

**ENGL 080: Writing Skills**  
**Writing about SVSU**  
**Fall 2017**  
**Section 06: Tu/Th 10:00-11:20 am, SE 206**

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**Course Texts:**

Kate Mangelsdorf and Evelyn Posey, *Choices: A Writer's Guide with Readings, 6<sup>th</sup> Edition* (ISBN: 978-0312611408)

**Course Outcomes:**

The student who successfully completes ENGL 080 will be able to:

1. Use writing processes that develop exploratory drafts into revised academic prose for specific audiences, including the ability to:
  - Brainstorm ideas to select and focus topics
  - Develop, organize, and revise writing to establish a focus and purpose
  - Recognize ways of supporting positions to convince targeted audiences
  - Adapt language and style for academic audiences
  - Edit writing to address general conventions of Standard English
2. Compose formal college level essays that exhibit the requisite skills to attain a C level or better on the ENGL 080 course rubric, which signals that a student is prepared to enter ENGL 111 and begin engaging in academic discourse at the university level.
3. Read for meaning and identify audience, purpose, and genre using a variety of reading strategies.
4. Participate in interactive and collaborative reading and writing activities.

Credits earned in remedial courses (000 level) will not apply toward the credits required for graduation. However, they will count toward determining "full load" for students receiving financial aid. You will receive a letter grade for the course on your transcript.

**Assignments:**

Associated tasks (see note below): 189 points (3 points each)

Peer review: 75 points (15 points each)

Mid-Semester Assessment: 16 points

Essays (descriptions on Canvas): 250 points (50 points each)

Professional in-class work ethic (see note below): 25 points

Total Points Possible: 555

*Special note about extra credit and extensions:* I do not give extra credit or extensions. Please complete all assignments to the best of your capabilities on time.

**Grading Scale:**

|          |                |
|----------|----------------|
| ↑95%: A  | 555-527 points |
| ↑90%: A- | 526-499 points |
| ↑87%: B+ | 498-483 points |
| ↑83%: B  | 482-461 points |
| ↑80%: B- | 460-444 points |
| ↑77%: C+ | 443-427 points |
| ↑73%: C  | 426-405 points |
| ↑60%: D  | 404-333 points |
| ↓59%: F  | 332-0 points   |

*Special note about professional in-class work ethic:* Full credit requires that you show thorough preparation and focused participation in all required activities. You are *required* to arrive on time. If you arrive more than 10 minutes late, you will be asked to leave the class for the day. Do not make “being 10 minutes late” a habit—you are expected to be in class on time. Excessive lateness is rude to your classmates and me. Repeated lateness will affect your “professionalism” grade. If you cannot respect your classmates and me by showing up on time, then you are not welcome to participate in that day’s activities. I do notice when you’re not in class. If missing class becomes a regular habit, your professional in-class work ethic grade will be effected (see attendance policy below). Additionally, we will be doing many in-class activities that will help you improve your writing and researching skills. The majority of these are “ungraded” but will help you in the long run. Even though many of these activities are ungraded, the quality work you put in during our class time effects the “professional in-class work ethic” grade. Occasionally, I will collect in-class work to monitor your progress and participation.

*A note about associated tasks:* All associated tasks will be graded on a 3 point scale: Good (3), Satisfactory (2), Incomplete (1), No Work (0). If you miss class, you will not be able to make-up activities. All associated tasks (“writing/group/editing activities”) are listed on the course calendar below.

**Course Policies:** The decision to take this course is yours, but once you make that decision, you have responsibilities to everyone else in this community of learners. It is your responsibility to abide by the following course policies in order to contribute to our classroom’s productivity.

**Attendance:** Attendance will be taken during each class meeting. You are allowed two excused absences. On your third absence, your grade will be reduced by one half of a grade. For example, if you had an A, on your third absence it would become an A-. On your fourth absence, your grade will be lowered by a full grade. For example, if you had an A-, on your fourth absence it would become a B-. On your fifth absence, you will be asked to drop the class. It is in your best interest to attend class regularly. Use your excused absences wisely. Once they are gone, they are gone.

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Attendance means much more than simply showing up to class. Attendance in ENGL 080 means being present in class through active participation, sharing insightful ideas, completing homework, and willingness to ask questions. Please find a classmate and exchange e-mail addresses. In case you miss class, it is your responsibility to contact a classmate to find out what you missed. My office hours will not be used as a “make-up” class period. When a student arrives late to class, it distracts me and your classmates. Occasional lateness is understandable (we’re human, after all), but making it a habit is rude and unacceptable. Please arrive to class on time. If you know you will arrive more than 10 minutes after class begins, it is best not come to class that day.

**E-mail:** Check your e-mail daily. It’s the university’s official mode of communication, and there is no excuse why you shouldn’t check it often. You need to have internet access for this course. Our campus is wireless and many other locations off campus also have free Wi-Fi, so be sure to take advantage. If you are having difficulty connecting, make sure you call my office (989-964-2016). Not having access is not an excuse. When you e-mail me, please allow 24-48 hours for a reply.

**Grade Postings:** All grades will be posted on Canvas. I will not give grading info via social media.

**Technology Policy:** I encourage you to use whatever note taking system you prefer. If, however, you choose to use a laptop or tablet, you are asked that it be used for class work and not for homework for your other classes or social activities. **Phones are prohibited during class time. Phones must be turned to silent during and must be stored away during class time.** You are required to be an active member of our learning community. Be aware that I will call on people at random if the discussion is dead. If you are not prepared to participate because you are distracted by technology, this may affect your final professionalism grade. Although we meet in a computer lab, there will be several times when I ask that the class be a “screen free” zone.

**Late Work: Late work is unacceptable.** Please ensure that your work is submitted on time. The deadlines are clearly marked on all assignments and on the syllabus. If you know a due date conflicts with something outside of class, plan ahead and submit your assignment early. For all major papers, I will send a confirmation e-mail by 9 am the next morning informing you that I received your paper. If you do not receive a confirmation e-mail, I did not receive your paper.

*Special note about in-class work:* Because a lot of our writing will take place in class, you are expected to participate. I will only allow you to make up work for extenuating circumstances and only if you provide sufficient documentation by the next class meeting.

**Disability and Non-Discrimination Clause:** Students with disabilities which may restrict their full participation in course activities are encouraged to meet with the instructor or contact the SVSU Office of Disability Services, Wickes 260, Phone: 989-964-4168. SVSU does not discriminate based on race, religion, color, gender, sexual orientation, national origin, age, physical impairment, disability, or veteran status in the provision of education, employment, and other services.

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**Academic Integrity Policy:** According to the *SVSU Student Handbook*, “Academic integrity is undermined whenever one is dishonest in the pursuit of knowledge. Dishonesty takes many forms, including cheating, plagiarism, and other activities for undermining the educational process.

Forms of plagiarism include directly transcribing (copying) without quotation and attribution, summarizing without attribution, paraphrasing or patchwork paraphrasing without attribution, patching electronic materials (including pictures, graphs, and/or charts) without attribution. In ENGL 080 deliberate plagiarism or cheating in any form will result in the grade of zero (0) for the entire assignment and will be reported to the Academic Conduct Board for further sanctions.

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**Writing Center Information:** One of the many advantages of this University is the Writing Center. You are strongly encouraged to meet with a tutor to discuss your writing. Sessions at the Writing Center are available on a first come, first serve basis. Please stop by the Writing Center anytime you need additional help.

Writing Center Hours: M-R 9am-7pm

Location: 2nd floor of the library

Phone: 989-964-6061

Website: [www.svsu.edu/writingcenter](http://www.svsu.edu/writingcenter)

### Course Calendar

**A note about due dates:** Major assignment and associated task due dates are noted in the calendar. These assignments will be discussed and/or completed in class so make it a priority to come to class each time we meet.

Bring your textbook, *Choices*, to class with you every day.

All reading must be completed before class.

This schedule might change. If it does, I will notify you in class and/or via email.

| Date  | Reading Due | In-class activities, etc.               | Major Assignment Due                 |
|---|-------------|---|--------------------------------------|
| <b>Part One: The Writing Process</b><br><b>Introducing Yourself as a Writer</b> |             |   |                                      |
| <b>Tu, 8/29</b>   |             | Intro to class<br>Writing diagnostic    | <b>Writing diagnostic (in-class)</b> |
| <b>Th, 8/31</b>   | Syllabus    | Introductions<br>Reviewing our textbook |                                      |

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|   |   | Reviewing the semester<br>Reviewing Canvas<br>Reviewing Part 1   |  |
| <b>Tu, 9/5</b>  |   | No Class: University Closed  |  |
| <b>Th, 9/7</b>  | Choices: 3-20<br>(Stop at "Step 3")   | Group Activity: 1, 2, 3  |  |
| <b>Tu, 9/12</b>   |   | Working on Essay 1   |  |
| <b>Th, 9/14</b>   | Choices: 20-29  | Bring in a copy of your Essay 1<br>Peer Review #1<br>Group Activity: 4   | <b><i>Due on Canvas by 11:59 pm: Essay 1: Introducing Yourself as a Writer</i></b> |
| <b>Part Two: Crafting Paragraphs<br/>         Writing about Images of SVSU</b>  |   |  |  |
| <b>Tu, 9/19</b>   |   | Reviewing Part 2<br>Taking pics of campus<br>Exploring pics of campus<br>Group activity 2 (pg. 53)                             |  |
| <b>Th, 9/21</b>   | Choices: 49-58  | Working on unity and sentence strength<br>Group activities 1, 3, 4   |  |
| <b>Tu, 9/26</b>   | Choices: 59-69  | Introduction to the Writing Center<br><i>Meet in Writing Center (2<sup>nd</sup> Floor of Library)</i><br>Group activities 5, 6 |  |
| <b>Th, 9/28</b>   |   | Bring in a copy of your Essay 2<br>Peer Review #2  | <b><i>Due on Canvas by 11:59 pm: Essay 2: Writing about images of SVSU</i></b>     |
| <b>Part Three: The Patterns of Development<br/>         Vanguard Assignment</b> |   |  |  |
| <b>Tu, 10/3</b>   | Choices: 71-75<br>(Stop at "Examples")<br>**Please <b>read</b> and <b>bring</b> Monday's issue of the <i>Valley Vanguard</i> to class | Review Part 3<br>Writing activity 1<br>Group activity 1  |  |
| <b>Th, 10/5</b>   | Choices: 75-83  | Writing activities 2, 3, 4, 5<br>Group activities 2, 3, 4  |  |

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| <b>Tu, 10/10</b>   | Choices: 84-91  | Group activity 5<br>Bring in a copy of your Essay 3<br>Peer Review #3                                |   |
| <b>Part Four: Explaining: Cultural Symbols and Traditions</b><br><b>SVSU Traditions</b>  |   |  |   |
| <b>Th, 10/12</b>   | Choices: 133-148<br>(Stop at "Writing Your Essay")        | Review Part 4<br>Writing activities 1, 2<br>Group activities 2, 3, 4                                 | <b><i>Due on Canvas by 11:59 pm: Essay 3: Vanguard Assignment</i></b> |
| <b>Tu, 10/17</b>   |   | Forever Red In-Class Roundtable  |   |
| <b>Th, 10/19</b>   |   | Mid-semester assessment (in-class writing)   | <b>Mid-semester assessment</b>  |
| <b>Tu, 10/24</b>   | Choices: 148-156<br>(Stop at "Step 3")                    | Story details worksheet (pg. 152)<br>Writing activities 4, 5, 6<br>Homework: writing activities 7, 8 |   |
| <b>Th, 10/26</b>   | Choices: 156-166<br>(Stop at "A Student's Revised Draft") | Writing activities: 12, 13<br>Group activity 6   |   |
| <b>Tu, 10/31</b>   | Choices: 166-175  | Group activities: 7, 8<br>Editing activities: 1, 2   |   |
| <b>Th, 11/2</b>  |   | Writing activities: 10, 11<br>Bring in a copy of your Essay 4<br>Peer Review #4                      | <b><i>Due on Canvas by 11:59 pm: Essay 4: SVSU Traditions</i></b>     |
| <b>Part Five: Analyzing: Career Paths, Workplace Communication, and Job-Related Problems</b><br><b>Writing about Majors and Career Prospects</b> |   |  |   |
| <b>Tu, 11/7</b>  | Choices: 183-194  | Review Part 5<br>Writing activities 1, 2<br>Group activities 1, 2, 3, 4                              |   |
| <b>Th, 11/9</b>  | Choices 195-200<br>(stop at "Step 2")                     | Writing activities 4, 5, 6<br>Group activity 5   |   |
| <b>Tu, 11/14</b>   | Choices 200-202<br>(stop at "Step 3")                     | Writing activities 8, 9  |   |
| <b>Th, 11/16</b>   | Choices: 202-209<br>(stop at "How To")                    | Writing activities 10, 11<br>Group activities 6, 7   |   |

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| <b>Tu, 11/21</b>  | Choices: 209-214<br>(stop at "Step 4") | Group activity 9  |
| <b>Th, 11/23</b>  |  | No Class: University Closed   |
| <b>Tu, 11/28</b>  | Choices: 214-223                       | Writing activity 12<br>Group activity 10  |
| <b>Th, 11/30</b>  |  | Mike Major, Assistant Director of<br>Career Services<br>(This date could change)                      |
| <b>Tu, 12/5</b>   |  | Editing activities: 1, 2<br>Writing activities: 13, 14, 15  |
| <b>Th, 12/7</b><br><b>(last day</b><br><b>of class)</b> |  | Bring in a copy of your Essay 5<br>Peer Review #5<br>Reflecting on your writing (pg. 193)             |
| <b>Tu, 12/12</b>  |  | <b><i>Due on Canvas by 11:59<br/>pm: Essay 5: Writing<br/>about Majors and Career<br/>Options</i></b> |

| 080 Rubric | Content   | Organization  | Style  | Conventions  |
|------------|---|---|--|--|
| "A" Papers | <p>The paper engages its intended audience, demonstrating clarity and thoughtfulness.</p> <p>The paper develops and effectively supports a single focus and purpose.</p> <p>The paper correctly incorporates and integrates relevant support.</p>   | <p>The overall organizational structure is appropriate to the audience and purpose.</p> <p>Paragraphs are developed and logically related and sequenced.</p> <p>The opening establishes the relationship between the reader and the paper's purpose.</p> <p>The paper closes effectively.</p>                             | <p>Ideas within and between paragraphs connect.</p> <p>The sentences are complete, clear, coherent, and varied.</p> <p>Careful word choice and an appropriate tone support the paper's purpose.</p>  | <p>Format is correct and appropriate.</p> <p>The grammar, spelling, punctuation, and usage conform to the conventions of standard English.</p>   |
| "B" Papers | <p>The paper engages its intended audience.</p> <p>The paper develops and supports a single focus and purpose.</p> <p>The paper correctly incorporates relevant support.</p>  | <p>The overall organizational structure is appropriate to the audience and purpose.</p> <p>Paragraphs are logically related, but may lack a fullness of sufficient detail or evidence.</p> <p>The opening establishes the relationship between the reader and the paper's purpose.</p> <p>The paper comes to closure.</p> | <p>Ideas within and between paragraphs connect.</p> <p>Sentences are complete, and usually they are clear, coherent, and varied.</p> <p>Word choice and tone support the paper's purpose.</p>  | <p>Format is correct and appropriate.</p> <p>The paper is free of serious errors in grammar, spelling, punctuation, or usage.</p>  |
| "C" Papers | <p>Although adequate in content, the paper may not fully engage its intended audience.</p> <p>The paper generally develops and supports its focus and purpose, but may occasionally wander from its central idea.</p> <p>The paper includes relevant support, although it is not always purposeful or fully integrated.</p> | <p>The overall organizational structure is generally easy to follow and appropriate to the audience and purpose.</p> <p>At times, paragraphs may lack sufficient support or may be mis-sequenced or slightly off track.</p> <p>The paper's opening or closing may be overly mechanical or trite.</p>                      | <p>Ideas within and between paragraphs usually connect, but the connections may be too mechanical or awkward</p> <p>Sentences are generally complete, clear and correct; however, some may be basic, choppy, or lack variety.</p> <p>Word choice and tone generally support the paper's purpose.</p> | <p>Format is generally correct and appropriate.</p> <p>Errors in grammar, spelling, punctuation, or usage occasionally interfere with communication and damage the writer's credibility.</p> |
| "D" Papers | <p>The paper does not engage its intended audience.</p> <p>The paper fails to develop/support its focus and purpose or wanders from its central idea.</p> <p>Necessary support is lacking or, if used, is not relevant, purposeful, or integrated.</p>  | <p>The overall organizational structure is illogical, unclear and/or inappropriate.</p> <p>Paragraphs frequently seem unrelated or repetitive or are poorly constructed and contain limited support.</p> <p>The opening is overly general, missing, or misleading.</p> <p>The closing is weak or missing.</p>             | <p>Ideas within and between paragraphs may not connect or do so ineffectively.</p> <p>Sentences are frequently incomplete, basic, choppy, or repetitive in structure and may display lapses in clarity or coherency.</p> <p>Inappropriate word choice or tone detracts from the paper's purpose.</p> | <p>Format is not consistently correct or appropriate.</p> <p>Many errors in spelling, grammar, punctuation, and usage impede communication and undercut the writer's credibility.</p>        |