

## Syllabus and Course Requirements

<u>Week</u>	<u>Assignment Description</u>
Wk 1 Aug 25/27	<p>Introduction to the course and discussion of class syllabus and requirements</p> <p>Begin Essay 1 – The Argumentative Synthesis Essay</p> <p style="padding-left: 2em;">In Class Brainstorming – two columns of pros and cons</p> <p>For Tues. of week 2: Freewrite a first draft based only on your ideas and class discussion—no sources.</p> <p>For Thurs. of week 2: Read your articles (for your specific controversy – see assignment desc. for details)</p>
Wk 2 Sept 1/3	<p>Discussion of the articles (see assignment description for how to access those articles)</p> <p>Source Synthesis - What is it?</p> <p>Continue writing and revising your argumentative essay.</p> <p>Read “What is an Argument Synthesis” – pgs. 146-153; 176-180 from <i>WARAC</i> (our class text)</p>
Wk 3 Sept 8/10	<p>Read 99-107 (on “Source Synthesis”) from <i>WARAC</i> (our class text)</p> <p>Continue crafting your essay.</p> <p style="padding-left: 2em;">Remember: Don't organize your essay around your sources; org around <i>your ideas</i>.</p> <p style="padding-left: 2em;"><b>First draft due:</b> Thurs of this week → <b>Bring 3 copies</b> for your peer workshop group!</p>
Wk 4 Sept 15/17	<p>Read <i>WARAC</i>, pgs 34-43; 46-49. These pages will help you learn how to <b>quote</b> AND <b>paraphrase</b>—both of which you need to do in each essay for this class. They will also help you see subtle distinctions between a good use of a source and a bad one (ie. plagiarism).</p> <p><b>Final draft due:</b> Thurs. of this week by <b>3:30</b> p.m (slide packet under office door McD 222).</p> <p><b>HW</b> for Tuesday of Wk 5: Read (&amp; respond to) the articles for the next unit (see assg. description)</p>
Wk 5 Sept 22/24	<p>Continue reading and discussing the essays for this unit (see schedule in assignment description)</p> <p style="padding-left: 2em;">→ Be sure to read and respond to essays <i>prior</i> to discussing them in class.</p>
Wk 6 Sept 29/Oct 1	<p>Continue reading and discussing the essays for this unit (see schedule in assignment description)</p> <p>Thesis and detailed prewriting (for our second synthesis essay) is due this week.</p> <p style="padding-left: 2em;">→ Continue to bring your original and back-up memory sticks to all classes for in-class writing.</p> <p>Also, what <i>focused</i> topic will you tackle for the big and final paper? Try to tell me soon!</p>
Wk 7 Oct 6/8	<p>For Tues. of this wk, write first ½ of essay, focusing on the 4 elements of an effective intro (bring mem. sticks)</p> <p style="padding-left: 2em;">→ For help with your first draft, read the section: “Writing Introductions” (in Chapter 3).</p> <p>For Thurs. of this wk, complete an entire free-written draft (with sources and Works Cited list).</p> <p><b>First draft of the socio-cultural analysis is due</b> Tues. of next week – <b>bring 3 copies!</b></p>

\* \* ***Want to know your midterm grade? Fill out your self-assessment guide (end of this packet).***

- Wk 8           **First draft of the socio-cultural analysis is due** Tues. of this week – ***bring 3 copies!***  
Oct 13           → On this day, you will get the schedule for next week’s 1-on-1 conferences (in McD 222)  
                    On the day you are scheduled, be sure to print out your newly revised essay.  
Thursday of this week: *Fall Break*
- Wk 9           1-on-1 conferences – McD 222 – Bring a print-out of your newly revised essay  
Oct 20/22       Read (and apply) the section: “Writing Conclusion” (in Chapter 3)
- Wk 10          More key synthesis tips; final revision tips; persuasive appeals and logical fallacies  
Oct 27/29       Tuesday: bring a list of 4-6 *focused* topics for the major research paper  
                    **Final Draft Packet due:** Tues of this wk by **3:30 p.m.**– slide packet under my office door (McD 222)  
                    → On this day, be prepared to make some final polishing revisions in class (prior to final print-out)  
Thursday: Finalize (and commit to) your topic for the final research paper  
How to conduct college-level research (and how to avoid common research mistakes)
- Wk 11          Analyses of short fiction and/or poetry  
Nov 3/5         To Do: Begin finding, reading, and annotating your sources for your annotated bibliography  
                    To Read: 134-135; 207-208 ***and*** re-read pgs. 47-49 ***and*** review your Library 1010 info
- Wk 12          More research tips; continue your research for the annotated bibliography (which is due next week)  
Nov 10/12

\* \* ***Want to know your midterm grade? Fill out your self-assessment guide (end of this packet).***

- Wk 13          Tuesday of this week: *Career-Day Workshops (Campus-Wide)*  
Nov 19          Your annotated bibliography is due **Thursday of this week (by the end of class).**  
                    → **On this day, we’ll meet in the Smith Center** – bring up-to-date digital version of Anno. Bib.
- For Tues. of next wk:  
1) read 82-90 → However, remember that thesis statements are not summaries!  
2) bring 1-3 possible thesis statements, with ***detailed*** prewriting for the best one  
3) write (and bring) the “hook” part of your intro  
                    → experiment with an extended hypothetical scenario (1-2 pages long)

**\* If you are going to revise an earlier essay, meet with me by the end this week at the latest!**

Wk 14      Tuesday of this week: a computer-lab day (bring digital version of essay-in-progress)  
 Nov 24      Thursday of this week: *Thanksgiving Break*  
                  → for Tuesday of next week, free-write at least ½ of your essay (& bring digital version)

**\*\*\* Want to know your current grade? Fill out your self-assessment guide (end of this syllabus.)**

Wk 15      Tuesday of this week: a computer-lab day (bring digital version of essay-in-progress)  
 Dec 1/3      Thursday of this week (in our normal classroom): bring 3 copies of polished first ½ of essay  
                  → Remember to include a “Works Cited” list

Wk 16      Tues. & Thurs. of this week are computer-lab days (bring digital version of essay-in-progress)  
 Dec 8/10      Final Draft packets are due **Thurs of this week, by 3:30** p.m. –slide packet under my office door  
                  (Also on Thursday of this week: How to prepare for the final exam.)

Wk 17      **Final Exam** – The 10:30 a.m. class: **Tuesday**, December 15, **9:30-11:30** a.m. (not at 10:30!)  
                  The 1 p.m. class: **Tuesday**, December 15, **12:30-2:30** a.m. (not at 1:00!)

Other important dates for your planning calendar:

Labor Day (no classes) . . . . . Monday, Sept. 7  
 Semester Break (no classes) . . . . . Thurs-Fri, Oct. 15-16  
 Last Day to Drop or Audit . . . . . Monday, Oct. 19  
 Career Day (only night classes meet) . . . . . Tuesday 11/17  
 Thanksgiving . . . . . Wed-Fri, Nov. 25-27  
 Final Exams: *Mon-Fri, Dec. 14-18* (See week 17 above)

**Instructor:** Dr. Brad Barry  
**Office:** 222 McDonald Center  
**Office Phone:** 652-7819 (Aside from office-hour visits, phone is the best way to get in touch with me.)  
**Office Hours:** - Mondays & Wednesdays: 4:00 – 4:45 p.m.  
- Tuesdays & Thursdays: 8:30 – 10:15 a.m.  
- *Note:* I'm also available other days/times (by appointment). Feel free to contact me.  
**E-mail:** barry@dixie.edu → *Please put your name and "Engl 2010" in subject line!*  
**Writing Center:** Browning Bldg. (bottom floor - below testing cntr) - see DSC web site for phone & hours  
**Browning Library:** Next to Browning Building - see DSC web site for phone & hours  
**Class Location:** McD 204 (10:30 class) / McD 110 (1 p.m. class) - and occasionally in a computer classroom  
**Course Prerequisite:** English 1010 (with a grade of C or higher)  
**Library 1010?** If you have not taken – and passed – Library 1010, then you need to sign up for the course and take it along with English 2010!

### What materials should you get for this course?

- Behrens & Rosen's *Writing and Reading Across the Curriculum*, 10<sup>th</sup> edition, ISBN: 10: 0-321-48643-9
- A Dixie College e-mail account
- An official Dixie College computer username and password (so you can log-on to campus computers)
- A college level dictionary and thesaurus (if you don't already have one). See paperback combo in bookstore.
- 2 flash memory sticks (1 for original, 1 for back-up) → *put your name, phone & e-mail on them*
- 4 "wing" document clips from bookstore (.10 cents each?)
- A mini stapler to fit in your book bag (optional--but highly recommended--\$2.00?)

### What will this Course be like?

This course will be part workshop, part discussion, and part lecture. This means that, several times throughout this term, you will be an active participant in class. We will focus just as much on the *process* of writing as on the final *product* of each paper. The main purpose of English 2010 is to help you better communicate your ideas clearly and effectively (in writing) to an audience of college-educated adults in *academic* settings. This course will also help you become a better, clearer thinker – in ways that will help you within college, and beyond. (Interested in a list of specific course objectives? Please see pages 9-10.)

English 2010 is designed to refine and expand upon the rhetorical and basic essay—writing skills studied in English 1010. You will increase your capacity to think clearly and independently, learn to order your thinking, and learn to communicate knowledge and ideas more skillfully. You will also receive training in the skills necessary for written-communication demands in college, on the job, and as citizens. To reach those objectives, the course will provide frequent occasions to read, write, edit, and revise.

The course will emphasize analytical, expository, and source-supported writing and library research in which you will get to demonstrate an understanding of information literacy and the skills necessary to enable competent and successful research. More specifically, in this course, you will:

- ❖ Write 2-3 short papers (2000 words total) in expository genres such as analysis, classification, persuasion, pro-con, or cause-effect.

- ❖ Write at least one 10-12 page research paper that incorporates a sufficient number of credible sources (from such places as the DSC Library’s article databases, book catalog, subject-specific encyclopedias and/or Utah’s catalog).
- ❖ Produce an annotated bibliography of at least 6 sources (ideally, in preparation for the 10-12 page research paper).
- ❖ Engage in opportunities to draft and revise, and receive instructor feedback on early drafts (such as non-graded first drafts).
- ❖ Write a total of at least 18 essay pages over the course of the semester (4500 words)

**Please note:** On days where you are expected to write and revise in class, please come prepared. This means coming with the homework completed *before you arrive*, and bringing digital versions of essays-in-progress (as specified in the syllabus). Also, always save your drafts of essays on both memory sticks (original and back-up), and always bring those to class. On writing days, if you often tell me that you can't revise your work in class because “the only copy is on my home computer,” then this may decrease your grade. (You are welcome to bring laptops, if you would like to.)

### What kinds of essays will you write?

With the exception of pre-writing, notes, and homework assignments, please computer print all drafts which you will hand in to me. When handing in a draft, please format your essays in the following manner:

Firstname Lastname  
 English 2010, Dr. Barry  
 Assignment Description  
 Date of Printout (not begin date)

### An Effective Title

The body of your essay should be *evenly* double-spaced, with *no extra spaces between paragraphs*.

Please avoid *flowery fonts*, as well as large or small font sizes. Times New Roman 12 or 13 is a good font. Also, Microsoft Word users, remember that you will have to change margins to 1 inch. Please number your pages.

Be sure to save all pre-writing, early drafts and final drafts! **All final and revised drafts must be submitted with each previous draft on which I’ve commented**. When you submit an essay, please use a document clip to hold together the following elements:

- TOP → Best draft
- Earlier first draft(s) with my comments
- Earlier draft(s) with peer comments from in-class workshops
- Your freewriting stage(s)
- BOTTOM → Your prewriting stage(s)

I also encourage you to have at least one back up copy of every draft of every assignment. This is a good idea for two reasons: 1) you may have computer problems and lose entire assignments, and 2) you may misplace an assignment or flash drive. I have seen many students come to tears over both reasons!

Once you decide on a paper's focus, I will expect you to carry through with that focus. Because I have had plagiarism problems with students, you may not change a paper's focal point midway through that paper.

### **Late work?**

All drafts and final versions are due on their announced due dates. Final drafts submitted up to three days late will be penalized a full letter grade. Each three-day period after that results in another letter reduction. However, if for some reason you have a *legitimate, life-altering emergency* arise, let me know as soon as you possibly can.

→ Also, you may be wondering: "Can I submit late reading responses?" Keep reading. . . .

### **What about the reading?**

Each time we are scheduled to discuss a particular essay, please be fully prepared. Part of this means coming to class able to a) summarize what you've read, and b) ask thoughtful questions about it. In other words, *proactively* read the essays.

Also, I will occasionally ask you to type reading responses. Know that you cannot turn these in late. In other words, each type-written reading response is due **at the beginning of the class session in which we discuss that reading.**

You might be wondering, *How many points will I lose if I miss more than one reading response? Or a first draft of an essay?* To me, these are the wrong kinds of questions. They reflect a student who has little desire to be a part of our class' learning community. So, at the end of the semester, if your grade is on a border line, I will look at *patterns* of involvement/non-involvement and make point-value decisions at that time.

Also, throughout the semester, I may add one or two in-class writing assignments to those listed on the syllabus and the self-evaluation guide. These assignments can factor into your final grade. In short, being in class is important. Please do attend.

**In summary:** To do well in this class, you need to attend, do the assignments, and choose to be a part of our learning community—and do so because you love to learn (not because you fear losing points).

### **What about revising essays?**

While extensive revision is mandatory for all of the major essays, the goal is for you to write and revise them **before** you submit final drafts. As you revise your work-in-progress, I encourage you to take advantage of my office hours, to call me with questions, to schedule appointments with me, and to use the college writing center for additional assistance.

Nonetheless, you may revise one of the first two major essays once more *after its original grade*. In order to take advantage of this extra revision opportunity, you must fulfill the following requirements:

- 1) Make an appointment with me so we can discuss why your essay needs revising.
- 2) You must have written (and submitted) a first draft of that essay.
  - If you missed the first draft of the essay, you may not take advantage of the extra revision opportunity. Why? The extra revision is not a makeup of missed work. Instead, it is intended to help those students who have sincerely (and consistently) wrestled with trying to improve their writing.
- 3) You will need to have attended the peer-response day for the first draft of that paper.

## Attendance and Timeliness

Unlike in a lecture-oriented course, I will expect you to attend **all** class sessions. If you must be absent—due to a severe illness, death in the family, etc.—please try to let me know *before* class if possible (preferably by phone).

While I will not apply a strict grading formula in terms of attendance, I will share with you an observation I've made over the years: student attendance is almost always a strong reflection of writing performance. During class, you will receive writing tips, sample essays, assignment directions, etc. Because of this, it is tough to do well on each assignment's requirements if you miss class.

Having said that, I understand that life is sometimes complex and difficult. Therefore, some of you will have great reasons for missing classes. Yet great reasons don't change the fact that you are still missing class discussions, activities, sample essays, and directions. So, if you choose not to be in class on a given day, choose wisely *and please communicate with me so that I can help you stay on track*.

Also note that, even if you receive strong grades on all essays, missing class will affect your grade. For example, if I have two A writers, and one often misses class, comes in late, doesn't help with peer workshops—should they both receive the same grade? I think not. (On the same note, if I have two equally skilled writers, and one does not do the *ungraded* homework assignments, should they both receive the same grade? Not likely.)

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If you ever do miss a class, you are still responsible for all material covered. If you are absent on the day a paper is due, have a friend or classmate turn it in for you prior to the deadline. Since you will have much time to complete every paper, illnesses need not interfere with getting essay in on time.

**Why am I making such a big issue about attendance and tardiness?** In this class you will be working in groups, and the daily in-class work and discussions will be essential to the essays that you will write. Also, the writing assignments and essays will be given and discussed in class, so missing such discussions puts you at a distinct disadvantage before you even begin your task.

**A Note about Workshop Days:** I will ask you to leave class if you come to workshop days unprepared. Being prepared means 3 things:

- 1) Come to peer-response days on time.
- 2) Come with a genuine effort; hurried, half-baked drafts will not be helpful to you or your peers.
- 3) Bring 3 copies (to share with your peer-group members).

Again, a key part of this class involves a workshop element. Your active participation is essential! Ultimately, your classmates need you here and you need to be here. There is no easy way to duplicate class instruction and discussion. Missing classes can result in serious problems that show up in your writing. And believe it or not, we will occasionally have fun in here!

### **“How Do I Earn a Good Grade in this Course?”**

Because this is a *sophomore-level course which focuses on analytical composition*, this class will likely be very challenging. The bar has been raised from a freshmen-composition course. In this course, attending class and doing the work will *not* earn you a passing grade; you must also learn and master the material. Therefore, strive to a) understand and appreciate the concepts I will teach you, and b) apply those concepts to your writing. This will help you earn a good grade in this course.

*NOTE:* I do *not* expect you to come to this class as a strong writer; I do, however, expect everyone to *improve* in their writing (even those who are already strong writers). We all learn to write and our writing improves over time and with effort. If I see consistent improvement in your writing as the semester progresses, I have designed the course to reward your progress (see revision policy above).

At the same time, good writing is a skill which—in spite of tremendous effort and improvement—takes some students longer than others to achieve. If by the end of the semester, your writing is not strong enough to allow you to pass this course, please know that you may be able to retake the course and have your subsequent grade replace a previous lower grade. (See the Registration and Records office for more details.) ***If at any point in the semester you are concerned about how you are doing, please feel free to come and talk with me.***

### **Plagiarism – Serious Stuff that Can Get You in Serious Trouble**

Plagiarism is a serious offense that can result in your failing the course and can also result in the permanent marking of your college file.

What is plagiarism? It is either:

- 1) Using someone else’s *ideas* without giving credit to him/her (in the specific paragraph in which you use that person’s ideas).  
→ It is good to use this method for paraphrasing: **Jones explains [idea in your own words] (172).**

**OR, plagiarism is also:**

- 2) Using someone else’s *words* without quoting them.  
→ Use this method for direct quotations: **Giles wrote, “Yada yada yada” (167).**

If you are ever unsure about any possible offense regarding plagiarism, it is always better if you bring it to my attention *while you are drafting your essay* (rather than my discovering something suspicious on my own, in your final draft). Feel free to stop by my office for help in using outside sources in your writing.

## The College Writing Center:

Though I would prefer you come to me first for help with your essays-in-progress, you can also receive help from the college Writing Center. The Writer Center provides a free service for students desiring additional assistance with their writing assignments in all courses. It is located in the first floor of the Browning Bldg. See the DSC web site (or English Dept. web site) for hours and contact information.

## The OWL - Online Writing Lab:

You can consult the Online Writing Lab website for information on a variety of issues related to writing, and for numerous links to other web-sites that will help with writing. To reach the page, go to the DSC home page, scroll to "Academics," select the English Department, then select "Online Writing Lab."

## Disability Statement:

If you are a student with a physical or mental impairment, and if you would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

## A Few Final Notes

If you feel a bit overwhelmed by all of this, don't worry too much about it—most of your peers probably do as well. Please remember that *it is my job to help you successfully pass this course*. Try to think of me as a guide who will aide you. If at any time you have questions or worries about the above requirements, please feel free to talk with me. Again, my job is to do everything I can to help you succeed in this class! (I know this document sounds a bit cold, but I'm really a nice guy.)

I'll end with one last tip for succeeding in my class, as well as in college: *communicate with your instructors*. We don't bite! When you miss a class, communicate with us so we can help you get back on track. If you don't communicate with us when missing class, we often assume you don't care about the course.

I wish you the best in your endeavors!

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## Specific Objectives of this Course:

### WRITING OBJECTIVES

By the end of English 2010, students will demonstrate their ability to:

- ❖ Assess the relationship of writers to audience and purpose.
- ❖ Understand the value of undertaking the writing process in stages, including planning, brainstorming, organizing, drafting, revising, and proofreading.

- ❖ Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material.
- ❖ Use the thesis/purpose statement to control the selection, arrangement, and presentation of support material.
- ❖ Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure.
- ❖ Know and use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole.
- ❖ Compose introductory paragraphs that attract the reader's attention, introduce the subject, state the thesis, suggest a plan of development, and set the tone.
- ❖ Produce conclusion paragraphs that draw on a variety of techniques that bring the discussion to an end, and when necessary restate the thesis or summarize key points.
- ❖ Organize and connect ideas and information in logical and meaningful order.
- ❖ Develop the thesis throughout paragraphs that contain topic sentences, offer adequate supporting detail, and are joined by appropriate transitions.
- ❖ Understand the value and process of collaboration in the writing process.
- ❖ Use concise and precise language.
- ❖ Write essays with correct usage and punctuation.
- ❖ Select words appropriate to their subject and audience, and recognize the need for precise expression.
- ❖ Prefer the concrete to the abstract, the specific to the general, and use active and precise verbs.
- ❖ Practice word economy, using only those words, phrases, and details that are apt and necessary.
- ❖ Use multiple sentence structures for emphasis and variety.
- ❖ Recognize and avoid logical fallacies, emotional arguments, and misleading ambiguities.
- ❖ Recognize and avoid jargon.
- ❖ Use relevant, convincing, and sufficient evidence and logic.
- ❖ Recognize and avoid all forms of plagiarism.

#### *READING AND THINKING OBJECTIVES*

By the end of English 2010, students will demonstrate their ability to:

- ❖ Identify the writer's thesis and purpose.
- ❖ Understand the writer's organizational strategies.
- ❖ Recognize the writer's tone, i.e., the author's attitude toward subject and audience.
- ❖ Assess the writer's presentation of detail in support of the main idea.
- ❖ Analyze the writer's underlying assumptions and possible biases.

#### *RESEARCH AND SOURCE-SUPPORTED WRITING OBJECTIVES*

By the end of English 2010, students will demonstrate their ability to:

- ❖ Identify an information need and assess the appropriate resources
- ❖ Demonstrate competent use of the computerized catalog, periodical indexes, and the variety of electronic databases available for research.
- ❖ Demonstrate the ability to paraphrase, summarize, and quote source material.
- ❖ Demonstrate the ability to use the MLA style of parenthetical documentation, bibliographic form, and research paper format.
- ❖ Demonstrate the ability to synthesize research with their own ideas.
- ❖ Develop an annotated bibliography as a step in writing a research paper.

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# Self-Appraisal Sheet

Name: \_\_\_\_\_

**Note:**

To determine your grade at any point in the semester, simply divide the number of points earned by the number of possible points (up to that moment in the semester).

(Example: 80 divided by 100 = .80 = 80% = B-)

*To keep track of your grade, fill this out every few weeks.*

<b>Assignment:</b>	<b>Points Possible:</b>	<b>Points Earned:</b>
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Preparation Checks (and/or quizzes):

1	12	_____
2	12	_____
3	12	_____
4	12	_____
5	12	_____
Argumentative Synthesis Essay	60	_____
Socio-Cultural Analysis Essay	80	_____
Annotated Bibliography	60	_____
Extended Synthesis Essay	100	_____
Departmental Post-Test & Final Exam	94	_____

**Also:**

Did you prepare for our reading discussions? \_\_\_\_\_ (see page 5 for details)

Did you write thoughtful & timely responses to the readings? \_\_\_\_\_ (see pages 5 for details)

Did you attend class each day? On time? \_\_\_\_\_

Were you professional and courteous to classmates & prof.? \_\_\_\_\_

**Your Semester Total** (out of 454 points): \_\_\_\_\_

Which grade = which percentage? Example: 80-82 = B-    83-86 = B    87-89 = B+



**What two things did your past English teachers do to best help you learn?**

**Think about your unique and specific writing struggles.**

**- What can I best do to help you overcome those struggles?**

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I have read the document “Syllabus and Course Requirements” and I understand **the definition of plagiarism on page 8:**

Name: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Occasionally, I might need to contact students for emergency purposes. If you don't mind, please tell me your:

Local phone: \_\_\_\_\_ E-mail addresse(s): \_\_\_\_\_