

ENGL 1010-23, Introduction to Academic Writing
Fall Semester 2011
MWF 11 AM – 12PM (CRN 40279)
MCD 102
3 credit hours

Julia Combs
email:combs@dixie.edu
office 652-7868 cell 669-0727
office BRN112
Office hours MWF 12–1 pm & by appointment

SYLLABUS

Introduction to Academic Writing offers a disciplined approach to the rhetoric of English composition with an emphasis on organization and development in the whole composition, on coherence and effectiveness in paragraphs, and on maturity and flexibility in sentence styles. **This course fills one of the general education requirements for Dixie State College.** While grammar and usage are not neglected, they are treated as means to achieving rhetorical objectives. As a student in this course, you will be required to read and write intensively, producing papers through the synthesis of your own ideas based on the information provided from lectures, class discussion and your required readings and textbook. Collaborative learning and writers' workshops will comprise the primary means of instruction with appropriate lecturing to bolster key ideas and concepts.

This is an Introduction to Academic Writing course. We will be writing—often. The best way to improve writing is to practice. In this course, I will give you several opportunities to submit and then revise your writings. As you write, I and your peers will give you feedback before you submit a final draft. On the way to producing academic writing, I hope you'll find that writing is a social, messy, even chaotic event. In this class, you will try your hand (literally) at various kinds of academic writing. In the spirit of a community of writers, we will be posting our work to a class wiki, found at pbworks.com. I look forward to getting acquainted with you. I will answer appropriate emails, telephone calls, and text messages.

My personal goals:

- *Provide positive, constructive, and clear feedback*
- *Provide opportunities for revision and growth as a writer*
- *Provide personalized diagnostic helps for each writer*
- *Teach strategies that will inspire confidence in your writing ability*
- *Your success!*
- *Create a pleasant and stimulating learning environment*

"You ask me why I teach. And I reply, 'Where could I find such splendid company?'"
--from an interview with John Wooden

Text and Required Material

- Ballenger, Bruce. *The Curious Researcher: A Guide to Writing Research Papers*. 7th ed. Pearson Longman: New York, 2011. (ISBN-13: 978-0205172870)
- Assigned Essays (posted on class wiki)
- Recommended Text: *MLA Handbook for Writers of Research Papers* 7th ed. MLA: New York, 2009. (ISBN-13: 978-1603290241)

Departmental course description and objectives

Goals for this semester include expressing an understanding of important components of writing through a variety of writing styles and approaches. More specifically, upon completion of this course, each student should be able to do the following:

Writing:

- Engage in writing as a process, including pre-draft strategies, multiple drafts of essays, peer review.
- Write clear thesis statements
- Create and sustain focus in writing.
- Comprehend various rhetorical modes and structural patterns in writing as an aid to invention as well as organization.
- Understand and present clear organization.
- Develop subordinate ideas that relate to the thesis through paragraphs that connect through transitions and clear topic sentences.
- Use specific evidence in development of subordinate ideas.
- Incorporate (contextualize and use signal phrases) sources and cite correctly while being aware of the documentations styles of various disciplines (MLA,APA, Chicago, CBE).
- Choose and analyze an audience. Appeal to that specific audience.
- Employ the academic conventions of writing.
- Construct relatively error-free sentences and revise them for clarity, complexity, and variety.
- Recognize and correct patterns of mechanical errors.
- Revise at both large-scale (global) and small-scale (local) levels.
- Proofread writing in order to create clean, professional drafts.

Reading

- Recognize the connection between reading and learning how and why to write.
- Identify the content of a text.
- Contextualize content within cultural, social, political, literary, or historical scopes.
- Recognize main ideas.
- Identify supporting ideas.
- Determine connections between texts as well as personal experience.
- Assess a text for articulation of argument and use of evidence.
- Evaluate author's credibility and agenda.
- Question, support, and refute ideas in a text.
- Develop the habit of looking up unfamiliar words and allusions.
- Orally present writing in class.

Critical Thinking

- Assess your own writing, as well as that of your peers
- Recognize yourself as a writer
- Understand the instructor's assessment and respond in subsequent writing.
- Evaluate whether you are using effective strategies for your intended audience.
- Adapt ideas and written arguments into presentations.
- Assess varied elements of essays, such as organization development, and transitions.
- Arrive at and articulate ideas/conclusions apart from those of the author.
- Develop questions about texts.
- Differentiate between summarizing and analyzing.
- Recognize the sections of a text and their purpose.
- Exhibit an awareness of various contexts beyond the realm of personal experience.
- Evaluate what elements of the rhetorical context are influencing an author's approach to an essay.
- Be cognizant of the use of Aristotelian appeals in a given text, as well as your own, when applicable.

Attendance

Attendance and enthusiastic participation in this class are required. We work together often. So your absence affects our entire class. **Excessive absences will result in a lower grade.** Missing **more than six classes** will automatically lower a final semester grade by a letter grade--for example from a "B" to a "C." Continued absences can result in a failing grade. Fewer than six absences may also affect your grade, as boarder-line grades will be adjusted according to attendance and participation.

I will follow Dixie State College official policy for class absences related to college functions. If you have questions about DSC official policy, please meet with me.

Projects

Projects	Components	Overall %	Points
Essay 1 Concept	<ul style="list-style-type: none"> • Draft(s) • Instructor Notes • Revised Draft • Project Analysis Paragraph* 	10%	10.00
Essay 2 Evaluation	<ul style="list-style-type: none"> • Draft(s) • Instructor Notes • Revised Draft • Project Analysis Paragraph* 	10%	10.00
Essay 3 Research	• Proposal	1%	1.00
	• Works Cited Page	2%	2.00
	• Annotated Bibliography	3%	3.00
	• Introductory Paragraphs	3%	3.00
	• Narrative Sketch	1%	1.00
	• Final Written Essay	20%	20.00
	• Project Analysis Paragraph*	--	--
Peer Reviews	<ul style="list-style-type: none"> • Peer reviews (5 points for first two essay reviews/5 points for all reviews for research essay) • Project Analysis Paragraph* 	10%	10.00
In-Class Writing Exam	• Highest In-class Writing Exam	10%	10.00
Portfolio	<ul style="list-style-type: none"> • Writing Assignments** • Final drafts of essays • Graded in-class writing exams • Graded peer reviews • Project Analysis Paragraphs for each section above 	10%	10.00
Collaborative Essay	<ul style="list-style-type: none"> • Final draft of collaborative essay • Team participation grades • Project Analysis Paragraph 	5%	5.00
Class participation	• Participation and attendance	5%	5.00
Final Exam	• Objective & Essay	10%	10.00

* = Failure to complete the Project Analysis Paragraph is an automatic letter grade reduction to Essay grade.

**= No late work is accepted. Writing Assignments are graded on a check/check minus/check plus basis. You should keep ALL returned assignments. I will collect the portfolio on the date indicated on the schedule.

Essays

You will complete a number of essays in this class, including a concept essay, an evaluation essay, a research essay, a collaborative essay, and a final exam essay. Each essay has specific instructions. Essays handed in late will be penalized by one letter grade for each class period that it is late. I will not accept essays that are more than one week late. I reserve the right NOT to return graded essays that are turned in late. I may not grade late essays until the end of the semester. Please

hand your work in on time. You make a successful appeal to ethos by meeting deadlines appropriately.

Peer Reviews

It takes a village to write a paper. We will engage in peer reviews for all of the major writing assignments. You should keep a document that contains ALL of the peer reviews you GIVE to other writers. All combined the peer reviews are worth ten points. I will grade your peer reviews based on the helpfulness of the review you offer, as well as tone, and other aspects of good writing. Remember to give the type of review that you would like to receive. Hard copies of the peer reviews are due at the beginning of class on the dates indicated in the syllabus.

In-Class Writing Exams

You will have the opportunity to take several in-class writing exams. These exams are graded on unity, coherency, development, and grammar. You may retake the exams as often as you need to. You must pass TWO of these exams with a passing grade. I will record the HIGHEST grade.

Portfolio

A portfolio is due at mid-semester. It is a collection of your work. It will contain all of your writing assignments and other projects from the semester (see the "Projects" box at the beginning of this section.

- **Writing Assignments** are due nearly every class period for the first half of the semester. The Writing Assignments are graded on a check/check-plus/check-minus basis. When I collect your portfolio, I will assign a final holistic grade to the portfolio based on the overall quality of work contained in it. Revision is accepted and encouraged on any project in the portfolio.

Class Participation

The class participation grade reflects your engagement in the class. I expect active and enthusiastic participation at all levels of class. Texting, talking, sleeping, or being otherwise disengaged from the class affects all of us, and your grade will be lowered at my discretion. Please feel free to check with me at any time if you have questions about your participation grade. Absences and tardies will affect this grade as well.

Final Exam

The final exam consists of an in-class essay as well as several short-answer questions.

Late Work

Assignments are due nearly every class period. I will NOT accept late work for Writing Assignments or for in-class work

If you hand in other material late, it will be penalized by one full letter grade for each class period that it is late. I will not accept work that is more than one week late. I reserve the right NOT to return late essays. If you know you will be absent, hand in the essay or assignment in before you leave. Please see me if you have questions about what is due.

Plagiarism

Cheating and plagiarism will not be tolerated in any form. All work submitted by a student must represent that student's own ideas and effort. When the work does not represent the student's own work it must be properly cited; if it is not, the student has engaged in academic dishonesty. Cheating, forgery, plagiarism or the use of work belonging to another are all considered academic dishonesty. Except in cases of major offenses, responding to academic dishonesty is the responsibility of the instructor of the course in which the violation occurs. If a student is found responsible for academic dishonesty, the student may be dismissed from the class and may receive a failing grade. Other penalties may include suspension or expulsion from school. Such transgressions become part of the student's permanent University record. My policy entails a failing

grade for egregious cases of intentional plagiarism/academic dishonesty or for the failure to remedy instances of unintentional plagiarism after being warned about it.

Rude and Disruptive Behavior

Rude and disruptive behavior will not be tolerated in this class. All students are expected to demonstrate conduct that respects the rights and interest of others in common endeavor. Inappropriate use of electronic devices during class time constitutes rude and disruptive behavior.

Laptops and cell phones should not be used in this class.

Active mental attendance is mandatory. Laptops may be convenient for you, but they are a major distraction for the rest of us. If I observe a student texting, the student's participation grade will be lowered.

Writing Center

DSC 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.

Online Writing Lab

You can also consult the Online Writing Lab website for information on a variety of issues related to writing, and for numerous links to relevant websites. 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" which is listed under Other Academic Links.

Disability Statement

If you are a student with a documented physical or mental impairment, then proper documentation of that disability is required in order to receive services or accommodations. The Center Coordinator and staff can also assist you in analyzing your eligibility for services. Any student eligible for and requesting reasonable academic accommodations due to a disability must provide a letter of accommodation to their professor from the Disability Resource Center within the first two weeks of the beginning of classes. Please contact the Center on the main campus to follow through with the documentation process. The center is located in the Student Services Center, Edith Whitehead Building, Room #201, or you may call for an appointment and further information regarding the Americans with Disabilities Act (ADA) at 652-7516.

Use of your DMail

Please read about and be sure to active your [Dmail account](#).

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 for Fall semester 2011 is **October 17**.

Library

For library hours and information, please visit <http://library.dixie.edu/>

Syllabus link

A copy of this course syllabus can be found at <http://new.dixie.edu/reg/faculty/?page=Syllabus>

Calendar This calendar is subject to change, based on the needs of the class. Items listed on the calendar are due at the beginning of class. For example, everything listed as “due” on Aug 26 is due at the beginning of class on Aug 26 12. PR = Peer Review, E= Essay.

		Date	Class Discussion	Assignments Due (at beginning of class)
Week 1	Mon	Aug 22	Course introduction Get to know you	In-class writing
	Wed	Aug 24	What is an Essay?	Due: Writing Assignment 1
	Fri	Aug 26	Introductory Project	Due: Writing Assignment 2
Week 2	Mon	Aug 29	Introduce Essay 1	Due: Writing Assignment 3
	Wed	Aug 31	Test your choice E1	Due: Writing Assignment 4
	Fri	Sept 2	Peer Reviews In-class writing exams	Due: Draft of Essay 1
Week 3	Mon	Sept 5	Labor Day	No Class
	Wed	Sept 7	Detail and Support	Return Draft of E1 Due: PR of E1 Due: Writing Assignment 5
	Fri	Sept 9	Revision Workshops	Due: Writing Assignment 6
Week 4	Mon	Sept 12	Assign E2	Due: Final draft of E1
	Wed	Sept 14	Test your choice of E2	Due: Writing Assignment 7
	Fri	Sept 16	Peer Reviews	Due: Draft of E2
Week 5	Mon	Sept 19	Workshop drafts	Return Draft of E2 Due: PR of E2
	Wed	Sept 21		Due: Writing Assignment 8
	Fri	Sept 23		Due: Writing Assignment 9
Week 6	Mon	Sept 26	Assign Portfolios	Due: Final draft of E2
	Wed	Sept 28	Workshop Portfolios	Due: Writing Assignment 10
	Fri	Sept 30	Workshop Portfolios	Due: Writing Assignment 11
Week 7	Mon	Oct 3	Collaborative Essay	Due: Portfolio
	Wed	Oct 5	Rhetorical Strategies	
	Fri	Oct 7	Collaborative work (no class)	Due: Collaborative Essay draft
Week 8	Mon	Oct 10	Begin Essay #3 Research Essay Ex 1.1 Interest Inventory (in class)	Due: Collaborative Essay
	Wed	Oct 12	Assign Proposal	Due: Read student essay & respond Meet at the library Due: Read Introduction and Chapter 1, <i>The Curious Researcher</i>
	Fri	Oct 14	Finding the Question	
Week 9	Mon	Oct 17	Assign Works cited page	Due: Proposal Due Read chapter 2
	Wed	Oct 19	The Works cited page	
	Fri	Oct 21	Research Session	Due: Read student essay and respond Meet at Library Classroom Due: PR of Proposals
Week 10	Mon	Oct 24	Assign Annotated Bibliography	Due: Works Cited Page Due: Read chapter 3
	Wed	Oct 26	Paraphrase	Due: Read student Essay & Respond
	Fri	Oct 28	Intros and Conclusions Assign Intro Paragraphs	

Week 11	Mon	Oct 31	PR Annotated Bibs in class	Due: Annotated Bibliography draft Due: Read Chapter 4
	Wed	Nov 2	Narrative Sketches	Due: Intro Paragraphs Due: Narrative Sketches (in-class)
	Fri	Nov 4	Getting to the draft	Due Annotated Bib Meet at Library Classroom
Week 12	Mon	Nov 7	PR Thesis statements in class	Due: PRs of Intro paragraphs (1 point) Bring copy of Intro to class
	Wed	Nov 9	Getting to the draft	
	Fri	Nov 11	In-class writing exam	Due: First Draft of paper
Week 13	Mon	Nov 14	Wrestling the draft	Due: Read chapter 5 Return Drafts Bring a clean copy to class
	Wed	Nov 16	Cut and paste	Due: Bring a clean copy of E3 to class
	Fri	Nov 18	No Class (small group revision)	
Week 14	Mon	Nov 21	Cutting clutter (in-class)	Due: PRs of Research Essays Due: Bring a clean copy of E4 to class
	Wed	Nov 23	THANKSGIVING	
	Fri	Nov 25	THANKSGIVING	
Week 15	Mon	Nov 28	Picking off the Lint (in-class)	Bring a clean copy of E3 to class
	Wed	Nov 30	Student Meetings	
	Fri	Dec 2	Student Meetings	
Week 16	Mon	Dec 5	Revision, workshop drafts	Bring a clean copy of E3 to class
	Wed	Dec 7	Revision, workshop drafts Oral Reports	Bring a clean copy of E3 to class
	Fri	Dec 9	Oral Reports	Due: Research Essay, PAP, all prep material
Week 17 Dec 12-15	Final Exam: Friday December 16, 10:00 AM in our classroom			

