

Policies

Requirements:

In order to pass this class, students must:

- Attend class consistently.
- Participate meaningfully in class.
- Successfully complete **all** written work in a timely manner and adhere to deadlines.
- Write an in-class, reflective essay (to count as the Exit Exam).

Grading:

In order to receive a passing a grade in ENG 103 students must receive a Satisfactory grade in ENG 099.

This is an equivalent credit course (credit counts towards full time status but not to GPA) and is graded either S (satisfactory) or U (unsatisfactory).

As this course is designed to provide you with the support to successfully complete freshman composition (ENG 103) this semester, all assessment and assignments will be geared toward that goal. Therefore, assessment and feedback on ENG 099 assignments will rarely take the form of a formal grade.

Lateness and Absences:

This course will adhere to OCC's grading policy on nonattendance.

"For students that then cease to attend and who, in the professional judgment of the faculty member, are no longer de facto students in the course at the midpoint of the term, faculty shall assign an "X". This shall remove the student from the course."

Please see <http://students.sunyocc.edu/index.aspx?menu=768&id=24577> for the entire policy.

Regular attendance in ENG 099 is a requirement for successfully completing this course. Failure of ENG 099 due to consistent nonattendance and incomplete work will also result in failure of ENG 103.

Writing:

As writing is a skill that develops best through practice, you should anticipate writing in and for this course every day. Because of the unique nature of an ALP course, the majority of your writing will support your work in ENG 103. Students should also expect to write about affective and noncognitive issues and reflect upon potential barriers to academic success.

In-Class Reflective Essay:

To earn a "Satisfactory" in ENG 099, a student must pass an exit exam. Students are required to produce a focused and clearly written essay in reasonably correct prose with minimal mechanical errors over two class periods. The following are examples of mechanical errors: sentence fragments, fused sentences, comma splices, lack of subject-verb agreement, incorrect formation of verb tenses, and incorrect formation of plural nouns. Students should try their best with spelling. In the ALP section, students will write an in-class reflective essay on their development as writers. This reflective essay will be evaluated as, and count for, this course requirement. You will produce this essay over the last two class periods.

Students that fail to attend these classes and/or produce this essay will receive an "unsatisfactory" grade in ENG 099 and will receive a failing grade in ENG 103.

Classroom Etiquette:

This course is an intellectual community founded on mutual respect. We will actively discuss potential barriers that

students face in college. This may often lead to discussion of personal experiences. All the students in this course are expected to treat their colleagues with respect. Derisive comments and disrespect will not be tolerated.

Late Work Submission Policy/Deadlines:

All essays are due at the beginning of the class marked on the syllabus or the date the professor assigns. For every day late, essays will lose up to one full letter grade. If an essay is never turned in it will receive no credit and will not be eligible for revision at the end of the term. Essays and drafts turned in late will not receive comments.

Blackboard:

Students may be required to submit assignments through Blackboard, participate in virtual class discussions and projects, and keep up with course announcements and communications.

Office Hours and Extra Help:

Writing is hard work; most successful writers seek feedback from multiple sources. While you will receive feedback in class, I encourage all students to come to office hours to talk about the course, their work, or writing in general. Located in the Gordon Student Center at G202, the Learning Center is another useful source for feedback on your writing. All services are free. Stop by or call 315 498-2103 to make an appointment or for more information.

Students With Disabilities:

If you have special learning needs, the Office of Accessibility Resources is available to assist students who have a documented disability. If you require special accommodations for this class contact the OAR in Gordon Student Center, Room 130, at (315) 498-2245 or TTY Phone#: (315) 469-3128. It is the student's responsibility to contact the teacher about any special accommodations.

Academic Honesty and Plagiarism:

Throughout the course, we will discuss what it means to cite, borrow and responsibly incorporate the writing and ideas of other people into our own work through direct quotation or paraphrase. If you are unsure of the academic integrity of your work, please contact the instructor before submitting. A copy of the policy can be found online at:

<http://students.sunyocc.edu/index.aspx?menu=942&id=24576>

On first offense of plagiarism, the student will be required to rewrite the assignment and late penalties may apply. If a second offense occurs, the student will fail the class.

Other questions or concerns:

If you have questions or concerns you feel are not being adequately addressed by your instructor or the department chair, feel free to contact-Dean: Katharine Rumrill-Teece: rumrillk@sunyocc.edu

Dates and policies may change as necessary. I will inform you of such changes before they are implemented.

Course Plan:

Please note this schedule is subject to change.

Class Week/Date	Dates	Learning Activities	Assignments
1	Monday, 8/21 Wednesday, 8/23	Introduction to class and community building, Syllabus discussion How to read a syllabus Writing journal- What kind of writing do you like to do? Why? In-class writing- What anxieties or questions do you have? Active reading- what it is and how to do it Prep for informal writing assignment 1: What is an ETA sheet	Take home writing assignment on Blackboard- Why did you choose ALP? Due in appropriate Blackboard dropbox: Why did you choose ALP?
2	Monday, 8/28 Wednesday, 8/30	Due: In-class discussion of reading and ETA sheet Prep for informal writing assignment 2 writing- What is on your mind? Discuss reading and ETA sheets	Writing journal- How has the reading compared to your experience with education? Develop at least one question from or about the reading. Due: Writing journal- Do you agree with Cox? Why or why not? Develop at least one question from or about the reading
3	Monday, 9/4 Wednesday, 9/6	Labor Day, No Classes In class writing- What do you think is most likely to get in the way of your success in college? Explain How to read an assignment sheet Discuss essay 1 assignment sheet in detail How to approach an assignment- writing as process	Due: Writing journal- What do you think you need to do to be successful in college?
4	Monday, 9/11 Wednesday, 9/13	Explain revision plan assignment Parts of an essay- focus on thesis In-class work on thesis Individual conferences in lieu of class Bring completed revision plan with you to conference	Due: Writing journal- Describe your writing process. When you have an assignment, what are the steps you do to produce that essay?

5	Monday, 9/18 Wednesday, 9/20	In-class discussion on drafts and explanation/modeling of peer review In-class discussion on drafts and explanation/modeling of peer review	Due: Writing journal- What are you most worried about with this assignment? In-class writing- Dropping (out) and stopping (attendance)- thoughts? Due: Writing journal- What are you most worried about with this assignment? In-class writing- Dropping (out) and stopping (attendance)- thoughts?
6	Monday, 9/25 Wednesday, 9/27	In class writing- Go through your essay and find your favorite sentence. What do you like about it and why? Peer review In-class writing- Acclimatizing to campus culture Discuss reading and ETA sheet Explain assignment in detail	Due: Writing journal- What do you still have to do on this assignment? Due: Writing journal- What did you do when you were confused by the reading?
7	Monday, 10/2 Wednesday, 10/4	1-on-1 conferences in lieu of class Bring first draft Discuss informal writing assignment 5 Work on developing narrative In-class writing- Is there anything you wish you were doing differently?	Due: Writing journal- What does Freire mean by consciousness? Develop at least one question from or about the reading Writing journal- What was your favorite class of all time and why? In-class writing- Is there anything you wish you were doing differently?
8	Monday, 10/9 Wednesday, 10/11	No Classes: Fall Break In-class discussion of essay structures- what belongs, what doesn't, Structure: How to paragraph and order them Peer review bring most recent draft	Writing journal- What was your least favorite class of all time and why?

9	Monday, 10/16	Peer Review: bring most recent draft of essay In-class writing- Avoiding burnout Polish work- how to approach it	Due: Writing journal- What part of your writing process so far are you proudest of and why?
	Wednesday, 10/18	In-class writing- Of the two essays you turned in, which essay are you happier about and why? Comparative reflective writing on the process of writing essay 1 versus the process of writing essay	Due: Writing journal- What are you most happy with about this essay?
10	Monday, 10/23	Conference sign up Discussion of assignment sheet for essay 3	Writing journal- What are doing better you thought you would? Why?
	Wednesday, 10/25	Develop at least one question from or about the reading. In-class writing- What is on your mind? Individual conferences Bring exploratory drafts	Writing journal- What did you find most interesting or surprising about the reading?
11	Monday, 10/30	Develop at least one question from or about the reading Writing lab and work on drafts	Writing journal- How could using future career goals to motivate yourself be a bad thing (according to Cox)?
	Wednesday, 11/1	In-class writing- Is this semester going the way you wanted it to? Discussion of Revision plan Discussion/workshop on introductions and conclusions In-class drafting	Writing journal- Outside of the coursework, what is the most difficult thing about college and why?
12	Monday, 11/6	Discussion/workshop on why your argument matters (answering the "so what? and who cares? questions).	Writing journal- Which courses do you prioritize and why? Are there any courses you struggle in? Why do you think this might be?
	Wednesday, 11/8	Discussion/workshop on sentence level writing and combining ide	Writing journal- Do you find this essay easier or harder than the previous two? Why? In-class writing- What is on your mind?

13	Monday, 11/13	In-class writing- What has been your biggest strength as a student this year?	Writing journal- What is the most important thing you did differently on this paper?
	Wednesday, 11/15	In class writing: What is one thing that makes college harder than it need be?	What do you think you should do differently for the last unit and essay?
14	Monday, 11/20	Discussion of exploratory drafts Peer groups to develop first draft	Writing journal- What did you find most surprising about Cox's suggestions? Develop at least one question from or about the reading.
	Wednesday, 11/22	No class- Thanksgiving Break	
15	Monday, 11/27	In class group discussion of drafts	Writing journal- How has your ideas about education changed?
	Wednesday, 11/29	In-class writing- What idea in all the readings has had the most profound impact on you and why? 1-on-1 conferences in class	Writing journal- Are there any ideas you are still unsure of from the readings? Is there anything you should reread or clarify?
16	Monday, 12/4	Discussion/workshop on sentence level writing Discussion and introduction of exit exam/reflective essay	Writing journal- What needs to be changed or revised in your essay and why?
	Wednesday, 12/6	In class production of reflective essay (exit exam)	Writing journal- What should you do differently next semester to be more successful?
17	Monday, 12/11	In class production of reflective essay (exit exam)	Due: Writing journal- What is the most important thing you learned this semester?