

Oakton Community College  
**EGL 097 Developmental Composition II**

<i>Instructor</i>	Lori Oster	<i>Office Hours</i>	M 12:30 to 1:30 T 11 to 2 W 12:30 to 1:30 TH 11 to 2
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I.	<u>Course Prefix</u>	<u>Course Number</u>	<u>Course Name</u>	<u>Credit</u>	<u>Lecture</u>	<u>Lab</u>
	EGL	097	Developmental Composition II	3	3	0

**II. Prerequisite:**

Placement test.

**III. Course (Catalog) Description:**

Course prepares students for college writing. Content includes the writing process, the structure of multi-paragraph essays, and review of sentence structure, paragraph organization, grammar, and mechanics.

**IV. Learning Objectives. The student will be able to:**

- A. Write short essays based on personal experience and assigned course readings.
- B. Develop these essays using a variety of well-developed paragraphs which are linked by simple transitions.
- C. Recognize and correct sentence fragments and run-on sentences, and correctly use simple, compound and complex sentences, as well as the conventions of Standard English.
- D. Use techniques of summary, paraphrase and direct quotation as needed in working with course readings.
- E. Demonstrate an understanding of plagiarism and source documentation.

**V. Academic Integrity:**

Students and employees at Oakton Community College are required to demonstrate academic integrity and follow Oakton's Code of Academic Conduct. This code prohibits:

- cheating,
- plagiarism (turning in work not written by you, or lacking proper citation),
- falsification and fabrication (lying or distorting the truth),
- helping others to cheat,
- unauthorized changes on official documents,
- pretending to be someone else or having someone else pretend to be you,
- making or accepting bribes, special favors, or threats, and
- any other behavior that violates academic integrity.

There are serious consequences to violations of the academic integrity policy. Oakton's policies and procedures provide students a fair hearing if a complaint is made against you. If you are found to have violated the policy, the minimum penalty is failure on the assignment and, a disciplinary record will be established and kept on file in the office of the Vice President for Student Affairs for a period of 3 years.

Details of the Code of Academic Conduct can be found in the Student Handbook.

## VI. **Sequence of Topics:**

*\*See schedule at the end of syllabus*

## VII. **Methods of Instruction:**

Discussions, mini lectures, small and large group work, individual and group projects, presentations.

## VIII. **Course Practices Required:**

- ***Attendance and tardiness.*** Attendance is very important in this class; so much so that I will say your attendance has a direct effect on your growth as a writer. I will keep track of the time that you miss due to absences and tardiness. I have chosen to no longer use attendance as a factor in student grades because I know that it will be represented in your grade, anyway. Historically, students who miss more than three hours of class in a semester, including time missed due to tardiness, are extremely likely to fail the course. Please keep this in mind as we move through the semester and you make choices regarding whether to miss class, or to show up late.
  - Please note that students cannot earn points for work they miss due to tardiness or absence.
- ***Participation.*** Your participation in this class is essential for your success and growth as a writer. Writing is a skill, and as a skill you must practice reading if you are to improve your writing ability. In order to truly grow as a writer, you must be ready to practice, which means a lot of active participation both in and out of the classroom.
  - I will not be giving you a participation grade, specifically, but please be aware that your constant participation in class will have a direct and positive impact on your growth as a writer, and therefore on your grade.
- ***Standards for Written Work.*** All major assignments must be typed, and must follow the guidelines outlined in the assignment handout.
- ***Late Work.*** I accept late work for all take-home assignments. However, I provide feedback on your work on a first-come-first-served basis, so late work goes at the bottom of the feedback pile.

I do not accept late work for in-class assignments. If you are absent, or if you are present yet choose not to do the work in class, you may not submit the work that you missed at a later date.
- ***Extra Credit.*** I may offer opportunities to earn extra credit. If the opportunity arises, I recommend that you take full advantage of it.
- ***Learning Environment.*** We will be interacting with each other regularly in this class through discussions, partner and group work, peer feedback, and problem solving scenarios. It is essential for both the success of the class and for your success as an

individual that we have create and maintain a safe, open, and respectful learning environment.

- ***Assigned readings.*** You will be reading from a variety of texts in this class, including but not limited to novels, textbooks, articles, short stories, poems, and essays. Regular, and often repeated reading is essential for your growth as a writer, and therefore for your success in this class.
- ***Instructional Format.*** While each class session will vary, my teaching rhythm typically follows a particular beat: I introduce a new concept or skill, then I model that concept or skill, then you practice that concept or skill, we debrief and discuss your experiences, then we review, add the concept or skill to our arsenal, and move on.
- ***Formal and Informal Assessments.*** Everything we do in class is an opportunity for me and for you to assess whether you are developing your writing skills, and what you should be working on, specifically, to continue developing those skills. I will provide you with ongoing feedback about your developing skills throughout the class. This feedback will come in many forms—a quick comment during an activity, comments I've written on an assignment, conversation calendars at the end of each class, etc. All of this feedback will be based on the formative assessments that we do throughout the class. Our formative assessments will be in the form of reading responses, critical readings, reading summaries, writing in a variety of forms, discussions, feedback logs, and many others.

Our final, summative assessment will be a portfolio of your work that you will submit the second-to-last week of our class to prove that you have, indeed, met the objectives and goals of this course. Details about the portfolio will be provided in a separate handout.

#### **IX. Instructional Materials:**

- You must keep an organized binder of all handouts from this class. I recommend you use a 1 1/2" binder or larger.
- You will be required to find and print research articles for this class.
- You will be required to find and bring in library books, articles, and other documents associated with the topic you choose for your portfolio focus.
- You will be required to submit a portfolio of your work at the end of the course, and you will have to purchase a portfolio and tab dividers, as well as anything else you would like for your final portfolio.
- We do not have a required textbook for this class.

#### **X. Methods of Evaluating Student Progress:**

- ***Writing tests.*** We will take the writing placement tests multiple times throughout the course as a progress-monitoring tool. *Your score on these practice tests will not count toward your class grade.*
- ***In-class writing assignments.*** We will have regular in-class writing assignments.
- ***Final Assessment.*** Our final course assessment will be in the form of a portfolio. The portfolio is a final, published product of a variety of different work you have done throughout the course that shows your growth and skills as a reader.

**XI. Other Course Information:**

- Important Dates:
  - 9/18 Last day to withdraw and have course dropped from your record.
  - 9/18 Last day to change to audit.
  - 10/2 Last day to submit materials to make up Incomplete grades from previous semester.
  - 10/16 Last day to withdraw with a “W.”
- If you have a documented learning, psychological, or physical disability you may be entitled to reasonable academic accommodations or services. To request accommodations or services, contact the ASSIST office in the Learning Center. All students are expected to fulfill essential course requirements. The College will not waive any essential skill or requirement of a course or degree program.
- The Learning Center supports all students through a variety of services including tutoring, study strategies and techniques, and workshops that enhance classroom learning. Room 2400 DP, 847.635.1658
- Student Services. Advising and Counseling: Room 1130 DP 847.635.1741
- Minor changes may be made to this syllabus with reasonable notice.

VI. Sequence of Topics: EGL 097 Fall 2011

Week	Day	The Writing Process	Minilesson/Focus	Major Assignments DUE
<b>Before Writing</b>				
<b>1</b> 8/22- 8/26	<i>M/Tu</i>	<i>Syllabus, Intros</i>	Syllabus; Introductions	<input type="checkbox"/> Letter to me (in class)
	<i>W/Th</i>	Writing as an aid to Thinking	Purpose for Writing	<input type="checkbox"/> Syllabus Email
<b>2</b> 8/29- 9/2	<i>M/Tu</i>	Topic Selection	Key Component: Ideas	<input type="checkbox"/>
	<i>W/Th</i>	Topic Selection	Minilesson: The Sentence	<input type="checkbox"/> <i>Project 1</i>
<b>3</b> 9/5- 9/9	<i>M/T</i>	<i>No class Monday</i> Planning	Minilesson: The Paragraph	<input type="checkbox"/> <i>Project 2</i>
	<i>W/Th</i>	Brainstorming	Minilesson: The Thesis	<input type="checkbox"/> <i>Project 3</i>
<b>4</b> 9/12- 9/16	<i>M/T</i>	Rehearsal	Minilesson: Complexity of Ideas	<input type="checkbox"/> <i>Project 4</i>
	<i>W/Th</i>	Audience	Thinking: Audience	<input type="checkbox"/> <i>Project 5</i>
<b>5</b> 9/19- 9/23	<i>Tu</i> 9/21	Prewriting Practice	Key Component: Organization	<input type="checkbox"/> <i>Project 6</i>
	<i>Th</i> 9/23	Prewriting Practice	Minilesson: Imaginative, thoughtful, honest	<input type="checkbox"/>
<b>During Writing</b>				
<b>6</b> 9/26- 9/30	<i>M/T</i>	Drafting <i>*No M class—President's Day</i>	Thinking: Purpose	<input type="checkbox"/> <i>Project 7</i>
	<i>W/Th</i>	Drafting	Minilesson: Major vs. Minor Details	<input type="checkbox"/> Portfolio Checkpoint 1
<b>7</b> 10/3- 10/7	<i>M/T</i>	Writing Conferences	Key Component: Voice	<input type="checkbox"/>
	<i>W/Th</i>	Writing Conferences		<input type="checkbox"/> <i>Project 8</i>
<b>8</b> 10/10- 10/14	<i>M/T</i>	Specificity	Key Component: Word Choice	<input type="checkbox"/>
	<i>W/Th</i>	Specificity	Thinking: Speed	<input type="checkbox"/> <i>Project 9</i>
<b>9</b> 10/17- 10/21	<i>M/T</i>	Transitioning	Key Component: Sentence Fluency	<input type="checkbox"/>
	<i>W/Th</i>	Transitioning	Thinking: Standards—Support	<input type="checkbox"/> <i>Project 10</i>
<b>10</b> 10/24- 10/28	<i>M/T</i>	Titling	Minilesson: Sentence Variety	<input type="checkbox"/>
	<i>W/Th</i>	Titling	Minilesson: Abstract vs. Concrete language	<input type="checkbox"/> Portfolio Checkpoint 2

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After Writing				
11 10/31- 11/4	M/T	Revising <b>NaNoWriMo Begins 11/1!</b>	WSAT Practice Exam	<input type="checkbox"/>
	W/Th	Revising	Thinking: Standards— Direction	<input type="checkbox"/> <i>Project 11</i>
12 11/7- 11/11	M/T	Revising	WSAT Practice Exam	<input type="checkbox"/>
	W/Th	Revising	Thinking: Standards— Unity & Coherence	<input type="checkbox"/> <i>Project 12</i>
13 11/14- 11/18	M/T	Revising	WSAT Practice Exam	<input type="checkbox"/>
	W/Th	Editing	Key Component: Conventions	<input type="checkbox"/> <i>Final Project</i>
14 11/21- 11/25	M/T	Editing	WSAT Practice Exam	<input type="checkbox"/> Portfolio Checkpoint
	W/Th	Editing <i>No class Thursday</i>	Key Component: Conventions	<input type="checkbox"/> <b>Last Chance to Submit work for feedback!</b>
15 11/28- 12/2	M/T	Publishing		<input type="checkbox"/>
	W/Th	Publishing		<input type="checkbox"/> <b>Final Portfolios Due</b>
16 12/5- 12/9	M/T	Publishing		<input type="checkbox"/>
	W/Th	<b>*****WSAT Exam (In-Class)*****</b>		
17 12/12- 12/16	M/T	M: Wrap-up and review <b>T: Portfolio Share! (Portfolios graded &amp; returned, WSAT results given)</b>		<input type="checkbox"/>
	W/Th	<b>W 12/14—Last day of student attendance</b> <b>W: Portfolio Share! (Portfolios graded &amp; returned, WSAT results given)</b>		<input type="checkbox"/> <b>Final Portfolios Due</b>

*\*The Major Assignments Due category only accounts for our major course assignments. You will have smaller assignments due throughout the term, as well.*

### Important Notes:

- All work must be typed using:
  - 12 pt font (Times New Roman or Garamond only)
  - Double-spaced unless otherwise noted
  - 1” margins
  - Work that is not typed will not be accepted for a grade
- Portfolio Checkpoints
  - I will give you details regarding the specific assignments due for your Portfolio Checkpoints prior to the due date of each checkpoint

I will post handouts and homework assignments on our class website throughout the semester.  
<http://www.oakton.edu/~loster>

These due dates and assignments are subject to change throughout the term.

**\*\*\*\*For your Syllabus Email assignment:\*\*\*\***

*Copy and paste the following text into the body of your email to confirm that you have read and saved your syllabus:*

I hereby confirm that I have received and read the syllabus for Lori Oster's Fall 2011 EGL 097 course.