

English 0960: Fundamentals of College Writing

Instructed by:

Susan Ely

Important Dates:

Date Class Begins: Tuesday, September 4th, 2007
 Date Class Ends: Tuesday, November 20th, 2007
 Last Day to Drop a Class: Friday, November 5th, 2007 (for grades only)

The Course:

This course develops students' abilities to write clearly and effectively for different audiences and purposes. Instruction emphasizes the fundamentals of effective expository writing processes including invention, organization, and revision with an emphasis on editing, coherence, and sentence structure. Assignments introduce students to various types of college writing including both polished short essays and in-class writing. Students also learn to read critically as a means to analyze and evaluate their strengths and weaknesses and to apply appropriate revision strategies. This is a developmental course and does not fulfill graduation requirements.

Course Prerequisites:

Assessment Testing

Course Materials:

Successful College Writing 3rd Edition by Kathleen T. McWhorter
 An electronic saving device (floppy disk, USB drive, Writable CD)
 Notebook, Folder, Portfolio, Pen/Pencil

Grading

Your final grade will be determined by your participation in class and your grades on each assignment. ****All assignments must be completed in order to receive a passing grade for the course.** See the assignment schedule for a breakdown of assignments and their grading weight. This is a pass/fail course. Those who earn a 70% or better will receive a pass. Conversely, those who score a 69% or below will receive either a R (retake) or a F (failing), depending on their efforts in the course.

I will grade each paper according to the following scale:

100-90	A
89-80	B
79-70	C
69 and below	Not Passing

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Course Information

Contact Information

Susan Ely

Room 145
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Course Objectives:

Upon completion of this course, a student will be able to:

1. Understand and use writing as a process.

- 1.1 Use reading and forms of brainstorming to generate varied details and ideas.
- 1.2 Create a coherent plan of major ideas and supporting points to use as a guide in drafting.
- 1.3 Understand the need for revision in crafting successful writing and use it as a vital part of the process.

2. Write clearly and effectively for different audiences and purpose.

- 2.1 Produce a main idea.
- 2.2 Organize information to develop and support a main idea.
- 2.3 Demonstrate critical thinking in developing ideas.
- 2.4 Choose specific details to support more general claims.
- 2.5 Organize ideas in a coherent manner for variety and purpose.
- 2.6 Use language that helps guide the reader from one idea to another.
- 2.7 Generate clear, grammatically and mechanically correct prose.
- 2.8 Produce neat, legible final copies.
- 2.9 Use sentence construction suitable to the content.
- 2.10 Modify diction and level of formality in light of different audiences.

3. Independently use writing and reading tools for learning.

- 3.1 Use writing tools to explore issues and discover connections in a variety of contexts.
- 3.2 Use reading strategies to understand issues and discern connection in a variety of contexts.

4. Analyze and evaluate the effectiveness of his/her own writing and that of others.

- 4.1 Recognize, understand, and apply criteria for effective writing.
- 4.2 Provide useful feedback to improve the writing of peers.
- 4.3 Make revisions that improve content and organization.
- 4.4 Make revisions that improve the clarity and grammatical correctness of the prose.

5. Grow as writers

- 5.1 Develop an understanding of the importance of writing.
- 5.2 Demonstrate an awareness of personal strengths and weaknesses as a writer.
- 5.3 Demonstrate an increased confidence in the ability to communicate through writing.
- 5.4 Recognize that existing information can be combined with original thought and/or analysis to produce new information.

Reading for the Course / Service-Learning Component

The foundation of this course is two-fold: discussion emerges from the writing you will do AND from the reading you will do. Reading the assignments is vital to the success of your learning. This semester, the readings will come from a few places: our textbook, your fellow students' papers, selections from the book *For One More Day* by Mitch Albom, and readings from other various writers. We will read these in order to learn about how others write and how they connect to you as the reader. Specifically, we will explore how these texts help us in our **interview projects**—how they provide us with diverse perspectives of culture, stereotypes, first

impressions, assumptions, and community. The chapters in our book also include sample professional and students essays, which we will also analyze together during the semester.

Each student will conduct an interview with an assisted living resident as part of a service-learning project. It is strongly recommended that you participate in the project, as your participation will be recorded in your transcripts.

Late Work

The due dates for the major essays are indicated in the homework schedule. It is your responsibility to plan ahead and complete the papers on time. If you run into sudden, extenuating circumstances that make it impossible for you to hand in your major essay on or before the appropriate date, you should contact me **before** the class period in which the paper is due.

Major assignments are not accepted late. If you did not hand in an assignment in class on the due date, you will receive a zero. If you will be absent on a day that something is due, please email it, put it in my mailbox, or hand it in early. Daily homework assignments will be accepted up to one class date after the due date and will be dropped one letter grade.

In-class work cannot be made up. This includes activities like workshopping.

The four essays are due September 20th, October 16th, November 1st, and November 15th.

Attendance

The composition classroom is a community of writers working together toward a common goal. Since this class is organized as a collaborative workshop, you must come to class regularly. Attendance is mandatory, and regular attendance is essential for your learning. If you are more than 20 minutes late to class, you will be counted absent. Being absent for more than two weeks of class (more than 4 classes), will result in an Instructor Withdraw (IW) or a failing grade (F). **This policy applies without exception, no matter when or why the classes are missed.**

If you cannot attend and complete this course, you should officially withdraw by calling Central Registration, 457-5231. Failure to officially withdraw will result in either an instructor withdraw (IW) or failing (F) grade. Missing a pre-scheduled draft-review conference with me will count as an absence. Not having an essay draft on days they are due will result in an absence for that day.

Writing Consultants

The Metro Writing Center offers its students writing consultants in English. They can assist you with papers (getting ideas, organization etc.)

See the website for writing center hours: <http://wwwfp.mccneb.edu/writingcenter/>

Sarpy Center, Room 215

Fort Omaha Campus, Building 10, Room 209

South Omaha Campus, Mahoney Building, Room 105

Computers

When you use computers in College computer labs, learning centers, libraries and many classrooms, you will need to login using your student username and password. Your username is the same as your WebAdvisor username and your initial password is your student ID with leading zeros to make it seven digits. If you need assistance, please contact staff at any of the computer labs, learning centers and libraries.

It is recommended that students save their files to removable media often as they work. The College reserves the right to take steps necessary to maintain the confidentiality of student identity information through the use of automatic logouts and screensavers.

Plagiarism and Academic Honesty

Plagiarism is a serious offense and will not be tolerated. Plagiarism can be defined as the presentation of another's work as your own. Plagiarism will result in **automatic** failure of the course. Additional information

about copyright is provided on the library webpage at <http://www.mccneb.edu/library>, by your instructor, or by the College's Copyright Officer.

Educational Services Program Area Identification:

Program Area: Academic Planning, English

Dean: Susann Suprenant

Assistant Dean: Jacqueline Palma

Portfolio

This course requires that you submit a portfolio to be used to determine your final grade. Please prepare your folder in the following manner:

1. Include all of the papers you have written for this course and arrange them in chronological order. Place the grammar journal at the end.
2. For each assignment, place the final draft on top of the rough draft and prewriting.
3. As the cover sheet for your portfolio, you will compose a reflective essay in which you evaluate your progress in writing. As a cover sheet for the grammar journal, you will also compose a short essay in which you evaluate your progress in grammar. Before you begin your essay, review your final drafts and the comments I wrote on them. This will be discussed in length later on in the semester.

Accommodations for Students with Disabilities:

If you have a disability that may substantially limit your ability to participate in this class, please contact a Vocational Special Needs Counselor, located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student's responsibility to request accommodations.

Assessment of Student Learning Program:

Metropolitan Community College is committed to continuous improvement of teaching and learning. You may be asked to help us accomplish this objective. For example, you may be asked to respond to surveys or questionnaires. In other cases, tests or assignments you are required to do for this course may be shared with faculty and used for assessment purposes. This will be done in accordance with FERPA guidelines.

Maintenance of Student Records

All student assignments and essays will be returned to the student, so each individual can monitor his/her own progress and receive feedback on skill areas mastered.

Use of Student Work

The ownership of student works submitted in fulfillment of classroom requirements shall remain with the student(s): By enrolling in classes offered by Metropolitan Community college, the student gives the college license to mark on, modify, and retain the work as may be required by the process of instruction, as described in the course syllabus. The institution shall not have the right to use the work in any other manner without the written consent of the student(s).

Assignment List

- Assignments are due on the indicated date—no exceptions.
- Quizzes cannot be taken late.
- Paragraph and Essay assignments will be explained as needed and will have their own handout.
- I reserve the right to alter the homework schedule when needed.

The assignments in this course have following points:

Descriptive Profile Essay	10%
Writing Interview Essay (Narrative)	20%
Expository Essay (Process)	20%
In Class Writing Essay (Reading Response)	20%
Portfolio (Includes Reflection and Presentation)	10%
Daily assignments, grammar journals & quizzes	10%
Participation & preparedness	10%
Total	100% Total

Schedule of Assignments

*Keep track of your syllabus and course schedule so that you may stay current with all of the course requirements. **Always bring drafts to class!!**

* **Quizzes:** There will be quizzes (target assessments) at the beginning of each class when you are to have read a chapter from the textbook. **Quizzes cannot be made up even if they are missed due to absence or tardiness.**

Class #1- September 4th Tuesday
Course Introductions

Class #2- September 6th Thursday
Assignment Due: Read "To the Student" pgs. xxxvii – ixv (before Ch. 1)
Ch. 3 "Prewriting: How to Find and Focus Ideas"

Class #3- September 11th Tuesday
Assignment Due: Read Ch. 9 "Description: Portraying People, Places, and Things"

Class #4- September 13th Thursday
Assignment Due:
Read sample profile essays
- "True Worker," from *Sticks and Stones*
- "Pearl" from Ted Kooser's *Delights and Shadows*
- Excerpt from *Tuesdays with Morrie*



Class #5- September 18th Tuesday

Assignment Due: - Handout

- Working Draft of Descriptive Profile Essay due for workshopping

Class #6- September 20th Thursday

Assignments Due:

Descriptive Profile Essay Due—FINAL DRAFT for grading and first Class Magazine (I need a paper copy and an electronic file emailed to me)

Read: Ch. 8 “Narration: Recounting Events”



Class #7- September 25th Tuesday

Assignments Due: Read Handout

Grammar Journal

Class #8- September 27th Thursday

Assignments Due: Read Handout



Class #9- October 2nd Tuesday

Conduct Interviews today!! (Meet in the classroom at 9:00 and we will depart from there)

Class #10- October 4th Thursday

Assignment Due: Read “The Men we Carry in Our Minds” by Sanders in *Purposes*



Class #11- October 9th Tuesday

College Closed

Class #12- October 11th, Thursday

Assignments Due:

Working Draft of Writing Interview Essays due for workshopping



Class #13- October 16th, Tuesday

Assignment Due:

**Writing Interview Essay Due—FINAL DRAFT for grading
(I need a paper copy and an electronic file emailed to me)**

Read:

- Ch. 11 “Process Analysis: Explaining How Something Works or is Done”

Class #14- October 18th, Thursday

Assignment Due:

Grammar Journal

Read the 2 Samples of Process Analyses (handouts)

Read - Mary Pipher’s Foreword to *The Middle of Everywhere*

Class #15- October 23rd, Tuesday

Assignments: Read Ch.4 “Developing and Supporting a Thesis”

Class #16- October 25th, Thursday

Assignments Due: Working Draft of Process Analysis (3rd Essay) due for workshopping

Class #17- October 30th, Tuesday

Assignment Due:

Read: Ch. 22 “Essay Examinations, Timed Writings, and Portfolios”

Class#18- November 1st Thursday

Process Essay Due—Final Draft for Grading

Reading at St. Joseph’s Tower (meet in the classroom at 9:00 and we will depart from there)

Class #19- November 6th Tuesday

Assignment Due:

-Read Ch. 2 “Reading and Writing about Text” –this will help you prepare for the timed writing, which will require you to respond to a piece of writing

-Grammar Journal

-Revised/ Edited Essays #2, #3, and the image you selected to go with these essays must be emailed to me by class time for inclusion in our second Class Magazine

(Euripedes play at 10:30)

Class #20- November 8th, Thursday

Assignment Due: Read Sample Timed Essay (handout)

Read "Inside the Home" by Jill Frawley from *The Presence of Others*
(handout)

Class #21- November 13th, Tuesday

•Practice the Timed Essay (this is done in class)

Class #22- November 15th, Thursday

Graded Timed Essay Written Today in Class

Class #23- November 20th, Tuesday

Assignment Due:

•Final Version of Portfolio Due

Metropolitan Community College
Course Syllabus-Winter 2007-2008

Course Identification

Title: Helping Skills/Techniques

Prefix/Section: HMSV 1110-4A

Credit Hours: 3.5

Begins/Ends/No-Class Days: Begins: 12/03/07; Ends: 02/25/08; No-Class: Dec.24-Jan.1 (Holiday Recess); Jan. 21 (Martin Luther King Day)

Meeting Day/Time: Mon. and Wed. from 4:00 pm to 5:45 pm

Last Day to Withdraw: 02/09/08

Delivery Type: Classroom

Class Location: FOC B10; Room 214

Course Web Address: NA

Contact Information

Instructor Name: Mike Rush MS, CPC, LMHP

Office Location: FOC B10- Room 133B

Office Telephone: (402) 457-2365

Fax: 457-2256

Office Hours: Monday and Wednesday 1:00 pm – 4:00 pm

Email Address: mrush@mccneb.edu

Faculty Website: NA

Academic Program Area: Jane Franklin, Dean of Social Sciences, SOC

Dean's Office Telephone: 738-4545

Course Information

Course Description: This course begins to prepare the student to use effective and appropriate helping skills/techniques. The techniques to be studied and practiced include attending, asking questions, using minimal encouragers, paraphrasing, reflection of feeling, summarization, keeping the focus on the client, and integration of all the skills to facilitate a helping interview. Practicing these helping skills will be done through working in dyads and triads in preparation for being able to demonstrate these skills on videotape and contact with a resident of a nursing home or assisted living facility in helping via active listening to tell their life story (see part of syllabus on service learning).

Course Prerequisites: HMSV 1110, Interpersonal Communication Skills

Course Objectives: Upon completion of the course it is hoped the student will be able to:

1. Demonstrate attending, asking questions, minimally encouraging, paraphrasing, reflection of feeling, summarization, keeping a focus on the client, and integration of all the skills in an interview setting.
2. Demonstrate the skill of giving and receiving feedback and appropriate self-disclosure.
3. Practice the skill of challenging (confrontation).
4. Demonstration of all the helping skills in a videotaped session.
5. Demonstration of the basic active listening skills in assisting a nursing home/assisted living resident tell their life story and then having student reflect on their experience through journaling and a final paper.

Required and Supplemental Materials: There are two textbooks for this class: Basic Attending Skills, 4th Ed. Ivey, Gluckstern, & Ivey; and The Art of Helping, 8th Ed. Carkhuff.

Course Structure: The course is structured around first learning the basic helping skills through lecture and discussion, modeling by the instructor and videotaped role plays, and then practicing the skills with fellow classmates and individuals outside of class, including visiting with a nursing home/assisted living resident. Discussion will also be made of the Developmental Model of Helping as outlined by Robert Carkhuff.

Course Assessment

Types of Assessment/Assignments:

Attendance/Participation:	50 points
Four take home exams	400 points
Personal Journal	100 points
Reflection Paper	100 points
Videotaped Demonstration	<u>200 points</u>
Total	850 points

Grading Policy:	<u>Points</u>	<u>Grade</u>
	790-850	A (93%-100%)
	722-789	B (85%- 92%)
	637-721	C (75%- 84%)
	510-636	D (60%-74%)
	Below 510	F (Below 60%)

Late Assignments: Assignments are expected to be turned in on the date due (see attached course calendar). For every class day late the grade on the assignment will be dropped by 8% to ensure reducing the letter grade

by one. For every day late, the grade will be dropped by a fraction of the 8% according to the number of days late. No late assignments will be received after the last day of this class.

Writing Expectations for Assignments: All assignments must be typed, double-spaced, and proofread carefully for writing errors. Points are deducted for each writing error. This includes mistakes with punctuation, spelling, writing in complete sentences, sentence structure, paragraph development, and any other errors that interfere with comprehension.

Maintenance of Student Records: An attempt will be made to grade all assignments and have them returned to students within one week of them being turned in to this instructor. The exception to this policy might be with late assignments turned in by students.

Student Expectations

Attendance: Attendance is expected. Students should place importance on attending class as they would a future practicum or employment. If the student is gone, it is his/her responsibility to get missed notes from a classmate and missed materials from the instructor during the instructor's office hours. If a student misses four classes, careful consideration will be given to dropping that student from class. Three arriving late for class or from break, or three leaving early will constitute one absence.

Classroom Behavior: It is important to remember that the class is an educational setting, and not a therapeutic environment, thus the depth of self-disclosure in class should only be at a depth to facilitate learning. In classroom discussions, as well as within the dyads and triads and videotaping, it is important to have the utmost respect for the learning process including both fellow classmates and for the instructor. This includes speaking with permission, not interrupting others, not putting others down for their opinion, verbally and/or nonverbally, and not distracting others. This class has a service learning component of spending one hour a week with a nursing home or assisted living resident. Please remember to at all times have respect for the person you are visiting as well as respect for the people within the facility including other residents and staff. There is to be no food in the classroom and drinks must have a lid. All cellular phones must be turned off. The first time a cell phone goes off, the student will be reminded about the class policy. The second time he or she will be asked not to bring the cell phone into class.

Use of Notebook/Laptop Computers: It is understood that numerous students take note with their laptop computer. However, if this becomes a distraction in terms of the student browsing the Internet or playing computer games in class, the student will be asked to leave the computer outside of class.

Learning Support

Metro's Learning, Math, and Writing Centers can help you achieve educational success. The staff in these centers provide drop-in assistance with basic math, reading writing and computer skills. We offer a friendly, supportive learning environment. Self-paced computer-assisted instructional support in reading, vocabulary, typing, English as a Second Language, and online course orientation is also available.

Detailed information about these services are in the Student Handbook, College Catalog, and online. Links to these resources are located at <http://www.mccneb.edu/learningcenter/>.

College Policies

College policies, such as student rights and responsibilities, academic standards, plagiarism, etc. are outlined in the College Catalog and Student Handbook. This information can be accessed via the outline catalog at <http://www.mccneb.edu/academics/catalog.asp>.

STUDENT WITHDRAWAL: If you cannot attend and complete this course, you should officially withdraw by calling Central Registration, 457-5231. Failure to officially withdraw will result in either an instructor withdraw (IW) or failing (F) grade. The last day to withdraw is identified on the second page of this syllabus.

STUDENT CODE OF CONDUCT: The college has a standard code of conduct that involves consequences for specific academic and non-academic behavior that may result in a failing grade, probation, or suspension from the college. More complete information about the code of conduct is located in the Student Services portion of the online catalog at <http://www.mccneb.edu/catalog/studentinformation.asp>.

SPECIAL NOTE: There are also specific codes of conduct specific to General Human Services/Chemical Dependency Counseling students. Please refer to the General Human Services/Chemical Dependency Counseling Program Manual for further details. If you do not possess the manual, please see one of the fulltime faculty members.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES: If you have a disability that may substantially limit your ability to participate in this class, please contact a Vocational Special Needs Counselor, located in the Student Services Office on each campus. Metropolitan Community College will provide reasonable accommodations for persons with documented qualifying disabilities. However, it is the student's responsibility to request accommodations. For further information, please contact the Student Services Office at any campus.

SERVICE LEARNING COMPONENT

This course includes a service learning component. Participation in the service learning project (or alternative) is necessary in order to pass the course. The project will enhance your helping skills while providing service to our community.

What is Service-Learning?

Service-learning offers a unique opportunity for America's students to get involved with their communities in a tangible way by integrating service projects with classroom learning. Service-learning engages students in the educational process, using what they learn in the classroom to solve real-life problems. Students not only learn about democracy and citizenship, they become actively contributing citizens and community members through the service they perform.

Service-learning can be applied across all subjects and grade levels; it can involve a single student or group of students, a classroom or an entire school. Students build character and become active participants as they work with others in their school and community to create service projects in areas like education, public safety, and the environment.

Why is Service-Learning Important?

A national study of Learn and Serve America programs suggests that effective service-learning programs improve grades, increase attendance in school, and develop students' personal and social responsibility. A growing body of research recognizes service-learning as an effective strategy to help students by:

- Promoting learning through active participation in service experiences;
- Providing structured time for students to reflect by thinking, discussing, and writing about their service experience;
- Providing an opportunity for students to use skills and knowledge in real-life situations;
- Extending learning beyond the classroom and into the community; and;
- Fostering a sense of caring for others.

Service-learning also strengthens both education and local communities by:

- Building effective collaborative partnerships between schools or colleges and other institutions and organizations.
- Engaging parents and other adults in supporting student learning.
- Meeting community needs through the service projects conducted.
- Providing engaging and productive opportunities for students to work with others in their community.

Service-Learning Project

Students in this class will be serving a neighborhood nursing home or assisted living care facility by spending one hour a week (for a total of 8 hours) visiting with a resident, preferably one who does not receive a lot of company, practicing their active listening skills. These skills include attending, asking good questions, minimally encouraging, being able to paraphrase to clarify understanding, reflect feelings to demonstrate empathy, summarize, and ultimately integrate all of these skills in facilitation of a life story being told to the student. Students will journal and write a final paper about their experiences by answering specific questions as to their thoughts and feelings about their experience. At the end of the quarter they will be asked to reflect in class about their experiences verbally and through a final paper. The paper assignment instructions will be further discussed in class. **If you are unable to perform the Service Learning project, please talk to your instructor about an alternative project.**

Contact Information for Service Learning

Program Coordinator: Maggie Kalkowski
Project Coordinator, Community and Workforce Education
Metropolitan Community College
Fort Omaha Campus, Building Five
457-2591
mkalkowski@mccneb.edu

Schedule of Assignments

COURSE CALENDAR (SUBJECT TO CHANGE)

December 3 Class introductions
 Introduction to the course (syllabus)
 Discussion about outside assignment (Service-Learning Project)

- Read Chapter 1- Ivey
Read Chapter 1- Carkhuff
- December 5 Review Interpersonal Communication
Overview of Carkhuff Model
Overview of the Helping Skills
Assign Test One
Read Chapter 2- Ivey
Read Chapter 2,3, and 4- Carkhuff
- December 10 Discussion on Involvement of Client
Discussion on Attending
- December 12 Continue discussion on Attending
Practice Attending
Read Chapter 3-Ivey
Read Chapter 5- Carkhuff
- December 19 **Test One is due**
Assign Test Two
Continue discussion on Questions
Practice Question asking skill
Begin practice videotaping
Read Chapter 4-Ivey
Read Chapter 6- Carkhuff
- December 21 Service Learning Day
- January 2 Discussion on Minimal Encouragers
Discussion on Paraphrasing
- January 7 Practice Minimal Encouragers
Practice Paraphrasing
Practice videotaping
Read Chapter 5- Ivey
Read Chapter 7- Carkhuff
- January 9 Discussion on Understanding
Discussion on Reflection of Feeling and Empathy
- January 14 **Test Two is due**
Assign Test Three
Continue discussion on Reflection of Feeling and Empathy
- January 16 Practice Reflection of Feeling
Practice Videotaping

Read Chapter 6 & 7- Ivey
Read Chapter 8- Carkhuff

- January 21 Martin Luther King Holiday
- January 23 Discussion on Taking Action
Discussion on Summarization
- January 28 Practice Summarization
Discussion on Integration of Skills
Practice videotaping
- January 30 Service Learning Day
- February 4 **Test Three is due**
Assign Test Four
Discussion of Counseling Theories
- February 6 Watch Instructors' videotape and discuss
Finish any practice videotaping as needed
Discussion on final videotaping
- February 11 Final videotaping/Service Learning Day
- February 13 Final videotaping/Service Learning Day
- February 18 **Test Four is due**
Videotaping critique
- February 20 Videotaping critique
Reflective Paper is due.
- February 25 Videotaping critiques
Service-Learning Project wrap-up.
Personal Journal is due.