

## **English 1010 Beginning Writing**

**Fall 2014**

**Section: Section 14**

**Class Location: McDonald 207**

**Instructor: Cathrine Glover**

**Days: Monday, Wednesday, Friday**

**Cell Phone: 435-669-8120**

**Time: 10:00-10:50**

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**Office: HCC 458**

**Office Hours: MWF 11:00-12:00**

Office hours may change due to other obligations, such as meetings. Other times may be scheduled with the instructor before or after office hours as needed. Usually, the best way to contact me is by email.

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### **Course Description:**

Partially fulfills General Education English requirement. Designed to improve students' abilities to read, analyze, and write expository papers. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers. Successful completers (grade C or higher) will be prepared to take ENGL 2010.

### **Prerequisites:**

LIB 1010 (can be taken concurrently); AND English placement score 19 or higher OR ENGL 0990 (Grade C or higher and if ENGL 0995 required, Grade C or higher); AND Reading placement score 17 or higher OR ENGL 1470 (Grade C or higher). FA, SP, SU

### **Mission Statement:**

The English Department at Dixie State College 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. As a subset to the English Department, the Composition program seeks to fulfill the mission of both the department and the overall college GE 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.

**Text:** *How to Write Anything* Second Edition John J Ruszkiewicz

### **Writing Center:**

The college provides a free writing center for students who wish to have additional help with their writing assignments. The Writing Center is located on the fourth floor of the Holland building. For more information go to <http://dixiewritingcenter.com>

### **Library Services:**

The Dixie State University library is found in the Holland building. For information and hours of operation go to <http://library.dixie.edu>

### **Testing Center:**

The testing center is located in the North Plaza Building. Students will be notified if a test will be put in the testing center to be taken. For more information go to <http://www.dixie.edu/testing>

### **Tutoring Center:**

The tutoring center is a free service for all Dixie State University students and is located in the Holland building on the fourth floor. For more information go to <http://dixie.edu/tutoring>

### **Disabilities:**

If a student has a medical, psychological, or learning disability and chooses to request reasonable academic accommodations due to this disability, the students must provide an official request of accommodation to each of his or her professors from the Disability Resources Center within in the first two weeks at the beginning

of classes. The Disability Resources Center, located next to the Testing Center, will determine a student's eligibility and establish the appropriate accommodations related to the disability. DSU does make confidential, appropriate accommodations, but only for those students officially registered with the DRC. Call (435) 652-7516 for an appointment and further information regarding the Americans with Disabilities Act (ADA) of 1990 per Section 504 of the Rehabilitation Act of 1973.

### **Attendance:**

You are allowed 5 absences, after that you will lose 10% off of your grade per day. If you miss more than two weeks of class you will not be able to pass this class. I will allow absences in extreme emergencies that will have to be discussed with me before or after class.

Please be on time to class. When you arrive late it is disruptive to the class. Three tardies will equal one absence, so students who are habitually late will see their grade suffer. If a student is more than twenty minutes late it will count as an absence. Early departures will count as a tardy so please make sure you stay through the entire class period.

### **Academic Honesty:**

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 work, and/or cheating on exams and quizzes. Teachers at Dixie State University may discipline students proven guilty of academic dishonesty by:

- a. Giving a failing grade on the specific assignment where dishonesty has 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

### **Classroom Expectations:**

The classroom is an academic setting and as an instructor I expect it to be treated as such. When someone is speaking, no one else should be talking; this shows respect to the person speaking. Please do not use your cell phone in class, have it turned off when you enter the classroom. We may have times when you will be

allowed to use your phone for an assignment. Treat everyone with respect at all times.

Disruptive behavior will not be tolerated and if you are disruptive, you will be asked to leave the class.

### **Disruptive Behavior:**

Teachers at Dixie State University have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student's behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.

Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (Policy 5-35)

### **Late Work:**

I expect work to be turned in on time. If you choose not to turn your work in on time you will be deducted 10% off the top for everyday you are late.

### **Essays:**

When turning in your final copy of your essay you will need to include your pre-write activity, outline, rough draft, peer workshop sheets, and the author response. You will need to have everything in a folder with your name on it when you turn it in.

### **Quizzes:**

The quizzes will include information from the reading and class discussions. I will also have grammar questions as well to help you with your skills.

### **Grading Scale:**

993-1055 = A

950-992 = A-

908-949 = B+

887-907 = B

845-886 = B-

812-844 = C+

781-811= C

739-780 = C-

707-738 = D+

**Assignments:**

3 Essays.....	(3x100).....	300
Pre-write.....	(4x10).....	40
Outline.....	(4x10).....	40
Rough Draft.....	(4x10).....	40
Peer Workshop.....	(4x20).....	80
Quizzes.....	(10x10).....	100
Conferences.....	(2x10).....	20
Revisions.....	(2x25).....	50
Author Response.....	(4x10).....	40
Proposal/Presentation.....	(100/25).....	125
Research Paper.....		120
Final.....		100
TOTAL.....		1055

Letter grades on the final draft of essays will be assigned according to the following criteria:

## **“A” Paper**

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**

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**

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**

Papers that reflect a less than average level of effort or accomplishment. The papers do not respond well to the particular assignment, 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 clichès, 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 or APA use may be ineffective, inconsistent, or simply incorrect.

### **“F” Papers**

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, 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.

## Appendix B

### English 1010 – Introduction to College Writing

**Instructors – The following criteria for English 1010 were agreed upon by the English department during the 2005-2006 academic year. To help create better consistency, please make sure you are meeting the minimum general writing requirements and the specific objectives of the course.**

#### **General Minimum Writing Requirements:**

Students in this course will:

- ❖ Write a minimum of 4 essays:
  - Two of which must be approximately 5 pages in length (1,250 words).
  - One of which must be at least a 5-page research essay 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).
- ❖ Write at least one graded, in-class essay.
- ❖ Write no more than one narrative essay.
- ❖ 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 (4500 words).

#### **Specific Objectives of the Course:**

##### *READING/THINKING OBJECTIVES*

By the end of English 1010, students will demonstrate their ability to:

1. Identify a writer's purpose/thesis.
2. Understand a writer's organization and structure.
3. Recognize a writer's tone, i.e., an author's attitude toward subject and audience.
4. Assess the effectiveness of a writer's presentation of detail in support of a main idea.
5. Analyze a writer's possible underlying assumptions and biases.
6. Recognize and avoid fallacies in reasoning.

7. Use relevant, convincing, and sufficient evidence and logic.

### *WRITING OBJECTIVES*

By the end of English 1010, students will demonstrate their ability to:

1. Assess the relationship of writers to audience and purpose.
2. Understand the value of the writing process as it can happen in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading.
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material.
4. Use strategies for creating effective overall structure, including the use of categories, topic sentences, transitions, parallel structure, and repeated key words and synonyms.
5. Know and use developmental strategies necessary to write individual paragraphs and the paper as a whole.
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions.
7. Compose introductory paragraphs that get the reader's attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
8. Compose concluding paragraphs that give a sense of closure.
9. Recognize and avoid fragments, run-ons, fused sentences/comma splices, faulty modifiers, and problems with subject/verb agreement and pronoun agreement.
10. Consistently use punctuation and mechanics in a manner consistent with standard written English.
11. Understand choices related to style, emphasis, and sentence variety.

### *RESEARCH OBJECTIVES*

By the end of English 1010, students will demonstrate their ability to:

1. Critically assess research information and incorporate such research into their papers.
2. Paraphrase, summarize, and quote source material in their own writing.
3. Understand and avoid plagiarism.
4. Know when and how to use the following methods of incorporation:
  - a. Introduction of quotations and paraphrases.

- b. Use of quotation marks, brackets, and ellipses.
  - c. Use of long quotations.
  - d. Use of passages combining paraphrases and quotations.
  - e. Proper forms for documenting and citing of sources.
5. Use a broad array of the DSC Library's print and online research resources, such as the library catalog, subject-specific encyclopedias, article databases, and Utah's catalog.
  6. Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form.
  7. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper.

#### *COURSE LEARNING OUTCOMES*

Upon completing this course, students will have improved their ability to:

1. Write more clearly.
2. Write more correctly (in terms of academic rules of effective writing).

Calendar for Fall Semester 2014

Sun	Mon	Tues	Wed	Thurs	Fri	Sat
AUG 24	25 Classes begin <b>Introduction/Syllabus</b>	26	27 <b>Pre-test</b> Read p. 4-25	28	29 <b>Begin Narrative Essay</b> Read 409-411	30
31	1 Sep Labor Day	2	3	4	5 <b>Rough Draft Due</b> <b>Peer Workshop</b>	6
7	8 <b>Quiz #1</b>	9	10 <b>Turn in Narrative Essay</b>	11	12	13
14	15 <b>Begin Evaluation Essay</b>	16	17	18	19 <b>Quiz #2</b>	20
21	22	23	24 <b>Rough Draft Due</b> <b>Peer Workshop</b>	25	26 <b>Evaluation Due</b>	27

28	29 <i>Block Classes Begin</i> <b>Quiz #3</b> <b>Begin Proposal</b>	30	OCT 1 <b>Conferences for Proposal</b>	2	3	4
5	6 <b>Peer workshop</b>	7	8 <b>Proposal Presentations</b>	9	10 <b>Proposal Presentations</b>	11
12	13 <b>Quiz #4</b>	14	15 <i>Midterm Grades Due</i>	16 Semester	17 Break	18
19	20 <i>Homecoming Week</i> <b>Revision #1</b>	21	22 <b>Quiz #5</b>	23	24 <b>Begin Causal Essay</b>	25
26	27	28	29 <b>Causal Rough Draft Due</b> <b>Peer Workshop</b>	30	31 <b>Quiz #6</b> <b>Causal Essay Due</b>	NOV 1
2	3 <b>Library/ Research</b>	4	5	6	7	8
9	10 <b>Begin Research Paper</b>	11 Career Day	12 <b>Conferences for Research Paper</b>	13	14 <b>Quiz #7</b> <b>Rough Draft Annotated Bibliography</b>	15

16	17 <b>Peer Workshop</b> <b>Research Paper Due</b>	18	19 <b>Quiz #8</b>	20	21	22
23	24 <b>Research Paper Due</b>	25	26 Thanksgiving	27 Break	28	29
30	DEC 1 <b>Begin Essay Revision #2</b>	2	3 <b>Quiz #9</b>	4	5 <b>Essay Revision #2 Due</b>	6
7	8	9	10 <b>Quiz #10</b>	11	12 Last day of classes	13
14	15 Finals	16 Finals	17 Finals	18 Finals	20	

## English 1010 Beginning Writing

Fall 2014

**Section: Section 07**

**Class Location: HCC 476**

**Instructor: Cathrine Glover**

**Days: MWF**

**Cell Phone: 435-669-8120**

**Time: 9:00-9:50**

**Office phone:435-879-4416**

**CRN: 40274**

**Email: [glover@dixie.edu](mailto:glover@dixie.edu)**

**Office: HCC 458**

**Office Hours: MWF 11:00-12:00**

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