



ENG 111- WN138:

Time & Place:

Prerequisites:

College Composition I

Mondays and Wednesdays, 12-1:55 pm, Room S040,
Main Campus

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:

Office:

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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 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 an ideal time to explore the idea of **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.

2. *Sophocles I: Oedipus The King, Oedipus at Colonus, Antigone*. Sophocles, author, 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 way.

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. They're very helpful.

Tools To Bring To Class:

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

Learning Outcomes

By the end of the course, all 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 connects to one or more of these outcomes. If the connection ever isn't clear, please ask!

Tentative Schedule

With a few asides, each class meeting will somehow support your current writing projects.

Dates	Topics/Activities	Deadlines
Monday 1/9 Wednesday 1/11	Introductions Personal Narrative	Reflection I due Wed.
Monday 1/16 Wednesday 1/18	Personal Narrative	Captions assignment due Wed.
Monday 1/23 Wednesday 1/25	Considering Belief	Credo assignment due Wed.
Monday 1/30 Wednesday 2/1	Considering Belief	TIB* Draft I due Wed.
Monday 2/6 Wednesday 2/8	Exploring Film	
Monday 2/13 Wednesday 2/15	Exploring Poetry and Music	
Monday 2/20 Wednesday 2/22	Exploring Fiction	Analysis Draft I due Wed.
Monday 2/27 Wednesday 2/29	Developing a Thesis and Honing Belief	TIB Draft II due for PR** on Wed.
Monday 3/5 Wednesday 3/7	Spring Break: No Class	
Monday 3/12 Wednesday 3/14	Assertion, Proof, Relationship	Reflection II due Mon. Analysis Draft II due for PR on Wed.
Monday 3/19 Wednesday 3/21	Assertion, Proof, Relationship	TIB Draft III due Wed.

Monday 3/26 Wednesday 3/28	<i>Antigone: A Drama of Belief</i>	
Monday 4/2 Wednesday 4/4	<i>Antigone, cont.</i>	
Monday 4/9 Wednesday 4/11	Sharpening Your Prose	
Monday 4/16 Wednesday 4/18	Revisiting Belief	TIB Draft IV due for PR on Mon.
Monday 4/23 Wednesday 4/25	This We Believe Final Reflections	TIB Draft V and Reflection III due Wed.

* This I Believe

** Peer Review

Assessment

<u>Category</u>	<u>Percentage of Final Grade</u>
Essay Drafts	35%
Reflections	30%
Reading Responses	20%
Participation	10%
Short Writing Assignments/Quizzes	5%
<u>Total</u>	<u>100%</u>

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. You will also have the opportunity to work with your peers to design on your own rubrics.

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 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 11:45 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 here? 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 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. You may have a quiz on vocabulary, for example, or a quiz on a certain reading.

Class Matters

Policies

You can find information about course policies related to attendance, cell phones, submitting work, etc., on eLearning. 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, 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 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.

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?

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.

The Pace of Your 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 ever feel this course could be more challenging or less challenging, please 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 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.

"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.