



Syllabus

WRT-090-FA165:

Time and place:

Prerequisite:

Instructor:

Office:

Instructor telephone:

Division telephone:

E-mail:

Office hours:

Contacting me and making appointments:

Introduction to Academic Writing

Tuesdays and Thursdays, 2-3:55 pm, Room S037;

SLA: 4-4:25

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. Does not earn credit towards graduation.

Assistant Professor Lauren Smith

S003

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Monday through Thursday, 10-11 am

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.

If we had to say what writing is, we would describe it essentially as an act of courage.

Cynthia Ozick



Welcome to WRT 090! In this class, you will discover new ideas and see old ones in a new way. The idea of vision, of seeing, will serve as a theme for our work together.

This may be a first college class for some of you. No question is too small or too silly to ask—whatever it is, someone else in the class probably wonders the same thing. Speak up!

Required Materials

Book: *The Least You Should Know About English*. 11th edition. Paige Wilson, Wadsworth, 2011.

This book is available at the Delta bookstore, and you are also welcome to find a used copy online; just make sure you get the right edition. Also, be careful when purchasing used books. Sometimes, they are more damaged than they appear in their pictures.

Computing:

- A consistent, reliable Internet connection.
- Access to our class's eLearning site and your Delta e-mail account.
- Means of printing your written work and class handouts.
- A thumb drive to save your written work (available in the Delta bookstore).

This section of WRT 090 requires students to make regular use of a computer, especially word processing and web browsing. Please let me know right away if you have any questions or concerns about computer use.

Check eLearning and your Delta e-mail daily. If you have trouble accessing eLearning or your e-mail, contact the E-learning department: elearning@delta.edu, 989-686-9088, Main Campus room J102. They can help.

Recommended Tools for Class:

- A paperback college dictionary.
- A mini stapler—very useful on days when essays are due.
- A notebook or loose-leaf paper with lines.
- Pens and/or pencils.

I also suggest you get two folders with pockets: one for your writing and one for handouts. You might also like Post-its and/or highlighters.

Learning Outcomes

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

- **Use** a writing process for pre-college and college essays at the basic level.
 - Plan and brainstorm ideas for an essay before beginning to write.
 - Produce drafts of an essay and show an understanding of revision.
 - Participate effectively in writing groups and conferences.
 - Demonstrate an ability to work with written comments.
 - Produce edited, properly formatted essays.
- **Write** basic college level essays.
 - Use introductions, conclusions, and paragraphs.

- Write essays that demonstrate a sense of organization.
- Use topic sentences.
- Use transitions between sentences and paragraphs.
- Write at least two essays with a clear thesis.
- **Develop** abilities with the more complex aspects of an essay.
 - Demonstrate ability to develop significant ideas and use supportive, specific examples.
 - Write essays that lack confusion.
 - Write essays that demonstrate an awareness of audience.
 - Reduce number of errors in grammar, usage, and punctuation.
- **Produce** written responses to and understand texts at the basic level.
 - Demonstrate ability, both orally and in writing, to make personal connections to the ideas in a piece of reading.
 - Demonstrate an ability to negotiate unfamiliar vocabulary, as well as make new words a part of one's own vocabulary.
 - Demonstrate basic skills for information literacy, including accessing, analyzing, and using resources such as dictionaries, encyclopedias, handbooks, and the Internet.

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

Assessment

1. Writing Projects:	60%
2. Class Participation and WRIT Center Visit	20%
3. Activities, Homework, and Quizzes	20%
Total:	100%

1. Writing Projects (60%)

The best way to learn to write is to write; we get better through challenge and practice. Each writing project will improve your skill and introduce you to different features of college writing. To guide you, most projects will have an assessment rubric: a list of things the writing needs to do. The rubrics will show us your progress.

For your projects, you will have the chance to write about yourself, new people you meet, what interests you, and your plans for the future. Each project will stretch you in some way and ask you to try out ideas and methods, and I am here to support you as you stretch.

Because writing is a process, if a student does not complete all drafts of all projects, she may not pass the class.

2. Participation and WRIT Center Visit (20%)

Each of you has a commitment to your education. 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 put funds! 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.

I know it can be overwhelming to talk to new people, but we are all in this together. I am very shy, a trait I've always had. I have learned over time, though, that connecting with others is a great way to learn and grow. If you are shy, know that I understand. Also know that I will work to help you feel more comfortable talking in class and working with peers. If you ever have questions about your participation, please let me know.

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 consultant will help you with it. Your writing can be at any stage.

To earn 10% of your final WRT 090 grade, use the WRIT Center at least once this semester for one of our assignments. Ask your WRIT consultant for proof of the session.

“WRIT” stands for Writing, Reading, & Information Technology. Along with writing, the WRIT Center can also help you with reading assignments and with computer-related questions.

3. Activities, Homework, and Quizzes (20%)

I often assign homework that supports the larger project you're working on. Some activities and homework will need to be typed; check with me for the details on any specific assignment. For some class meetings, you will have something to read and maybe a quiz to take for it. Quizzes are only available during the class they're given. I also occasionally collect in-class writing activities.

Policies

You can find information about course policies related to attendance, cell phones, submitting work, etc., on our eLearning page. Go to the Content area and look under “Syllabus, Policies, and Professor Contact Information.” We will also review them in class early in the semester.

You are responsible for knowing the policies. Basically, they boil down to this advice:

Doing your work, coming to class, following directions, and respecting yourself and others all contribute to your success in WRT 090.

Tentative Schedule

I will make changes to this schedule along the way, but not without notice. Although some weeks have nothing listed for Major Deadlines, plan to write something and work hard every week.

Dates	Topics/Activities	Major Deadlines
1/13, 1/15	Introductions	
1/20, 1/22	Words and Pictures	First draft, photo essay due Thursday
1/27, 1/29	Words and Pictures	
2/3, 2/5	Words and Pictures	Second draft, photo essay due Thursday
2/10, 2/12	Opening Eyes	
2/17, 2/19	Opening Eyes	
2/24, 2/26	Seeing Happiness	
3/3, 3/5	Spring Break: No Classes	
3/10, 3/12	Seeing Happiness [TH LLIC]	
3/17, 3/19	Seeing Happiness	
3/24, 3/26	Seeing Happiness	First draft, happiness essay due Thursday
3/31, 4/2	Seeing Happiness	
4/7, 4/9	Showing an Audience	
4/14, 4/16	Showing an Audience	Second draft, happiness essay due Thursday
4/21, 4/23	Showing an Audience	
4/28, 4/30	Wrapping Up	Scholarship paragraphs due Thursday

A Final Thought



This is a picture of *gyoza*, or potstickers, which I took a class in making while I was teaching in China last summer. I stood around the table with so many expert gyoza makers, and I had no idea what I was doing. The smaller, lumpier ones in this picture are probably mine. Even though it was hard for me, I made a beginning as a gyoza chef. This is the same feeling I have as a teacher: every class asks me to work with new materials, follow new specs, and respond to new needs. We are all students of something.