

## SYLLABUS – INTRODUCTION TO WRITING

### FALL 2012 T/R

**ENGL 1010-02**  
**7:30-8:45 a.m.**  
**H469**

**ENGL 1010-29**  
**1-2:15 p.m.**  
**H475**

**ENGL 1010-31**  
**2:30-3:45**  
**H475**

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### **REQUIRED TEXTBOOK**

Axelrod, Rise B., and Charles R. Cooper. The St. Martin's Guide to Writing. 9<sup>th</sup> ed. Boston: Bedford / St. Martin's, 2010 (with handbook).

### **REQUIRED MATERIALS**

- Access to a college-level, academic dictionary and thesaurus to use while writing. You will also need to use these during in-class writing and exams.
- Access to a computer (activate your student account and email today)
- Access to a stapler
- Bound notebook or loose-leaf notebook paper for in-class writing and note-taking
- Folder to store all handouts, exercises, and completed assignment.

### **COURSE DESCRIPTION**

Partially fulfills General Education English requirements. 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, 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. Prerequisite: 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).

### **OBJECTIVES**

Course Department/Emphasis Mission Statements can be found at [http://new.dixie.edu/english/english\\_courses.php](http://new.dixie.edu/english/english_courses.php).

**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. Write a total of at least 18 pages over the course of the semester (4500 words).

**READING:** Reading and writing are interdependent, reciprocal, and parallel processes of communication. The two most important skills needed for success in college are the ability to read and write effectively. Appropriate and relevant reading assignments from the textbook(s) will be assigned in conjunction with the opportunity to make use of outside sources. We will spend some time in class discussing reading skill development, especially the close reading often required in academic settings.

**RESEARCH:** Information literacy skills are integral in successfully completing most college courses. This class, in conjunction with LIB 1010, will provide students with the training and opportunity to define an information need; locate and access information; critically evaluate information sources and

content; and incorporate information into writing using the techniques of quotations, paraphrases, and summaries as well as proper citation formats. These topics will be concomitantly covered in LIB 1010, and this process will continue in English 2010. A suggested reading list will be provided to assist students in choosing a research topic.

**EXPECTATIONS OF STUDENTS:** In addition to respecting the instructor, fellow students, and the process of writing as well as the larger one of education, students in English 1010 are expected to

1. Attend all classes;
2. Arrive on time, remain for the entire class, and be attentive in class;
3. Be prepared, participate when requested, submit assignments on time;
4. Bring appropriate textbooks, assignments, and other materials;
5. Maintain politeness and civility toward instructor and fellow students;
6. Save all your work throughout the semester--you may be asked to resubmit items;
7. Turn off cellular phones during class;
8. Meet with the instructor individually in scheduled conferences, if requested;
9. Renounce any attitude of entitlement to a certain grade--avoid negotiating for grades or special treatment;
10. Separate your ego from the learning process;
11. Plan to devote several hours per week to this course: a normal ratio is 2-3 hours of outside work for each hour spent in the classroom.
12. Make back-up copies of papers. Computer or printer problems are not an acceptable excuse for late submission of assignments. Printers are often temperamental. Do not wait until the last minute to print your paper. Always make a back-up copy in a separate medium. Save early and save often;
13. You may be asked to complete exercises additional to those assigned in class to correct specific problems or deficiencies in your writing. There will be no additional credit for these exercises, but if assigned, they are required.

### **TARDINESS, ABSENCES & LATE WORK:**

Students must arrive to class on time and remain for the entire period. Arriving late or leaving early is disruptive, and the instructor reserves the right to adjust your grade if you do not adhere to this policy.

Excessive absences are also unacceptable, and the instructor reserves the right to lower your grade by up to one full level for missing too many class periods. Missing more than six (6) classes will result automatically in failing the class. If you choose to be absent from class on a date an assignment is due, assignments must still be submitted by the beginning of the class period. If you do choose to be absent, it is your responsibility to meet with me before the next scheduled class to retrieve materials you may have missed, receive assignments, pick up returned work, etc. It is also your responsibility to find a classmate to work with regarding class notes.

Students should expect to complete their work according to the assignment schedule. Late work will be treated in this manner:

- Grades for late assignments will be reduced by 50% the first class-day late.
- Essays submitted late will be penalized fifty per cent for each of the first two class-days late and not be accepted after two days.
- Exams may not be taken early, and no make-up exams will be given.
- No make-ups are permitted for in-class activities.

*NOTE:* See the college "Attendance" policy (5-23) for information on other issues related to attendance, including absences from class for college-approved activities. Go to [www.dixie.edu](http://www.dixie.edu) > Faculty & Staff > Human Resources > Policies & Procedures > Student..

## GRADING

Learning is hard work. Seek pleasure and reassurance in difficulty. Learning for its own sake (not for a job or any other seemingly practical purpose) is the foundation of a general college-level education. If this is unacceptable, perhaps you are in the wrong place. My task is to evaluate your work and to indicate its level according to a set standard. If you work hard and fulfill all the assignments in this course, you stand to improve your writing. Missing class will result in an inability to comprehend the covered material, which then will affect your performance on related exercises and subsequent exams. It is my experience that students who miss class receive lower grades. **No extra credit work will be accepted.**

Grading will be based on an accepted standard for writing skills. The following items will comprise the final grade:

- One research essay with revisions;**
- Midterm and final examinations;**
- Shorter writing assignments and revisions;**
- Exercises and quizzes**

You are responsible for tracking your own progress in this class. However, grading consultation will be available at intervals throughout the semester, and your grade is always available upon request.

**ASSIGNMENTS      \*\*Assignments are always due at the beginning of class; work submitted after class begins may be considered late \*\***

<b>93-100 =A</b>	<b>80-82=B</b>	<b>67-69=D+</b>
<b>90-92 =A-</b>	<b>77-79=C+</b>	<b>63-66=D</b>
<b>87-89 =B+</b>	<b>73-76=C</b>	<b>60-62=D-</b>
<b>83-86 =B</b>	<b>70-72=C-</b>	<b>0-59= F</b>

**SCORE TABULATION (keep track of your grade here)**

	<b>Grade</b>	<b>Points</b>	<b>Totals</b>

<b>EXERCISES</b>			
Titles	(50 pts)		
Thesis Statements	(100 pts)		
Outlining a Reading	(50 pts)		
Paragraphs	(100 pts)		
Paragraph Transitions	(50 pts)		
Sentences	(100 pts)		
Words	(50 pts)		
Punctuation/ Mechanics	(200pts)		
Rhetorical Styles	(150 pts)		
Research Log	(100 pts)		
Plagiarism	(100 pts)		
Working Bibliography	(100 pts)		
Research Essay Outline	(100 pts)		
Peer Review 1	(50 pts)		
Peer Review 2	(50 pts)		
Peer Review 3	(50 pts)		
Assessments	(100pts)		
<i>Total Possible Points</i>	<b>1,500</b>	<i>Total Earned Points</i> _____	_____
<b>BRIEF WRITINGS</b>			
Writing #1 <b>Remembering Events</b>	(300 pts)		
Writing #1 Revision	(300 pts)		
Writing #2 <b>Interpreting Stories</b>	(600 pts)		
Writing #2 Revision	(600 pts)		
Writing #3 <b>Compare / Contrast</b>	(700 pts)		
Writing #3 Revision	(700 pts)		
Introductions	(300 pts)		
Business Letter	(300 pts)		
Paraphrasing	(300 pts)		
Annotated Bibliography	(400 pts)		
<i>Total Possible Points</i>	<b>4,500</b>	<i>Total Earned Points</i> _____	_____
<b>RESEARCH ESSAY</b> ( 1,500 points)		<i>Earned Points</i> _____	_____
<b>MIDTERM EXAM</b> (1,500 pts)		<i>Earned Points</i> _____	_____
<b>FINAL EXAM</b> (1,000 pts)		<i>Earned Points</i> _____	_____
<b>TOTAL POINTS (add figures in last column) 10,000</b>		_____	<b>/ 100%</b>

**PLAGIARISM**

Plagiarism is the use of someone else's work or ideas without attribution. Plagiarism in any amount or form is not tolerated in this course. The instructor has the right to issue a failing grade on the assignment; issue a failing grade for the class; withdraw the individual from the class; involve the Department Chair, Dean, and/or Academic Vice-President; require punitive assignments or other compensatory work; or implement any combination of the above. In addition, occurrences of plagiarism are greatly disturbing not only because they are disrespectful of the course and the process we are undertaking, namely for you to learn to write, but also because plagiarists disregard the hard work their classmates are performing. As diligent class members struggle to improve their writing, often with incredible work and dedication, the plagiarist finds it adequate to steal material. I am concerned with the impact such actions have on your character and future as well as the contempt it shows toward your personal education and your peers who choose to engage in honest scholarship and academic exertion. 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.

Plagiarism is (1) using someone else's *ideas* without giving credit to them (in the specific paragraph in which you use that person's ideas); (2) using someone else's *exact phrasing* without quoting them.

## **CHEATING**

Forms of cheating prohibited in the *DSC Student Rights and Responsibilities* include:

- 5.33.5.1.4.7 Substituting for another student or permitting any other person to substitute for oneself to take a test or complete an assignment.
- 5.33.5.1.4.8 Plagiarism, which is the unacknowledged (uncited) use of any other person or group's ideas or work. This includes purchased or borrowed papers.
- 5.33.5.1.4.9 Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.

## **PAPER FORMAT**

Each page of writing should be double-spaced in Times Roman font, size 12, with 1" margins on each side. If any assignment is over one page, all pages must be stapled together in the upper-left corner. The appropriate MLA format will be required, including the running header. Works Cited and other non-text pages do not accumulate toward a page total. **Written work must be submitted in the appropriate format. The instructor reserves the right to not accept written work that is not correctly formatted.** See "MLA Format" for instructions and an example of MLA style.

## **DISABILITIES**

If you suspect or are aware that you have a disability that may affect your success in the course, you are strongly encouraged to contact the Disability Resource Center (DRC) located in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations. Phone # 435-652-7516.

## **WRITING CENTER and OWL**

[http://new.dixie.edu/english/dsc\\_writing\\_center.php](http://new.dixie.edu/english/dsc_writing_center.php)

Fourth floor Holland Building

## **LIBRARY**

<http://library.dixie.edu>

New Holland Building

**COURSE SCHEDULE –FALL 2012**

<b>DATE</b>	<b>CLASS TOPIC(s)</b> (students should expect to spend class time taking notes, participating in discussions, and completing in-class assignments.)	<b>READINGS</b> (should be read before class on the day listed)	<b>ASSIGNMENT(s) DUE</b> (remember, assignments are due at the beginning of class; assignments submitted after the beginning of class may be considered tardy)
Tuesday <b>August 21</b>	Introduction / Syllabus Formatting Papers (MLA)		
Thursday Aug 23	“Remembering Events” <i>Assign Writing #1</i>	Ch. 2	<b>Assessment</b>
Tuesday Aug 28	Essay Elements Titles Prewriting	Ch. 11 Handbook	<b>Writing # 1</b> <b>Rough draft for peer review</b>
Thursday Aug 30	Thesis Statements Audience, Purpose and Tone		<b>Writing #1</b> <b>Graded draft for teacher review</b>
Tuesday <b>Sept 4</b>	Academic Reading Skills: Revising / Editing	Ch. 12:	<b>Titles</b>
Thursday Sept 6	Outlining		<b>Thesis Statements</b>
Tuesday Sept 11	“Interpreting Stories” <i>Assign Writing #2</i>	Ch. 10	<b>Writing #1 Revision</b> <b>Final draft due</b>
Thursday Sept 13	Paragraphs: Unity and Development		<b>Outlining a Reading</b>
Tuesday Sept 18	Paragraphs: Coherence Peer review		<b>Writing #2</b> <b>Rough draft for peer review</b>
Thursday Sept 20	Paragraphs: Transitions		<b>Paragraphs</b>
Tuesday Sept 25	Sentence Boundaries	H	
Thursday Sept 27	Grammatical sentences	H	<b>Writing #2</b> <b>Graded draft for teacher review</b>
Tuesday <b>Oct 2</b>	Effective sentences	H	<b>Transitions</b>
Thursday Oct 4	Word effectiveness	H	
Tuesday Oct 9	Sentence Punctuation	H	<b>Writing #2 Revision</b> <b>Final draft due</b>
Tuesday Oct 16	Mechanics <b>Review for Midterm exam</b>	H	
Thursday Oct 18	Midterm exam in class		<b>MIDTERM EXAM</b>
Tuesday Oct 23	Discuss Midterm exam scores <i>Assign Writing #3 “Comparison/ Contrast or Cause/Effect</i>	Ch. 18; Ch. 9	
Thursday	Rhetorical Styles & Paragraphs	(Ch. 14-19)	<b>Rhetorical Styles</b>

Oct 25			
Tuesday Oct 30	Peer Review		<b>Writing #3 Rough Draft For peer review</b>
Thursday <b>Nov 1</b>	Introduce Research Essay <i>Assign Research Essay</i>	Ch. 23	<b>Writing #3 Graded draft for teacher review</b>
Tuesday Nov 6	Business Letters / Memos <i>Assign Business Letter</i>		
Thursday Nov 8	Introductions/Conclusions		<b>Writing #3 Revision Final draft due</b>
Thursday Nov 15	Integrating Source Material <i>Assign log and working bibliography</i>	Ch. 23	<b>Business Letter</b>
Tuesday Nov 20	Citing Sources		<b>Introductions</b>
Tuesday Nov 27	Plagiarism		<b>Research Log Plagiarism (in class)</b>
Thursday Nov 29	Annotated Bibliographies <i>Assign Annotated Bibliography</i>	<b>Ch 25</b>	<b>Working Bibliography</b>
Tuesday <b>Dec 4</b>	Paraphrasing		<b>Annotated Bibliography Paraphrasing (in class)</b>
Thursday Dec 6	Last day of class	Ch 28	<b>Final Draft Research Essay Assessment</b>

*This schedule and the list of assignments is a plan for this class. Changes and substitutions will probably become necessary and should be expected.*

**Final exams: December 10-14** 7:30 class final time 7-9 a.m. Dec 11  
1:00 class final time 12:30 -2:30 Dec 11  
2:30 class final time 2:00 – 4:00 Dec 13

**DISRUPTIVE BEHAVIOR:** Teachers at Dixie State College 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)



