

MILWAUKEE AREA TECHNICAL COLLEGE

Course Syllabus Fall 2005

Course: Communication Skills English 801-151-504

Credits: 3

Class Meets: Mondays in M 677 5:00 to 7:55pm

Writing Lab is in C 281

Instructor:

Office:

Office Hours:

Phone number:

E-mail:

Course Description: This course is designed to improve speaking, writing and listening skills through practical reading, writing and speaking assignments. Particular emphasis is placed on the writing of sentences, paragraphs, essays and the construction and presentation of short speeches.

Required Textbook: *Reasoning and Writing Well* by Betty M. Dietsch, 4th Edition

Supplies: College level dictionary, thesaurus, notebook, pens, disk

Objectives:

Recognize the range of communication behavior and use appropriate verbal and nonverbal expression

Use grammatical forms and appropriate levels of usage in college writing and speaking

Gather, organize and express ideas clearly, effectively and logically in writing and speaking

Locate information sources; utilize library resources; use a computer

Analytically read expository materials

Listen with concentration, understanding and discernment

Grading Standards:

92 – 100%	=	A (exceptional demonstration of criteria)
84 - 91%	=	B (strong demonstration of criteria)
74 - 83%	=	C (adequate demonstration of criteria)
63 – 73%	=	D (inadequate demonstration of criteria)
Below 63%	=	U (criteria not demonstrated)

Caveat – The following guidelines may be altered by the instructor, if a need arises; written changes will be provided to students in a prompt manner.

Attendance Policy: Punctuality and regularity of attendance are expected of all students. Good attendance and participation are key to writing and speaking improvement. It is the responsibility of the student to discuss absences with the teacher and arrange to make up any missing assignments, if that is possible. Group activities done in class typically cannot be made up. Failure to attend the last day of class and take the written exam will result in a grade of U for the course.

Decorum: Class starts on time- if you are late, you may have to wait until a break to catch up. If you miss class, please call and let me know – being absent, however, does not change the due date or the tasks required. Before coming to class, please turn off your cell phone – and do not answer your phone during class. Food is not allowed in the classrooms.

Academic Dishonesty: This includes, but is not limited to: cheating, collaborating with another without the teacher’s approval, plagiarizing, stealing the work of another, falsifying records of work, and assisting another student with any of the above conduct. Any student work that has evidence of academic dishonesty will not receive credit, nor can the paper or assignment be redone.

Withdrawals: The last day for you to withdraw from the course is December 12. Please discuss your intentions to drop with the instructor in case an alternative course of action can be taken.

Incomplete Grades: An incomplete grade (I) is given only when the course has been carried by the student until the last week of class and a specific contract to complete the work outstanding has been developed which indicates what work will be done, and by what date (no later than May 15, 2006). Incompletes are only given under extenuating circumstances. Failure to fulfill a contract will result in a grade of U (Unsatisfactory).

ADA Statement:

If you have a disability that impacts your classroom performance and wish to request an accommodation, contact the Center for Special Needs at (414) 297-6838. They may require documentation regarding your disability to enable them to comply with your request. Admission of a disability is voluntary and will be handled in a confidential manner. MATC does not discriminate against individuals with disabilities and fully complies with the Americans with Disabilities Act. To ensure your academic success in this program, you are strongly encouraged to provide your instructor with a copy of the Instructor Notification Form from the Center for Special Needs.

Student Complaint Procedure: As per the Student Handbook, concerns with the course or any activities done in class should be discussed first with the instructor. If this is not possible or the outcomes are not satisfactory, concerns may be shared with the Associate Dean of Liberal Arts & Sciences, Dr. Marcia Clarke-Yapi – M 214.

Class Responsibilities and Requirements: All papers are to be typed/ electronically processed. Late papers will be graded down, but must be made up within one week to receive any points. You will, however, be given one “oops” for the essay dates.

3 Major papers –100 points each - Electronic copies are preferred – disks or email

Definition Essay is due **October 10**

Compare/ Contrast Essay is due **November 7**

Documented Essay is due **December 5**

All essays should be typed, spell-checked, grammar checked, have no larger than size 12 font, have no larger than 1.2 inch margins and need to fit the assignment given. A checklist of criteria will be provided. Drafts of the papers will reviewed in class one week before the due date. Do not hand in “old” or recycled papers – and follow the rules on academic honesty.

3 Major speeches 100 points each

Demonstration Speech – Show us how to do something with “props”:

September 19 & 26

Informational Speech – Explain a concept to the class, with 1 reference and visuals: **October 24**

Final Speech – Present an argument on a topic, using at least 2 references:

December 12

All speeches should be preceded by a written outline. The Informational and Persuasive speeches should have a visual (chart, power point, overhead, or appropriate use of the board). Peer, teacher and self-evaluations will be done, using an agreed-upon checklist. If you are absent on the day speeches are given, you will be given a 0 as a grade. Make up speeches may be done on video at the discretion of the teacher.

Journal Entries– 10 points each

One way to really improve your writing skill is to _____ (yes, “Write”). In-class journal assignments will be at least ten times. These tasks emphasize writing for different purposes and audiences – much like a professional writer must do. Although these are not graded as essays are, they are collected, read, and scored. You may hand these in one day after they are assigned; see calendar for topics.

Participation, homework and quizzes – 10 points each

Think of this as your extra credit. These assignments and quizzes are meant to reinforce the essential concepts covered in the text and the participation in group projects requires you to apply the strategies and discuss options with other writers. These are not scored as essays (thus do not have to be typed), but are collected, read, and scored. You may hand these in one day after they are assigned and usually the assignment follows the text chapter or the class work. If

you are absent a day this is done or due, you may outline the chapter (if applicable) and complete all the questions at the end to get partial credit.

Final Exam – 100 points The final exam will be given on the last week of class and must be done to complete the class – Final exam is December 19, 2005

Course Dates, Readings and Assignments –

(Please be prepared for class having completed the items by the dates below, with the exception of Week One. Other class activities may be done that are not listed, and depending on time, more or less may be covered.)

September 12

- Introduction to course, requirements and each other
 - Honesty, editing, process of writing
- Dietsch –Chapters 1, 2 and 20
- Reading and analyzing the models
- Reading, p. 585 “Write Your Own Success Story” and analysis
- Writing Diagnostic Test

September 19

- Dietsch - Read Chapters 2, 3, 4 (text assignment to hand in – p. 38 – 1-10)
- Speeches –Chapter 24 and handouts – Outline for speech due next week
- Demonstration Speeches – analyze sample
- Read– p. 577 “Fast Track to Perfection”
- Early bird Speeches
- Journal entry: Pre-writing Strategies

September 26

- ☞ Demonstration Speeches
- ☞ Text – Chapters 5, 6, 7 and 8 (text assignment to hand in – p. 107 – 1-10)
- ☞ Using Commas – practice in class if time; otherwise finish for next week

October 3

- Chapters 1-8 “Review” Quiz
- Chapter 15 – Definition essays
- Introductions, conclusions and revising

October 10

- ☞ Definition Essay is due – peer review, editing
- ☞ Using Power Point

- ☞ Summarizing
- ☞ Dietsch – Compare and Contrast Essay – What and How – Chapter 14

October 17

- ☞ Complete Power Point

October 24

- ☞ Informational Speeches

October 31

- ☞ Library and research – Using Infotrack to get Consumer Report articles
- ☞ Documenting sources – Chapter 27 and 28

November 7

- ☞ Compare/ Contrast Essay is due – peer review
- ☞ Arguments and essays – Chapter 18
- ☞ Researching skills – Chapter 26 and 27
- ☞ Ideas for research paper (pp 270, 447 – not first person- lose 25 points for this)

November 14

- ☞ Topic source evaluation and summarizing – Chapter 19
- ☞ Works cited – Chapter 28 and 29
- ☞ Quiz on chapters 18, 19, 26, 27, 28 and 29

November 21

- ☞ Dietsch – Chapters 26, 27, 28 and 29
- ☞ Notes, and outline of paper due

November 28

- ☞ Draft of paper is due – Quiz grade for this
- ☞ Documented Essay – Conferences

December 5

- ☞ Documented Essay is due – essay must follow criteria described in class/ handouts
- ☞ Presentation preparation – Power point – not ready or no PPT, lose 25 points

December 12

- ☞ Final Speech with documentation and visual – no make up days
- ☞ Impromptu writing strategies - Journal entry: My_____ should be a _____

December 19

- ☞ Final Exam – in class
- ☞ All rewrites are due on December 12
- ☞ Class evaluation

MATC Core Abilities

The Core Abilities are skills that allow students to continually adapt and learn. They have been called “employability skills,” soft skills, and professional attributes. You may not be tested for all of the Core Abilities directly, but you will demonstrate or apply them to complete lessons or to improve skills. The Core Abilities and indicators that we will focus on this semester are listed below

<i>Communicate Effectively</i>
a. Use effective oral communication skills
b. Use effective written communication skills
c. Apply standard rules of language structure, including grammar and spelling
d. Listen actively to others
e. Derive meaning from text
f. Communicate in a bias-free manner
g. Support viewpoints with evidence
<i>Collaborate with Others</i>
a. Demonstrate respect in relating to people
b. Cooperate and resolve conflicts effectively
c. Participate in shared problem solving
<i>Respect Diversity</i>
a. Acknowledge personal prejudices and biases
b. Appreciate perspectives of people outside own background/culture
c. Work collaboratively with persons from other backgrounds/cultures
d. Demonstrate sensitivity to global issues
<i>Demonstrate Responsibility</i>
a. Attend classes as scheduled
b. Turn in quality work
c. Adhere to safety rules and regulations
d. Act professionally to fulfill job duties within chosen field
e. Demonstrate flexibility and self-directedness in learning
f. Acknowledge a responsibility to the global community (cultural, economic, environmental, political)
<i>Think Critically</i>
a. Differentiate between fact and fiction
b. Consider other viewpoints and perspectives
c. Present logical arguments
d. Evaluate sources of information to solve problems
<i>Utilize Technology</i>
a. Use technology to communicate
b. Solve problems using technology
c. Use appropriate technology to manage information
d. Recognize the impacts of technology