

# English 1010D & 1005, Introduction to Writing

Spring 2014

**Section 2:** MWF 9-9:50 am (HCC 340)  
MW 10-10:50 am (HCC 475)

**Section 5:** MWF 1-1:50 pm (HCC 325)  
MW 2-2:50 pm (HCC 475)

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Office Hours: MW 11-1, F 10-11

## TEXTS

**Required:** *The Norton Field Guide to Writing with Readings*, 3<sup>rd</sup> edition. R. Bullock & M. Goggin.

**Recommended:** *The Pocket Style Manual*, 6<sup>th</sup> edition. D. Hacker [or any comparable style manual]

## COURSE DESCRIPTION

You must be registered for both ENGL 1010D and the accompanying section of ENGL 1005 (e.g. if you're in section 1 of 1010D, you'll also need to be enrolled in section 1 of 1005, otherwise you won't receive credit for either). Please check Banner as soon as possible to make sure you are correctly enrolled in both sections!

**ENGL 1010** 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.

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).

**ENGL 1005, the studio portion of this course**, is required for students who enroll in ENGL 1010 with English ACT or equivalent scores of 16-18. Supports students' efforts to succeed in ENGL 1010 by teaching paragraph and essay organization and development, and skills in grammar, punctuation, and mechanics, through drafting and revising work assigned in corequisite ENGL 1010 course. Successful students will be able to write structured, developed, and coherent paragraphs and essays which are relatively free of mechanical errors and will also learn to edit and proofread their own work. Prerequisite: ACT English score 16–18 or equivalent.

**You will receive a separate grade for ENGL 1005.** Studio days are designed to provide you with extra time, space, and instructor support while working on the formal essays for ENGL 1010. The grade is based solely on attendance and participation. If you attend the studio and submit the work for that day to Canvas, you will receive credit. If you are absent, don't participate in the writing activity, or don't submit your work to Canvas, you will receive no credit for that day. You are allowed 2 unexcused absences from studios without losing points.

## BREAKDOWN OF GRADE

Unit One: Literacy Narrative	15%
Unit Two: Profile	15%
Unit Three: Product Review	20%
Unit Four: Research	30%
Unit Five: Radical Revision	10%
Final Exam	10%

Note: You must receive a final grade of **75% or higher** to complete ENGL-1010 and move on to ENGL-2010.

**Program Learning Outcomes:** Introduces the following program learning outcomes: PLO1=Critical Strategies; PLO2=Cultural and Ideological Awareness; PLO3=Collaborative Learning; PLO4=Research and Information Literacy; and PLO5= Professional Development-Full Program Outcomes can be found at: <http://www.dixie.edu/english/.php>

**Course Learning Outcomes:** By the end of English 1010, students will demonstrate their ability to:

**(READING/THINKING OUTCOMES)**

1. Identify a writer's purpose/thesis. (PLO1, 5)
2. Understand a writer's organization and structure. (PLO1, 5)
3. Recognize a writer's tone, i.e., an author's attitude toward subject and audience. (PLO 1, 2, 5)
4. Assess the effectiveness of a writer's presentation of detail in support of a main idea. (PLO 1, 4, 5)
5. Analyze a writer's possible underlying assumptions and biases. (PLO 1, 2, 4, 5)
6. Recognize and avoid fallacies in reasoning. (PLO1, 2, 4, 5)
7. Use relevant, convincing, and sufficient evidence and logic. (PLO1, 2, 4, 5)

**(WRITING OUTCOMES)**

1. Assess the relationship of writers to audience and purpose. (PLO1, 2, 4, 5)
2. Understand the value of the writing process as it can happen in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading. (PLO1, 3, 4, 5)
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material. (PLO1, 4, 5)
4. Use strategies for creating effective overall structure, including the use of categories, topic sentences, transitions, parallel structure, and repeated key words and synonyms. (PLO1, 4, 5)
5. Know and use developmental strategies necessary to write individual paragraphs and the paper as a whole. (PLO1, 4, 5)
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions. (PLO 1, 4, 5)
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. (PLO 1, 2, 3, 4, 5)
8. Compose concluding paragraphs that give a sense of closure. (PLO 1, 2, 3, 4, 5)
9. Recognize and avoid fragments, run-ons, fused sentences/comma splices, faulty modifiers, and problems with subject/verb agreement and pronoun agreement. (PLO 1, 4, 5)
10. Consistently use punctuation and mechanics in a manner consistent with standard written English. (PLO 1, 4, 5)
11. Understand choices related to style, emphasis, and sentence variety. (PLO1, 4, 5)

**(RESEARCH OUTCOMES)**

1. Critically assess research information and incorporate such research into their papers. (PLO4, 5)
2. Paraphrase, summarize, and quote source material in their own writing. (PLO 4, 5)
3. Understand and avoid plagiarism. (PLO4, 5)
4. Know when and how to use the following methods of incorporation: (PLO4, 5)
  - 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. (PLO4, 5)
6. Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form. (PLO 4, 5)
7. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper. (PLO4, 5)

**Methods of Assessment:**

**Formative Assessment Methods**

Preparation Checks: Students will periodically show their completion of the stages of the writing process.

In-Class Writing: Students will be asked to write at least one in-class essay, partly to learn about strategies of on-the-spot writing, and partly to verify that their out-of-class writing is indeed their own.

**Summative Assessment Methods**

Essays: Students in this course will write a minimum of 4 essays, totaling at least 4,500 words:

- o Two of which must be approximately 5 pages in length (1,250 words).
- o One of which must be at least a 5-page research essay that incorporates sources.
- o No more than one of which will be a narrative essay.

**Value-Added Assessment Method**

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

**CLASSWORK AND PROJECTS**

Each writing assignment, whether formal or informal, must be submitted to Canvas by its due date to receive full credit. *Formal writing assignments* are given an evaluative grade (A through F), and *informal writing assignments* are given points simply for being complete and on time. Occasionally, you will be asked to bring a print-out of an assignment to class to facilitate workshops and activities, but only documents uploaded to Canvas will be graded. Please do not email any assignments to me for a grade (if you have a question about your writing, then emailing it to me is fine, but it won't be considered "turned in" until it's uploaded to Canvas).

**Writing Assignments:** You will produce SEVEN formal written products over the course of the semester. On the course schedule, these are usually referred to as "Final Drafts":

- 1) **Literacy Narrative** – 4-5 pages
- 2) **Profile** – 4-5 pages
- 3) **Product Review, Part 1** – 2-3 pages
- 4) **Product Review, Part 2** – 2-3 pages (review of the same product, but for a different audience)
- 5) **Thesis-Driven Research Paper** – 5-6 pages
- 6) **Radical Revision (and Presentation):** You will select an essay and radically revise it into a different genre. And then you will give a five-minute presentation to the class on your radical revision. Details to follow.
- 7) **Final Exam:** 2-3 pages, written in class (two-hour window). You will be asked to write a full-length essay on one of four prompts. The essay will be based on your own experiences and opinions and will not require outside research.

**Rough Drafts:** Also called *first* drafts. Full credit will be given to drafts that are complete and turned in on time. Rough drafts will be used in workshops, peer feedback, writing prompts, and revision activities, so it is important you submit your rough draft to Canvas by the due date and bring in a print-out of the draft each day. **Bring your latest draft with you to every class, workshop, and writing studio.**

**Final Drafts:** Final drafts are usually due a week after the rough draft. Final drafts will be given an evaluative grade (A through F) based on the quality of the writing. Final drafts should be revised versions of your rough drafts, and they should display your best efforts.

**Reflective Cover Letters:** When you submit the final draft of each essay, you will also need to submit (to Canvas) a **one-page** cover letter, where you consider some of the following questions: In completing this essay, what did you learn about your writing process? What pleases or displeases you the most with your final draft? In what ways did the essay evolve from the first to the final draft? What readings, workshops, or discussions helped you with crafting this essay? If you choose to revise this for your final portfolio, what might you do with it?

**In-Class Activities:** Occasionally, we will do in-class activities. You may only receive points for being present in class and participating in the activity. Excused absences will receive full credit. These often consist of informal writing assignments or group activities. Note: All lab days include an in-class activity.

**Reading Responses:** Many of the essays we read from the *Norton Field Guide* will require a reading response to be written and uploaded before class begins. Check Canvas to see which of the readings will require a response. If no specific instructions are given in Canvas, then just write a one-paragraph summary and one-to-two paragraph general response (what you liked or didn't like, what you learned about the topic or the genre or the craft of writing, how this essay might apply to the essay you're currently writing, what surprised you, etc.).

**Miscellaneous Assignments:** You will occasionally be asked to write such things as proposals or observations or annotated bibliographies outside of class. Instructions will be posted with the assignments on Canvas.

**Revisions:** If you are unsatisfied with your grade on a *final* draft, you may *substantially* revise the draft and resubmit it within two weeks of receiving your grade. You must also write a cover letter discussing what you revised. Revised essays may receive up to one full letter grade increase.

**COURSE POLICIES AND EXPECTATIONS**

**Group Work:** This class is set up as a writing community. Mine is only one of many important opinions in the classroom. You will be working with each other during all steps of the writing process, from pitching ideas, to evaluating each other's research materials, to reading and commenting on essay drafts. Groups are informal and intended to provide a relaxed, non-confrontational arena to discuss your writing. Nothing you do in a group will be graded or evaluated, but you are expected to be present, polite, and productive when working with your group. Students will select their own groups, but the instructor may rearrange them based on the needs of the class.

**Workshops:** There are two types of workshops: in-class and online. **In-class workshops:** plan on bringing at least two copies of your latest draft (unless otherwise instructed). **Online workshops:** held in lieu of an in-class meeting. These are asynchronous workshops held via Canvas. Failure to participate in online workshops will result in an absence for that day and loss of workshop or participation points. Drafts posted late will also lose points since it inconveniences your group members who are trying to comment on them by the deadline.

**Participation:** I'm asking for your commitment to this course in many ways: as a full participant in daily work, as an inquisitive, critical reader of the texts and your colleagues' work, and as a thoughtful, investigative writer. This course—what you get out of it and what others get out of it—depends on you being here, consistently, ready to participate and with the reading done for that day. Please don't rob yourself by taking this course at a time when you can't put your all into it. It is imperative that you attend class each day having read the material for that day and ready to participate in all aspects of the class: writing, reading, discussion, and workshops.

**Writing Studios (ENGL-1005):** Studios are like any other class day with the same attendance and participation policies. Please come prepared to these studios with all of your reading and writing materials (pen, paper, thumb drive, textbook, latest draft of the current assignment, and a folder with all of your previously submitted writing assignments). Studio time will be used to assist you with your ENGL 1010 writing projects and may include small-group workshops, informal writing prompts, one-on-one conferences, and free time to work on your essays.

**Scheduled "No Class" Days:** Occasionally, the syllabus will indicate "No Class" days with online workshops, individual conferences, or work days scheduled in their place. These are *not* free days. Failure to participate in the scheduled "No Class" activity will result in an absence for that day. I will need to see evidence of your participation for that day, such as online postings, journal notes, or revised drafts (depending on the "no class" activity").

**Late Paper Policy:** Final drafts of formal writing assignments will be lowered one full letter grade for every calendar day that they are late. Informal writing assignments, such as explorations, will not be accepted late for credit. The midterm and final exam must be completed on the scheduled day to receive credit. No early, late, or remote exams will be allowed.

**Attendance Policy:** You are allowed three unexcused absences during the semester. After five unexcused absences, your final grade for the course will be lowered by one-third of a grade (e.g., from a B+ to a B) for each additional unexcused absence. Absences are only considered "excused" for documented school functions, such as performing in a musical event, traveling for a sporting competition, and so on. You must provide a signed letter from your faculty or staff advisor (e.g. coach, choir director, etc.). See <http://www.dixie.edu/humanres/policy/sec5/523.html> for details. All other absences, such as those due to illness, are still considered "unexcused."

**Dmail:** You are required to frequently check your Dmail account. Important class and college information will be sent to your Dmail account, including DSU bills, financial aid/scholarship notices, notices of cancelled classes, reminders of important dates and deadlines, and other information critical to your success at DSU and in your courses. To access your Dmail account, visit [go.dixie.edu/dmail](http://go.dixie.edu/dmail). If you do not know your Dmail username or you have forgotten your PIN, visit [go.dixie.edu/mydixie](http://go.dixie.edu/mydixie) and follow the respective instructions.

**Research Practices:** In the event than an assignment calls for field-based research—observations, interviews, or surveys—it must be conducted safely and ethically, and you cannot conduct research on or participate in any illegal activities (e.g. it's okay to interview a doctor about the effects of alcohol consumption on minors, but it's not okay to give beer to your underage friends and then take notes on their behavior). Your data must protect the privacy and confidentiality of your research subjects and can only be used within the context of *this* class.

**Classroom Conduct:** Things that disrupt the classroom and might adversely affect your grade:

- *Using Cellphones or Devices*
- *Tardiness:* Being tardy three times will count as one unexcused absence
- *Leaving Class Early:* Please let me know if you must leave early. Same policy as “tardiness” applies
- *Using Computers/Laptops:* Computers may only be used as instructed to complete in-class writing activities
- *Disruptive Behavior:* DSU Policy 34.2: "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."

**WRITING AND LEARNING SUPPORT**

*The Writing Center:* Dixie State’s Writing Center is free for all students in all courses. A consultant will work with you at any stage: generating ideas, developing your ideas, revising a draft, and so on. When you go, be sure to bring a copy of the assignment sheet and a draft of the writing project you're working on. (435) 652-7629. Holland 421.  
**dixiewritingcenter.com.**

*Access Services/Documented 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) in the North Plaza Building. The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations.  
 Phone: 435-652-7516

*Other Important Links:*

- **IT Student Help Desk:** [dixie.edu/helpdesk](http://dixie.edu/helpdesk)
- **Library:** [library.dixie.edu](http://library.dixie.edu)
- **Testing Center:** [dixie.edu/testing](http://dixie.edu/testing)
- **Tutoring Center:** [dixie.edu/tutoring](http://dixie.edu/tutoring)

**Important Dates: Please log into Canvas daily to see assignment instructions and due dates.** Occasionally, I will modify or cancel assignments or extend due dates, so it is important to check upcoming assignments regularly.

Jan 6	<b>First Day of Class</b>
Jan 9	Last Day to Waitlist
Jan 10	Last Day to Add Without Signature
<b>Jan 20</b>	<b>Martin Luther King Jr. Day (No Classes)</b>
Jan 27	Last Day to drop without receiving a "W" grade
Jan 29	Courses dropped for non-payment
Jan 31	Last Day to Add/Audit
<b>Feb 17</b>	<b>President's Day (No Class)</b>
Feb 28	Last Day to Drop Individual Class
<b>Mar 10-14</b>	<b>Spring Break (No Class)</b>
Mar 28	Last Day for Complete Withdrawal
Apr 23	<b>Last Day of Class:</b> All revisions and late assignments due by start of class
Apr 25	<b>Final Exam:</b> Noon to 2:00 pm (Section 5, the 1 o'clock class)
Apr 30	<b>Final Exam:</b> 10:00 am to Noon (Section 2, the 9 o'clock class)

**Additional Info & Resources:** Please visit <http://www.dixie.edu/reg/syllabus/> for comprehensive information on the Semester Dates, the Final Exam Schedule, University resources such as the library, Disability Resource Center, IT Student Help Desk, Online Writing Lab, Testing Center, Tutoring Center, and Writing Center. In addition, please review DSU policies and statements with regards to Academic Integrity, Disruptive Behavior and Absences related to university functions.