

Course: ENGL 2010-17; Intermediate Writing; #20529

Time/Place: T/R, 10:30-11:45am; HCC 340
Instructor: Kristine Crandall
Prerequisite: C or better in ENGL 1010 or its equivalent
G.E. Status: This is a required G.E. course
Office: HCC 458
Email: kcrandall@dixie.edu
Office Phone: 652-7815
Office Hours: Tuesdays, 9:15-10:15am, and by appointment

What You Will Need

--Required Textbook:

Ramage, John D., John C. Bean, and June Johnson, eds. *The Allyn & Bacon Guide to Writing: Concise Edition*. 7th ed. New York: Longman, 2014. Print.

--Other Required Materials: writing paper/notebook for in-class writing and note-taking; 3-ring binder for your portfolio; Blue Book for final in-class writing exam

Course Description

In addition to writing, research, and readings from the textbook and other sources, this course will involve a combination of lecture, class discussion, peer review, and one-on-one meetings with me. There will be significant emphasis on the writing process as reflected in the course's portfolio format. The course will also explore composition approaches, tools, and techniques for the effective writing of persuasive essays.

Course Catalog Description:

Partially fulfills General Education English requirement. Provides opportunities to analyze and write academic papers, including the research-supported essay, through writing and revising a number of essays. Other activities, such as portfolios, library research, and tests may be used to help students improve their writing of advanced-level papers. Successful students will demonstrate competence in the use of standard written English, in analyzing texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others. Prerequisite: ENGL 1010 (Grade C or higher); AND LIB 1010 (can be concurrently enrolled).

Overall English Department Mission Statement (Department Objectives):

The English Department at Dixie State University strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Emphasis Mission Statement (Composition Course Objectives):

As a subset to the English Department, the Composition Program seeks to fulfill the mission of both the department and the overall college General Education mission. In particular, the program wants to strengthen students' skills and confidence in writing and critical thinking. It also seeks to increase students' written fluency, and help them better formulate and organize ideas into focused, developed, articulate, and persuasive essays.

Course Objectives:

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:

- ❖ 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.

General Minimum Writing Requirements:

Students in this course will:

- Write 2-3 short papers (2,000 words total) in 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 DSU 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 pages over the course of the semester (4,500 words).

Class Policies

Attendance: Class attendance is essential for you to have success in this course. Because much of our time will be spent in discussion and other forms of active participation, your absence will put you at a great disadvantage both in keeping up with the themes and specific material presented in class and in the process of drafting and revising your essays. You must be present to earn credit for prep sheets, quizzes, peer reviews, in-class activities, and conferences. For specifics about how attendance relates to your grade, please see the "Overall Course Grade" section below.

If You Stop Attending Class: If you stop attending class, it is your responsibility to drop the course before that semester's drop deadline. **For Spring 2015, the drop deadline is March 6th.**

Classroom Expectations: I enjoy teaching and want to create the best possible environment for my students. I will do my best not to waste your time in class; therefore, I ask that you give me your full attention and not multitask during class. If you need to use your phone or laptop during class, please leave my classroom. **If you text in my class, I will count you absent for the day.** During class, please respect me and your fellow classmates. Listen when someone else is talking, follow instructions, participate when appropriate, stay awake, and avoid disruptive behavior. The university's disruptive behavior policy is available at: www.dixie.edu/humanres/policy/sec5/533.html (5.33, Section 2).

Due Dates: All homework such as prep sheets must be turned in during class for full credit and will not be accepted late. If you know you will be absent the day a paper is due, turn in your paper early. Because of unforeseen situations, I do accept late professional essay drafts; however, grades will be lowered 10% if turned in up to three days late, and 20% after that. In unusual situations, I allow students to email me a paper or homework. If I cannot open the file attachment, your paper will be considered late until you send me a file I can open. I will not accept professional drafts (along with the rough draft) that are more than one week late. **Students MUST turn in drafts for all essays to be eligible to pass the class.**

Portfolios are due on the last day of class. If the portfolio is turned in late, 10 percentage points will be deducted from the overall portfolio average score (you basically drop your whole grade by one letter, so make plans to turn it in on time). **No portfolios will be accepted after the final exam. Missing or incomplete portfolios will be assigned a zero and the student will be assigned an F for the semester.**

You are responsible for keeping track of assignments and due dates. Students absent from campus on a university-sponsored activity will be allowed to make up missed in-class work only if arrangements have been made with me beforehand, in accordance with DSU's "Policies for Absences Related to College Functions" (<http://www.dixie.edu/humanres/policy/sec5/523.html>).

Dmail: Important class and university information is sent to your Dmail account. This information includes your DSU 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 DSU. All DSU students are automatically assigned a Dmail account. If you don't know your user name and password, go to www.dixie.edu and select "Dmail," for complete instructions. You are responsible for information sent to your Dmail email, so please check it often.

Academic Integrity: Academic dishonesty in any form will not be tolerated at Dixie State University, including but not limited to plagiarism on written assignments, submitting other person's work as one's own, and cheating on exams or quizzes. Instructors at DSU may discipline students proven guilty of academic dishonesty by:

- a. Giving a failing grade on the specific assignment where dishonesty occurred,
- b. Failing the student in the entire course,
- c. Immediately dismissing and removing the student from the course, and/or
- d. Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

Disability Support Services: Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class should contact the Disability Resource Center Coordinator (Baako Wahkabu) for eligibility determination. Proper documentation of impairment is required in order to receive this support. The DRC is located in the North Plaza Building. Visit or call 435-652-7516 for more information.

Overall Course Grade

Grades of A and B reflect outstanding work overall: they are honor grades. A grade of C is average and indicates that you have completed the requirements acceptably. Lower grades indicate a failure to meet minimum requirements.

Grading Scale: 94-100=A ☺; 90-93=A-; 87-89=B+; 84-86=B; 80-83=B-; 77-79=C+; 74-76=C; 70-73=C-; 67-69=D+; 64-66=D; 60-63=D-; 59 and below=F.

Portfolios count for 50% of the final grade. Participation will count as 50% and consists of an attendance grade, a prep sheet/quiz/other assignments grade, an essay draft grade, and a final exam grade as follows:

1) Attendance Grade (10%): Constant attendance and regular participation are essential components in composition courses. Thus, you are expected to attend every class meeting on time and to stay for the entire class period. I will take attendance at the beginning of every class period. If you arrive late, it is your responsibility to approach me after class to have the absent mark changed to a tardy. Students who leave early have the same grade penalty as those who arrive late.

Students who attend all but two classes will receive a 100 percent. Each class missed after the first two will lower the attendance grade by 10 percentage points. Two tardies/early departures count as one absence. **Students with 8 or more absences automatically fail the course regardless of the circumstances.** While I realize emergencies, work, and other sorts of situations need to be taken care of, students who miss that many classes need to take the class again at a time when they are able to participate in daily class activities.

“Attendance” means you should pay attention and participate in class activities. Those who arrive unprepared, who sleep, text, are plugged in to ear buds, who do anything other than listen and participate may be counted as absent and may be asked to leave the class. It is my responsibility to ensure a good learning environment in the classroom, and to do this, I must dismiss disruptive students from the class.

An important part of your attendance grade is attendance for the two student/instructor conferences. These are mandatory. To get full credit for attendance, you must arrive at the conference time you sign up for and must have turned in the required materials for my review beforehand. I conduct these meetings in my office on an individual basis. **Students will be counted absent twice for a missed conference.**

2) Misc. Assignments (5%): Diagnostic Essay, Course Goals, Plagiarism Contract, Image Analysis Presentation, Mid-term Assessment

3) Prep Sheets/Quizzes/Other Classwork & Homework (10%): Prep sheets are due during class. This work is meant to assist in class discussion. Prep sheet responses should be thorough – I can tell if the sheet was hastily filled out at the last minute. Also, students must be willing to talk about their prep work in class to achieve full credit. This work will not be accepted after the due date. Quizzes cannot be made up. Other homework may include summaries or other assignments meant to prepare students to write essays. I will drop the lowest of these assignment scores at the end of the semester.

4) Rough & Professional Drafts (15%): You will write 3 short essays (and one portfolio letter), one 10-12 page research essay, and an annotated bibliography. The specific assignments will be explained in class. You will write and participate in peer reviews of rough drafts, write revised professional drafts that go through my review, and write revised final portfolio drafts of all assignments. The drafts should be turned in as follows to achieve full credit: A) on time; B) according to directions; C) professionally presented in typed, double-spaced MLA style format (required for professional and portfolio drafts); and D) with full peer review participation. Grades on these essays evaluate how well you have included the required elements of the particular assignment. The overall quality of the writing will not be judged until the portfolio drafts at the end of the semester.

5) Final Exam (10%): Expect to write a short in-class essay and to answer objective questions regarding the information covered during the entire semester. Saved prep sheets, quizzes, and homework assignments should provide sufficient review.

6) Portfolio (50%): At the end of the semester, you will turn in a portfolio that demonstrates your competence in critical thinking, research, persuasion, and composition. The portfolio will contain a letter of reflection and polished drafts of the major writing assignments. You should not simply turn in the same printouts of drafts you did during the semester but will be expected to address concerns discussed in peer review and instructor/student conferences, and from my written feedback on the assignments. Each section of the portfolio will be given a separate grade. The exact makeup of the portfolio will depend on what we accomplish this semester in class.

****It is essential that you keep all rough and professional drafts.**

Work I have never seen before will NOT be accepted as a portion of your portfolio. Here is an overview of the drafting cycle, so you get more familiar with which draft is which:

- 1) Rough Draft: Very first attempt at an essay. This must be a hard copy and legible for peer review.
- 2) Professional Draft: Revision of rough draft to be turned in for my comment. I will expect to see progress from the rough to the professional draft. My comments will focus on what you have done well in the draft and what elements you need to work on. Draft must be typed. Please turn in all drafts (including the rough one) that led to the professional draft.
- 3) Portfolio Draft: Final, polished draft. This should represent your best work; I will grade it based on the overall level of writing skill achieved. Please remember that there should be significant

progress made from the earlier versions of the essay. In other words, if the portfolio draft is exactly the same as the preceding version, it is highly unlikely you will achieve a good score.

Grading of Portfolio Essays

Letter grades on portfolio essays will be assigned according to the following criteria:

“A” Paper/Portfolio

Perhaps the principle characteristic of the “A” paper is its rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The “A” paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific. The “A” paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Sources will be well documented. Student presents the paper professionally and in proper MLA format.

“B” Paper/Portfolio

This paper is significantly more than competent. Besides being almost free of mechanical errors, the “B” paper delivers substantial information – that is, substantial in both quantity and interest-value. Its specific points are logically ordered, well developed, and unified around a clear organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between the paragraphs are for the most part smooth; the sentence structures are pleasingly varied. The diction of the “B” paper is typically much more concise and precise than that found in the “C” paper. Occasionally, this diction even shows finesse and memorability. Work is presented professionally, and MLA format is followed.

“C” Paper/Portfolio

This paper is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalizations that prompt the confused reader to ask marginally: “In every case?” “Exactly how large?” “Why?” “But how many?” Stylistically, the “C” paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow predictable (hence monotonous) subject-verb-object patterns; and the diction is marred by repetitions, redundancy, and imprecision. Sources are documented in MLA format but are presented in a stylistically uncertain manner. The “C” paper, then, while it gets the job done, lacks both imagination and intellectual rigor.

“D” Papers/Portfolios

Papers that reflect a less-than-average level of effort or accomplishment. The papers do not respond well to the particular assignment, may not meet page length, have numerous mechanical errors, and are poorly organized. Writing seems perfunctory – not well thought out. Sentences do not progress in a logical order or do not follow accepted sentence structures. Student relies heavily upon clichés, slang, double-talk, or jargon. Student did not follow conventions of punctuation, grammar, and spelling. Paragraphs are not well developed. Ideas are not well supported. Student has not documented sources properly. MLA format for citing sources may be ineffective, inconsistent, or simply incorrect.

“F” Papers/Portfolios

Papers may demonstrate no understanding of the concepts. Papers may not be well documented and may inadvertently plagiarize. Papers may not differentiate between information from the source and the writer’s own ideas. Papers may not meet minimum requirements regarding page length, word count, number of sources, and/or types of sources. Papers may be incoherent, to the point where readers cannot get a good idea regarding the overall argument or main idea. Papers may not follow directions. The grammar/mechanical errors may be such that the paper is basically unreadable.

0-Plagiarized papers will receive a zero and further action may be taken by me and the university, according to university policy.

At anytime during the semester, please don't hesitate to get in touch with me or set up a time to meet if you have questions or concerns, or need help. My goal is to help you succeed in this course.

Class Schedule

This is an outline of our class schedule this semester. I may make some changes as we go along. If you are absent, it is your responsibility to check in with a classmate or e-mail me to find out what you missed.

Class Dates	Class Activities	Reading Due	Assignments Due
Week 1			
<i>Tuesday, Jan. 13</i>	Course Introduction; Assign Course Goals; Pre-test		
<i>Thursday, Jan. 15</i>	Assign Plagiarism Contract; Diagnostic Essay		Course Goals
Week 2			
<i>Tuesday, Jan. 20</i>	An Overview of Research Writing – Asking Questions/Posing Problems;	Ch. 1 - “Posing Problems: The Demands of College Writing”	Prep Sheet 1 (Prep Sheets are due during class. They are to facilitate class discussion, so you are expected to be ready to talk about the information during class. There are no right or wrong answers -- just be thorough); Plagiarism Contract
<i>Thursday, Jan. 22</i>	Angle of Vision & Style; Assign Contrasting Description Essay	Ch. 3 – “How Messages Persuade”	Prep Sheet 2
Week 3			
<i>Tuesday, Jan. 27</i>	MLA essay format; The Persuasive Writing Process; Grammar Tips	Ch. 2 – “Exploring Problems, Making Claims”	
<i>Thursday, Jan. 29</i>	Peer Review process; Contrasting Description peer review	Ch. 11: 284-289	Contrasting Description Rough Draft for Peer Review
Week 4			
<i>Tuesday, Feb. 3</i>	Critical Reading; Quiz	Ch. 5 – “Reading Rhetorically”	Quiz 1
<i>Thursday, Feb. 5</i>	Images Everywhere; Assign Analysis of Two Visual Texts;	Ch. 7 – “Analyzing Images”	Contrasting Description Professional Draft (also turn in rough draft)
Week 5			
<i>Tuesday, Feb. 10</i>	Organizing cohesive essays; Assign Writing Center extra credit #1	Ch. 12 – “Strategies for Writing Closed-Form Prose”: pp. 290-296 & 306-316	Prep Sheet 3
<i>Thursday, Feb. 12</i>	Revision process; Grammar tips	Ch. 11 – “Writing as a problem-solving process,” pp. 276-283	Prep Sheet 4
Week 6			

<i>Tuesday, Feb. 17</i>	Image Analysis presentations		Image Analysis Presentations
<i>Thursday, Feb. 19</i>	Image Analysis presentations		Image Analysis Presentations Cont.
Week 7			
<i>Tuesday, Feb. 24</i>	Discuss & assign Exploratory Essay & Annotated Bibliography; Grammar tips	Ch. 6 – “Writing an Exploratory Essay or Annotated Bibliography”	Image Analysis Professional Draft (also turn in rough draft); Extra credit # 1 due
<i>Thursday, Feb. 26</i>	Mandatory Student/Instructor Conferences – NO CLASS		Turn in mid-term self assessment at your one-on-one conference with me
Week 8			
<i>Tuesday, Mar. 3</i>	Library Research presentation; Finding, using, and evaluating sources; Mid-term grade status	Ch. 14 – “Using Sources,” pp. 342-247	
<i>Thursday, Mar. 5</i>	Fallacies & Rhetorical Strategies; Quiz; Assign Fallacy extra credit #2; Using sources cont.	Ch. 9: 222-223; Ch. 14: pp. 348-358	Quiz 2
Week 9			
<i>Tuesday, Mar. 10</i>	Spring Break – NO CLASS		
<i>Thursday, Mar. 12</i>	Spring Break – NO CLASS		
Week 10			
<i>Tuesday, Mar. 17</i>	Discuss Informative Surprising-Reversal Essay; MLA & APA source citation; Share Ann. Bib. sources and entries	Handout; Ch. 15 – “Citing and Documenting Sources,” pp. 359-368	Annotated Bibliography Rough Drafts for Discussion; Prep Sheet 5; Extra credit #2 due
<i>Thursday, Mar. 19</i>	Peer review of Exploratory Essays; Quiz (Ch. 14 and 15)		Exploratory Essay Rough Draft for Peer Review; Quiz 3
Week 11			
<i>Tuesday, Mar. 24</i>	Go over ten-page essay example, assignment, intro. paragraphs; Exploratory Essay concise presentation and Q&A;		Exploratory Essay & Ann. Bib. Professional Drafts (these are <u>two separate assignments</u> ; also turn in rough drafts);
<i>Thursday, Mar. 26</i>	Concise presentations cont., 10-page essay structure; Grammar tips;		Intro paragraph(s) due for 10-page paper
Week 12			
<i>Tuesday, Mar. 31</i>	10-page essay research/writing progress	Ch. 12: pp. 296-306	Body paragraphs due for 10-page paper; Status Worksheet (Prep Sheet 6)
<i>Thursday, Apr. 2</i>	Informative/Surprising Reversal Essay peer review		Rough Draft of 10-page Informative/Surprising Essay for Peer Review
Week 13			
<i>Tuesday, Apr. 7</i>	Discuss Final Portfolios; Multimodal texts in-class exercise	Ch. 13 – “Strategies for Constructing Multimodal Texts”	
<i>Thursday, Apr. 9</i>	Discuss & assign Portfolio Letter of Reflection;	Handout	Professional Draft of Informative/Surprising Reversal Essay (also turn in rough draft)

Week 14			
<i>Tuesday, Apr. 14</i>	Mandatory Student/Instructor Conferences – NO CLASS		Work on portfolio revisions and letter of reflection
<i>Thursday, Apr. 16</i>	10-page essay recap; In-class revision exercise	Bring one of your essay drafts to class for revision	Prep sheet 7; Work on portfolio revisions
Week 15			
<i>Tuesday, Apr. 21</i>	Portfolio Letter of Reflection peer review; Quiz		Rough Draft of Portfolio Letter of Reflection ; Quiz 4 (on Grammar); Work on portfolio revisions
<i>Thursday, Apr. 23</i>	Practice In-class Writing		Work on portfolio revisions
Week 16			
<i>Tuesday, Apr. 28</i>	Post-test; Final Exam review; Discuss In-class Writings		FINAL PORTFOLIOS DUE
Week 17			
<i>Thursday, May 7</i>	FINAL EXAM: 9:30-11:30am Part Objective/Part In-Class Writing		*Please schedule your vacation plans for after this date/time

Important Dates – Spring 2015 Semester

Jan. 12	Classes Begin	Mar. 6	Last Day to Drop Individual Classes
Jan. 16	Last Day to Add Without Signature	Mar. 9 – 13	Spring Break
Jan. 19	Dr. Martin Luther King Jr. Day (no classes)	Mar. 23	Fall 2015 schedule available online
Jan. 22	Drop/Audit Fee Begins (\$10 per class)	Mar. 23	Summer 2015 Reg. open to seniors
		Mar. 24	Summer 2015 Reg. open to juniors
Jan. 22	Residency Application Deadline	Mar. 25	Summer 2015 Reg. open to sophomores
		Mar. 26	Summer 2015 Reg. open to all students
		Apr. 1	Fall 2015 Bachelor's Degree grad. app. deadline
		Apr. 3	Last Day for complete withdrawal
Jan. 27	\$50 Late Registration/Payment Fee	Apr. 13	Spring Registration open to seniors
Feb. 2	Last Day for Refund	Apr. 14	Spring Registration open to juniors
Feb. 2	Pell Grant Census	Apr. 15	Spring Registration open to sophomores
Feb. 2	Last Day to drop without receiving a "W" grade	Apr. 16	Spring Registration open to all students
Feb. 2	Spring 2015 Assoc. degree graduation app. deadline		
Feb. 4	Courses dropped for non-payment	Apr. 29	Classes end
Feb. 6	Last Day to Add/Audit	Apr. 30	Reading Day
Feb. 16	President's Day Holiday (no classes)	May 1	Associate's degree grad. deadline
Mar. 2	Mid-term grades due	May 1, May 4-7	Final Exams
Mar. 2	Summer 2015 Bachelor's degree graduation app. deadline	May 8	Commencement
		May 12	Final Grades due

Student Support Services/Resources

Library:	http://library.dixie.edu
Writing Center:	http://dixiewritingcenter.com/
Online Writing Lab:	http://dsc.dixie.edu/owl/
Tutoring Center:	http://dsc.dixie.edu/tutoring
Testing Center:	http://new.dixie.edu/testing
IT Student Help Desk:	dixie.edu/helpdesk
University Calendar:	http://new.dixie.edu/reg/?page=calendar

Grade Record

Plagiarism Contract	_____ / 20
Diagnostic Essay	_____ / 10
Class Goals	_____ / 20
Mid-term Self Assessment	_____ / 20
Image Analysis Presentation	_____ / 30
Prep Sheets, Quizzes/Other Assignments (see box below)	_____ / 200
Contrasting Description Rough & Prof. Draft/Review	_____ / 40
Image Analysis Rough & Prof. Draft/Review	_____ / 50
Exploratory Essay Rough & Prof. Draft/Review	_____ / 60
Annotated Bibliography	_____ / 50
Informative Surprise Rough & Prof. Draft/Review	_____ / 100
Final Exam	_____ / 200
Final Portfolio	_____ / 1000
Sub-Total	_____ / 1800

Attendance (10% of grade – after two absences, you lose 20 points per absence; remember, arriving late or leaving early equals half an absence) _____ / 200

TOTAL _____ / **2000**

Extra Credit _____ / 30

Prep Sheets/Quizzes/Other Assignments: ___1, ___2, ___3, ___4, ___5, ___6, ___7, ___8, ___9, ___10, ___11
 These are worth 20 points each; the lowest score will be dropped at the end of the semester

Class Goals Assignment:

Once you have read the course objectives included at the beginning of this syllabus, please write a paragraph or two describing the goals you have for this course. You can talk about specific writing goals, perhaps relating to areas of college writing that you would like to improve upon, aspects of this class that will help you in your major, other courses, job, etc. and/or other things you hope to gain by taking this course. A general length guideline is 100 words. It doesn't have to be this long, but be sure to be thorough. This is due on Thursday, January 15th. It can be either hand-written or a computer printout.