

2A: Observe & Analyze 1

Julie Candio Sekel, MA, Adjunct Instructor, English [00:00:00] Good morning and welcome to English 105. My name is Professor Candio Sekel, and I'm excited to be teaching this course because writing is such a necessary skill and it's one that's useful to you in so many different aspects of your life. Okay, so to begin class today, I want you to raise your hand if you did some writing this morning before class.

Julie Candio Sekel, MA [00:00:25] Are you sure? Did you send an email or text to someone? Did anyone post on Facebook or another social media website? Who tweeted this morning before class? Did you connect with a potential date on a dating app? All right. All right. So let's face it, writing is such a necessary skill. And in this course, you'll learn how to write better, to communicate better, and to reap the benefits of that improved communication, both personally and professionally. So now what I want to do is to review the syllabus so you have a clear picture of my expectations. Please take out the copy that you printed or you can feel free to pull it up on your computers.

Julie Candio Sekel, MA [00:01:18] Yes?

Student [00:01:19] I haven't been on the course site yet, and I didn't bring my computer, so I can't pull it up.

Julie Candio Sekel, MA [00:01:26] Who else doesn't have access to the syllabus right now? All right, I have a couple of extra copies, so here's one for you. I don't really have enough, so can you guys look on with your neighbors?

Julie Candio Sekel, MA [00:01:46] Okay, so what we're going to do now is jump into an activity that requires you to use the syllabus rather than having me simply read it to you. You may have heard this word "reconnaissance" in history class or in military movies. A reconnaissance is a search for useful information. And that's what we're going to do here today with the syllabus. It's a syllabus reconnaissance. So please take the next four to five minutes to underline or highlight any of the most useful information that you see in the syllabus. These can be key points or anything that's most important to you. Okay, I'll give you a couple of minutes. All right, so let's come back together now to review the syllabus. I was going to project it for the class, but technology is not working today, so, who has a key point that they'd be willing to share?

Julie Candio Sekel, MA [00:03:06] Yeah?

Student [00:03:08] I underlined the part where says you take off 10% for a late assignment?

Julie Candio Sekel, MA [00:03:11] Yeah, that's right. You're going to lose 10% on your grade for each day an assignment's late. This isn't just because I don't like late assignments or I want to teach you how to pay attention to deadlines. I do this because each assignment builds upon the previous assignment, so falling behind can have a type of domino effect and it could impact your ability to, one, learn foundational writing skills and secondly, to be able to apply those skills to a variety of writing forms. And that's why I think it's so important to make sure that you get your assignments done on time.

Student [00:03:50] Yeah, that makes sense.

Julie Candio Sekel, MA [00:03:51] Okay. Who else has a key point? Yes?

Student [00:03:54] I noticed that 10% of our grade is participation and that class time will include discussions and other group activities.

Julie Candio Sekel, MA [00:04:02] Yeah, that's right. You're going to be doing some work with your peers in here. My goal is to strike a good balance between individual work and group work. I actually created a visual representation of the amount of time that you'll spend on different activities in this class. It's posted to our course site and had the technology been working today, I would have pulled it up for you, but make sure that you take a look at that outside of class and let me know if you have any questions. But it should give you a good picture of what a typical day or week looks like in English 105.

Julie Candio Sekel, MA [00:04:36] Other key points. Yeah?

Student [00:04:38] I actually don't mind writing, but I prefer to choose what I write about. Will we get to choose our own topics for any of these assignments?

Julie Candio Sekel, MA [00:04:47] I'm very happy to hear that you like to write. I think that you'll really enjoy this class and learning to write for a variety of formats. The answer is yeah, you will be able to choose your own topics for the research assignment. I'll approve the topics ahead of time just to make sure that they're narrow enough in order for you to be successful in completing this assignment. Okay? And then for those of you who just want some ideas or suggestions to get started, I'll provide you with a list of those and you could use that as a jumping off point, all right. All right. Anything else? Other key points. All right, then, thank you all for that careful read of the syllabus and for sharing those key points. All right. Looks like we have about 20 minutes left in the class, but I know that you're all probably really stressed out at the start of the semester and you probably have plenty of other things to do. So let's do this. Take some time to reread the syllabus outside of class and feel free to email me if you have any questions, okay? If you have some questions now, I'll stay here for a couple of minutes to answer them. But if not, I'll see you Thursday.