

ENGLISH 2010
Intermediate Writing 3 cr. hrs.
Spring 2010
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McDonald Bldg. 115, office
Office hour: Mondays 12:00 to 1:00, or by appt.

Please feel free to contact me between 8 a.m. and 9 p.m. for any reason. To schedule an office visit, you may see me before or after class, email, or call. I'd love to visit about any of your questions or concerns.

1) Departmental Course Description & Objectives:

English 2010 is designed to refine and expand upon the rhetorical and basic essay-writing skills studied in English 1010. Students will increase their capacity to think clearly and independently, learn to order their thinking, and learn to communicate knowledge and ideas more skillfully. Students will 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 students will demonstrate an understanding of information literacy and the skills necessary to enable competent and successful research.

This course will also build upon and improve upon the usage and mechanics principles which students have learned in English 1010.

General Minimum Writing Requirements:

- ❖ Write short papers (2000 words total) in genres such as analysis, classification, persuasion, pro-con, or cause-effect. (Narrative and descriptive papers should not be assigned in English 2010.)
- ❖ 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)

Specific Objectives of the 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 ideas.
- ❖ Develop an annotated bibliography as a step in writing a research paper.

2) Writing Center:

The college provides a free service for students desiring additional assistance with their writing assignments in all courses. The Writing Center is located in the first floor of the Browning Bldg. Call 652-7743 for hours and more information.

3) 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 relevant web-sites. To reach the page, type the following link in your browser <http://dsc.dixie.edu/owl/>, or go to the DSC home page, scroll to “Academics,” and select “Online Writing Lab.”

4) Disability Statement:

If you are a student with a documented physical or mental impairment that will substantially limit a major life activity, please contact the Disability Resource Center on the main campus. The Center Coordinator and staff will assist you in analyzing your eligibility for services. If you are deemed eligible, reasonable accommodations that are appropriate for your disability will be assigned. If you have any questions concerning this process, please contact the Center at 652-7516.

5) Use of your Rebelmail e-mail account:

Important class and college information will be sent to your Rebelmail email account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. Also, sometimes your instructor will e-mail your entire class about important assignment and/or class information, and they will use students’ Rebelmail accounts to do so. All DSC students are automatically assigned a Rebelmail email account. If you don’t know your user name and password, go to www.dixie.edu and select “Rebelmail,” for complete instructions. You will be held responsible for information sent to your Rebelmail email, so please check it often.

6) If you stop attending class:

If you stop attending class, it is your responsibility to drop the class before that semester’s drop deadline. This deadline date can be found at the DSC homepage (www.dixie.edu), on the left column, under the heading “Quick Links.” Click on the given semester’s class schedule.

COURSE REQUIREMENTS

Text – *Good Reasons Fourth Edition* by John Jones (required)

1010 and 2010 Research Paper Guide compiled by Dr. Ed Reber (required)

A good tangible dictionary (strongly encouraged)

Readings – You will be assigned readings throughout the term. You are responsible for having each reading assignment completed when you arrive to class the day it is assigned. Be aware that some readings may be assigned that are not printed on the schedule.

Short Essays – You will be asked to write shorter papers to demonstrate your skills in producing focused, coherent, complete, and articulate writing. Papers must be typed, correctly formatted, carefully proofread, and they must be submitted at the beginning of class the day they are due.

Research Project – This project will introduce you to proper researching techniques such as locating source materials, drafting the paper, and practicing correct MLA documentation style. The research project will include an annotated bibliography, an outline, and at least one draft of the essay. The paper will be 10-12 pages in length.

Prep Checks and In-Class Work – Throughout the semester, students should expect several prep checks, in-class writing, or group activity assignments. Prep checks will normally be administered at the beginning of class. In-class work will be due at the end of class. Prep checks and in-class work cannot be made up.

Class Participation & Etiquette – You are encouraged to come to class with questions, observations, and analysis of the day’s reading assignment or discussion topic. When you come to class, you are expected to arrive on time and to focus solely on the material we’re discussing; talk or other work that is not a part of our discussion is unacceptable. Cell phones and media devices should be turned off. Any behavior the instructor deems disruptive will adversely affect the student’s grade and may result in an invitation to leave class for the day. Text messaging during class is unacceptable.

Late Work – Work submitted late (after the beginning of class on the date it is due) will earn no better than a “C” grade, regardless of quality, and will not be accepted after two class days. The Final Research Paper and the Call-to-Action letter will not be accepted late—NO EXCEPTIONS. Students must take the Mid-term and Final Exams during scheduled time unless given department chair approval.

Attendance & Tardiness – Success in most college courses depends on regular attendance. Students who routinely miss class tend to receive poor grades. As a portion of your grade depends on your preparedness and participation, you would do well to come on time, ready to engage in discussion. While your attendance does not count toward your grade per se, the instructor may fail any student who routinely misses class, or who misses several classes in a row.

GRADES

Evaluations and grades are based on a common set of standards for writing skills. See the attached “Record of My English 2010 Grades” to see what each assignment is worth toward your final grade. Keep an accurate record of your scores so you can regularly calculate your standing in class.

GRADE SCALE

A = 94.0 & above
A- = 90.0 - 93.9
B+ = 87.0 - 89.9
B = 84.0 - 86.9
B- = 80.0 - 83.9
C+ = 77.0 - 79.9
C = 74.0 - 76.9
C- = 70.0 - 73.9
D+ = 67.0 - 69.9
D = 64.0 - 66.9
D- = 60.0 - 63.9
F = 59.9 & below

To determine your grade at any point during the semester, divide the points you've earned by points possible on assignments due before the date of your calculation. (Example: 367 pts. earned divided by 400 pts. possible equals .91 or A-.)

Students are responsible for tracking their own progress in this class. Please feel free to consult with the instructor if you have questions regarding your progress or grade in the course.

Failure to submit any assigned work may result in a failing ("F") grade for the course. Also, plagiarizing any work will result in a zero on the assignment and may result in an "F" in the course. If you plagiarize the final research assignment, you will most assuredly earn an "F" in the class and a permanent scar on your school records/transcripts.

Computer or printer problems are not an acceptable excuse for late submission of assignments. Computers and printers are often temperamental. Do not wait until the last minute to print your paper.

Save all of your graded and un-graded work for this course. Things get misplaced, or lost, stolen, or eaten by dogs. It's your responsibility to provide on demand a copy of any work you do for the course. Since most people write on computers, you should save your work on a thumb drive.

As you will be accountable for knowing any information we cover in class for prep checks, exams, and integration into your papers, you should take notes on all topics covered in class.

Please come to me early and often if you find yourself struggling to navigate your way through this course. As a general rule, I am willing to match each student's effort. I am genuinely interested in your success.