



Syllabus

ENG 090-FA142: Introduction to Academic Writing

Time & Place: Tuesdays & Thursdays, 12-1:55 pm, Room S266

SLA: 11:30-11:55 am

Prerequisite: WRITING LEVEL 1. Provides those preparing for academic work in the composition sequence (ENG 111A, ENG 111, ENG 112) with opportunity to improve their reading and writing skills in an interactive and collaborative setting.

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!



"Regard every new page as a small triumph."

Roddy Doyle

"Only bad writers think that their work is really good."

Anne Enright

A writer's desk. Photo uncredited.

Welcome to English 090! In this class, you will discover new ideas and see old ones in a new way. The course is like a tree; from it, all other branches of English and your college major grow. I look forward to climbing it with you!

This may be a first college course for some of you. I want you to know that no question is too small or too silly to ask—whatever it is, someone else in the class probably wonders the same thing.

Required Materials

Book: *The Writer's Selections: Shaping Our Lives*. Kathleen T. McWhorter, Wadsworth, 2009. This book is available at Delta's bookstore. It may also be available at Amazon and Half.com.

Computing:

- A consistent, reliable Internet connection.
- Access to our class's eLearning website and your Delta e-mail account.
- Means of printing your written work and class handouts.
- Two places to save your work (computer, flash drive, web-based e-mail, eLearning "Locker").

You should check eLearning and your Delta e-mail twice a week. Should you have trouble accessing eLearning or your e-mail, contact the e-learning department:

elearning@delta.edu, 989-686-9088. They're very helpful.

Tools to Bring to **Every** Class:

- A paperback college dictionary (American Heritage version, also available in the Delta bookstore).
- Two folders with pockets—one for your writing and one for handouts.
- A mini stapler.
- A notebook or loose-leaf paper with lines.
- Pens and/or pencils.

Learning Outcomes

Upon finishing the course, all ENG 090 students will be able to:

1. Use a writing process for pre-college and college essays at the basic level.
2. Write basic college level essays.
3. Develop abilities with the more complex aspects of an essay.
4. Produce written responses to and understand texts at the basic level.

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

English Course Sequence

Your performance in English 090 will decide which English course you take next. We'll discuss the course sequence more when it's time to register for next semester.

Tentative Schedule

With some detours here and there, each meeting will support your current writing projects.

Dates	Topics/Activities	Deadlines
8/30, 9/1	Where We Are From	
9/6, 9/8	Telling a Story	Where We Are From assignment due Thursday by 11 am
9/13, 9/15	Telling a Story	Big Deal Essay Draft 1 due Thursday
9/20, 9/22	Finding Meaning	
9/27, 9/29	Finding Meaning	Big Deal Essay Draft 2 due Thursday
10/4, 10/6	The Writing Process	
10/11, 10/13	The Writing Process/Reading for What Matters	Big Deal Essay Draft 3 due Thursday
10/18, 10/20	Reading for What Matters	Annotation Packet due Thursday
10/25, 10/27	Reading for What Matters	What Matters essay due for Peer Review Thursday
11/1, 11/3	Reading for What Matters	What Matters essay, final draft due Thursday
11/8, 11/10	Writing to Get What We Want	Rough Draft, Scholarship essay due Thursday
11/15, 11/17	Writing to Get What We Want	
11/22	Giving Thanks	Final Draft, Scholarship essay due

11/29, 12/1	Writing Just Because	
12/6, 12/8	Writing Just Because	Just Because essay due for Peer Review Thursday
12/13, 12/15	Where We Are Going Next	Just Because essay, final draft due Thursday

Assessment

1. Writing Projects:

--Where I'm From Assignment	5%
--The Big Deal Essay, Draft 1	5%
--The Big Deal Essay, Draft 2	5%
--The Big Deal Essay, Draft 3	5%
--Annotation Packet	5%
--What Matters Essay, Rough Draft	5%
--What Matters Essay, Final Draft	5%
--Rough Draft, Scholarship Essay	5%
--Final Draft: Scholarship Essay	5%
--The Just Because Essay, Rough Draft	5%
--The Just Because Essay, Final Draft	5%

Total for Writing Projects: 55%

2. Homework, Quizzes, In-class Activities,
Vocabulary, and Journal Entries 25%

3. Class Participation 10%

4. WRIT Center Visit 10%

Total: 100%

Tasks

1. Writing Projects

The best way to learn to write is to write; we get better through challenge and practice. Each writing project will improve your skill. To guide you, most projects will have a rubric: a list of things we need the writing to do. I will use the rubrics to measure your progress.

2. Homework, Quizzes, In-class Activities, Vocabulary, and Journal Entries

I will sometimes assign small written homework--I tend to give it as needed. For many class meetings, you will have something to read either from our book or from a handout, and to check your reading comprehension, you will often take a quiz. Quizzes are only available during the class they're given. I will also occasionally collect in-class activities. We will spend time learning new vocabulary; every new word is a gift.

I will ask you to write some brief, journal-like pieces of writing on important concepts. Past examples of concepts include: inner speech, thesis statements, audience, purpose, and active reading.

3. Class Participation

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 class time **doing**, not watching or listening; I will not treat you as banks into which I make deposits! 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 any questions about your class participation, please let me know.

4. WRIT Center Visit

No matter her level of experience, every writer needs a reader. Whenever I write something important, I show it to at least two friends. 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 on the Main Campus in the LLIC near room A-125), a trained expert will help you with it. Your writing can be at any stage in the process.

You must use the WRIT Center for ENG 090 at least once this semester. Before you go, print out a copy of the WRIT visit form from our class website. **You receive credit for the visit only through submitting a completed form.** If you choose to use the WRIT Center's online option, make sure you can show proof of the session.

Class Matters

Structured Learning Assistance (SLA)

Structured Learning Assistance (SLA) is a program of mandatory directed study and practice workshops attached to Bridge Program courses. It is:

- Course centered - Study and learning strategies are applied to the specific content students are learning and focused on the particular teaching style of the professor.
- Background enhancement - Students are provided with content-specific background information to assist them in making connections between their prior knowledge and the class assignments and presentations.
- Collaborative - Students are involved in group activities and study teams.

As a regular part of this ENG 090 class, you are required to attend all SLA sessions. Our SLA Leader will take attendance, and more than three session absences will affect your class participation grade.



The street artist's Banksy's "elephant in the room."
Image from Damian Dovarganes, Associated Press.

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.

Referrals

Everyone at Delta wants you to succeed, and as your teacher, I especially do. If I sense you could benefit from additional support outside of the classroom, I might make a referral to the appropriate campus department.

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.

Class Policies and Contacting Me

You can find information about the class policies for absences, late work, conduct, and inclement weather on our eLearning site. You are responsible for knowing these policies.

I am on campus Monday through Thursday, and I have office hours each day. You can make an appointment for my office hours, or you can stop by. 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 will not 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.

"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.