drafts)</i>	(20%)
<i>Innocence and Experience (1 draft)</i>	(10%)
<i>The Everyday (2 drafts)</i>	(30%)

Commented [d6]: Based on what you read in this section and the descriptions below it, what percentage of your final grade comes from what you write?

2. Reading Responses	20%
3. Participation	10%
4. Short Writing Assignments and Quizzes	5%
5. Presentation	5%
<u>Total</u>	<u>100%</u>

1. Projects (60%)

Your projects will improve your writing and help you to find greater meaning in your life. The projects may have one or two drafts, and each draft will have its own rubric, the breakdown of items we use to track your progress. Much of what you write will stem from experiences you have had and interests you want to pursue. As best we can, and in a good way, we will shape your work to get you where you live.

Your early drafts will focus on ideas, and your late drafts will look more to grammar and style. If you want to complete more drafts of a project with feedback from me, we may be able to negotiate that.

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

2. Reading Responses (20%)

Many weeks, you will have assigned reading. Early in the term, we will read a number of essays and pieces of nonfiction (some by professionals and some by students) to help you with your first project. Later, we will read *Innocence and Experience* and some supporting materials. After spring break, you will read sources for your final project.

Before certain class meetings, you will write a brief reading response to the material and upload it to a 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. Sometimes, you will write a reading response for your own writing.

Instructions will appear in the dropbox folder. All responses are due by 11:45 am the day of class, and each one should be **roughly 150 to 300 words**. I recommend, but don’t insist, printing out your response and bringing it to class with you; having it in front of you will stir your memory. 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. The main goal of a reading response is to think aloud in text.

Commented [SL-F<7]: As a writer, do you have a tendency to run over or under length requirements? Why?

3. 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 engage.

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

4. Short Writing Assignments and Quizzes (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. The same goes for quizzes.

5. Presentation (5%)

Your final project will focus on something that you: a) already care about, and b) are willing to explore in a new way. In the past, students have picked such interesting, wide-ranging topics as cooking; sports coaching; bubble gum; relationships; addictions; snowglobes; racism; the minimum wage; and trucks. You will tell some personal stories that describe your connection to the topic and bring in some new research that you find. Consistently, my students amaze me with this work, especially during the five-minute presentation they give in advance of the project deadline.

This semester, our class will participate in Delta's 3rd Annual Student Presentation Conference: <http://www.delta.edu/english/studentpresentation.aspx>. The conference is Wednesday, April 15, and giving a presentation earns you 5% of your final grade. You will have very specific guidelines for your presentation, and I will help you in any way that I can. Feel free to ask me any questions you have about this.

How To Do Well in ENG 111: Guidelines and Policies

Tools To Bring To Class:

- A hardcopy of the day's reading assignment.
- A notebook or loose-leaf paper with lines.
- Pens and/or pencils.

Commented [d8]: How did you come to take this class?

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. This syllabus, in fact, gives you a chance to practice this.

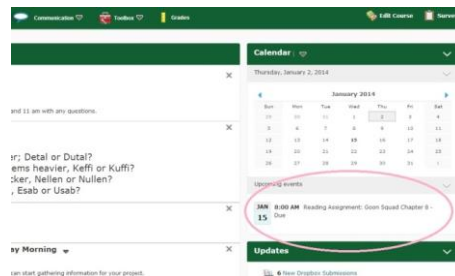
The assigned readings range in subject matter and in style. Their authors are students, professors, critics, scientists, journalists, and activists. To adjust to any one reading, preview it first. Based on the title, what would you guess it's about? Are there section headings that reveal how the whole 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.

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.

Getting Full Credit for Your Work:

I usually try to mention upcoming assignments when the class comes back from a break or just before we're through for the day. I also use the "Checklist" feature on eLearning—to see it, pull down the Toolbox menu or look just below the calendar on the right-hand side of the screen (see screenshot). If I haven't updated the checklist by Tuesday or Thursday afternoon, feel free to e-mail me.



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.

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

Commented [d9]: For example, what would you guess an essay titled "Salvation" is about?

New Roman. Most work will be paperless, and you will use the Dropbox feature on eLearning to submit it.

“The computer crashed... The printer ran out of ink... The lab computer can’t read my disk...” We’ve all been there. Still, technical failures are not an excuse for late or missing work. Computers are tools; they are not our mothers or friends. If you hired a carpenter or mechanic, part of what you’re paying for is the person’s expertise and planning ability. Imagine if your carpenter told you, “Sorry I can’t finish your roof today—I ran out of nails.” What if your mechanic said, “I need this part to fix your engine, but it just died on me.” These things happen, but they don’t do much for you as the customer. Be your own best worker and customer. Get in the habit of backing up your work on a jump drive or in a web-based e-mail.

Absences, Lateness, and Ghost Attendance:

You are entitled to **four absences, and you can use them for any reason.** Use them wisely, however. I do not count some absences as "excused" and others as "unexcused." An absence is an absence; a student who can’t make it because of a family emergency and a student who can’t make it because of a vacation would both be marked absent. You make your own call for missing class and accept the consequences, which can mean missing graded activities, having to get assignments from peers, learning new material on your own, etc.

The English Division has adopted a shared policy for **Instructor-Initiated Drop for Lack of Attendance**: “Your English Division instructor reserves the right to drop any student who misses the first class meeting. Your English Division instructor may 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, that means in excess of 4 class periods.” **Upon your fifth absence, I may drop you from the course.** If you think attendance might be a problem, please make a face-to-face appointment with me so that we can discuss it. I will always attempt to work with you on attendance.

If you are absent, you are responsible for all work you miss. Please make a friend 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. In fact, rushing my desk right at the beginning of class and demanding to know what we did last time is a sure way to irk me! When I enter our room, I am focused on getting us going, and that’s where my attention needs to stay. Moreover, I will probably not have with me any handouts I gave out last class. 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.

Late arrivals and early departures are also harmful for your progress. If you are more than fifteen minutes late for class, I may mark you absent. If you leave class fifteen minutes early,

Commented [d10]: Do you have a computer with Microsoft Word (or a compatible program) on it? Is it in good working order? If not, what can you do about this?

Commented [d11]: What is a sure way to irk you?

I may mark you absent. If you absolutely must arrive late or leave early, please speak with me ahead of time. You may still lose credit for the day's attendance.

It's possible to attend a class—or any event—physically but not mentally. The body is present while the mind is elsewhere. This kind of “ghost attendance” is bad for learning. If I notice you are not “with it,” or your attention is directed at something other than what we're doing, I may take points from your participation grade. I may also ask you to step out of the room for a few minutes.

Like many people, I am online almost all day, either via a phone or a computer, and I can tell it is not good for my concentration and performance. As a result, I make an effort to shut off when I can. This is not always easy; I may be bored, or I may not want to interact with others, or I may be stressed. The Internet eases these feelings. Still, I never want to look back on an experience and realize I didn't get as much out of it as I could because I had my face in a screen. I'm telling you this because I want you to know I understand how appealing the Internet is. Nonetheless, the work we're going to do is too important.

For the roughly four hours a week that you and I are together, keep your devices turned off. You can use them during breaks.

Community and Conduct:

Every class forms a community, and as a professor, I have the responsibility to protect it. Should anyone in class behave in a way that prevents others from learning, I may apply Delta's “Disruptive Student” policy. Disruptive behavior can include things like uncooperativeness; purposeful distraction; throwing paper or soda bottles around; making loud noises; giving dirty looks; eating big, messy meals or snacks in crinkly bags; 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. You can read more about the “Disruptive Student” and other policies in the Delta College catalogue, available here (open Regulations and References): <https://public.delta.edu/catalog/Pages/Policies.aspx>.

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.

Safe Space and Unison:

Safe Space is a nationally recognized LGBTQ student support initiative. Faculty and staff who have attended training display the logo: a pink triangle with a green circle around it and the text “Delta Safe Space.” This helps students identify allies who are knowledgeable about LGBTQ issues and resources and are willing to assist in a variety of ways. I am a Safe Space Representative.

Commented [d12]: What do you like about the Internet, and what do you dislike?

Commented [d13]: Have you been in a class or a group with a disruptive person? What effect did that person have on the group?

Commented [d14]: Who in your life holds a very different opinion from you about something?

I currently serve as one of the faculty advisors for Unison, Delta's organization for LGBTQ students and their allies. An ally is a person who supports LGBTQ people but does not identify as LGBTQ. Let me know if you have questions about Unison.

Plagiarism:

Plagiarism, or cheating, is wrong and a serious academic offense. It includes submitting whole articles you find online and saying that you wrote them, cutting and pasting passages or sentences from a source without citing them, and using material you wrote for another class for this one. If you plagiarize, you may fail this class or be expelled from Delta. We'll spend time in class discussing plagiarism and developing strategies for avoiding it. Delta's official policy is included in the student handbook:

<http://www.delta.edu/english/integrityofacademicwork.aspx>

Whenever you submit writing for our class, it goes through the service, Turnitin.com. This service scours the Web, looking for identical language and flagging any matches it finds. As I read your work, I will also look at your Turnitin reports.

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 989-686-9330.

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 feel this course could be more challenging or less challenging for you, let me know. We can make changes.

The WRIT Center:

If you bring a 111 reading or 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 assignment you bring to the WRIT. When you hand in the assignment, make sure you attach a WRIT form to it.

Weather Cancellations:

If the weather is poor, visit the Delta website, listen to Delta's radio station (90.1), 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.

“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.

Reflection:

Commented [d15]: Don't forget to do this part!

Now that you know a little bit about what lies ahead in this course, what do you think? What are you looking forward to, and what concerns you? Write a few sentences in the space below.