

English 1010: Introduction to Writing

Fall 2014 (08/25–12/19)
Location: McDonald 207

Section: 06 40264
Time: MWF 9:00 - 9:50

Instructor: Sherilynn Moody-Bouwhuis
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Office hours: MW 10:50-11:20
F 10:50-11:50
also available by appointment

*"Education is not the filling of a pail, but the lighting of a fire."
William Butler Yeats*

Advice From Your Instructor

As your teacher, I want you to succeed in this class and in your college career. Please do not hesitate to come to me if you have questions about the course material or if you just want to chat. The best way to contact me is through e-mail or to stop by during my office hours (listed above).

A large part of being successful in university courses depends upon your own personal responsibility. Do your homework. Come to class on time. Come talk to me whenever you have questions or concerns. My door and my e-mail inbox are always open to my students.

Finally, please note that the final exam for this class is on **Friday, December 19th**, from 9:30-11:30. Please do not make other plans for this day and time as attendance is mandatory.

Texts & Materials

Required Text:

- [How to Write Anything: A Guide and Reference with Readings](#), 2nd edition by John J Ruszkiewicz and Jay Dolmage

Other Materials:

- 1 Scantron for final exam

Class Description

English 1010 partially fulfills the 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)

English Department Objectives and 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.

Composition Course Objectives and Mission Statement	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.
General Minimum Writing Requirements for this Course	<p>Students in this course will accomplish the following:</p> <ul style="list-style-type: none"> • Write a minimum of 4 essays: <ul style="list-style-type: none"> 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).
Attendance	<p>Attending class and participating in classroom activities and discussions are vital to the learning process and your understanding of the concepts and assignments for which you will be held responsible. As such, I expect you to attend class and participate with questions and comments. It is not enough to simply show up for class – you must be actively engaged in the day's material and discussion.</p> <p>At some time a circumstance may arise that requires you to miss class. I expect that you will arrange to hand in any assignments due on the day of your absence before class. Unless the absence is due to legitimate university business (and I receive proper documentation before the absence), you will not be allowed to make up any points or assignments done in class on the day you miss.</p>
Writing Conferences	<p>We will have one required writing conference during the semester. To receive full credit for attendance, students must arrive at the conference time for which they sign-up. I conduct these meetings in my office on an individual basis.</p> <p><i>Do not wait for conferences if you need help; please feel free to meet with me at any time. I am happy to help—just come see me.</i></p>
Late Work	<p>All papers and assignments are to be turned by the beginning of class on the day they are due. These assignments must be complete and done in the required format. Late work will receive a full letter grade reduction for each day it is late. If you know you will be missing a due date, please turn the assignment in early. Extenuating circumstances will be dealt with on an individual basis, but I reserve the right to penalize late work.</p>
If You Stop Attending Class	<p>If you stop attending class, it is your responsibility to drop the class before that semester's drop deadline. This deadline date can be found at the DSC homepage (www.dixie.edu), on the left column, under the heading "Quick Links." Click on the given semester's class schedule.</p>

Classroom Environment

Attendance means “to attend.” In other words, students should pay attention and participate in class activities. Those who arrive unprepared, who sleep, who text, or who otherwise fail to be engaged in the class may be counted as absent and may be asked to leave the classroom.

In this class, we will have critical academic discussions on a variety of topics, some of which you may agree with, and some of which you may disagree with. Each person is entitled to his or her own opinions and to the respect of everyone else in the class (you don’t have to agree with me or with each other, but we all must show courtesy and respect to one another). You are expected to help maintain an environment where others feel comfortable participating. I do not tolerate racist, sexist, homophobic, or any other kind of discriminatory language in class. Again, be as polite and professional to me and your classmates as I plan to be to you.

Students With 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 (Phone number: 435-652-7516). The disability will be evaluated and eligible students will receive assistance in obtaining reasonable accommodations.

I am happy to work with each student in this class. Students who have disabilities are encouraged to contact the Disability Resource Center as soon as possible so appropriate accommodations can be put in place.

Academic Honesty and Avoiding Plagiarism

Allyn and Bacon explain that “*plagiarism* occurs whenever you take someone else’s work and pass it off as your own. Plagiarism has two forms: borrowing another person’s ideas without giving credit through proper citation and borrowing another writer’s language without giving credit through quotation marks or block indentation” (624).

We will cover proper citation strategies during the course of the semester. Simply remember that if you did not come up with the information from personal experiences, then readers need to know where the information comes from. Reading on the Internet does not count as personal experience. Information from the Internet as well as all other outside sources must be properly cited. All researched information must be properly cited for this class using MLA style citations.

For citation information, check in your textbook or access the Dixie State College Research Paper Guide at <http://dsc.dixie.edu/owl>.

The Dixie State Policies and Procedures Manual (DSPP) can be found at this link: <http://www.dixie.edu/humanres/polstu.html> and sets the standards for academic conduct, for sanctions, and for appeals.

Please understand that I take plagiarism very seriously. It is an abuse of my trust as well as a substantial violation of the university’s Code of Conduct. Papers that are plagiarized will receive a zero, will be ineligible for inclusion in the final portfolio, and may also result in additional sanctions.

Grading Scale

The following grade scale will be used in this course:

A	95-100%	C+	77-79%
A-	90-94%	C	73-76%
B+	87-89%	C-	70-72%
B	83-86%	D	60-69%
B-	80-82%	F	Below 60%

Grading Policy

Your overall course grade will be determined as follows:

15%

Attendance and Participation: consistent attendance and regular participation are essential components in composition courses. Thus, students 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. Students who arrive late are responsible for approaching me **after class** to have the absent mark changed to a tardy mark.

25%

Quizzes, homework, prep work, and other miscellaneous assignments: quizzes may check students' preparation for in-class activities or may review material previously presented. Prep and planning sheets may be assigned to assist in class discussion. Other assignments will be included at the instructor's discretion.

25%

Essay rough drafts and peer review participation: Rough drafts are to be complete, properly formatted, and brought to class when due in order to participate in peer review.

10%

Final Exam: students will write a short in-class essay and answer questions regarding the information covered during the semester.

25%

Portfolio: students will produce four polished essays that demonstrate their competence in critical thinking, research, argumentation, and composition. These final essays will be maintained in a writing portfolio as evidence of the student's level of writing skill achieved. The portfolio will also include a short personal reflective essay.

Portfolios

It is essential to keep all rough and graded drafts.

Work I have never seen before will **NOT** be accepted as a portion of your portfolio. Graded drafts, at the very least, must be included. If you did not produce the work that led up to the final draft, then the final draft will be assigned a zero.

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, 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 use 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, 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, whether the plagiarism is deliberate or not, will receive a zero and further action may be taken by the instructor and the college, according to college policy. Absence from class is not an excuse for accidentally plagiarizing in an essay. This information will be thoroughly covered. If you are confused, it is your responsibility to seek help. Giving others credit for their ideas is an ethical responsibility.

Extra Credit

Extra Credit is not available on demand. There may be extra credit opportunities available throughout the term, but please do not expect to use extra credit to make-up for missed points.

Student Support Services

Library: <http://library.dixie.edu>
 Testing Center: <http://www.dixie.edu/testing/>
 Writing Center & OWL: <http://dixiewritingcenter.com/>
 Tutoring Center: <http://dsc.dixie.edu/tutoring>

Hints for Success: Come to class ready to participate. Print or submit assignments early – the printer knows when you have a paper due in fifteen minutes and will either jam or run out of ink. Read this syllabus and refer back to it throughout the course. Read the assignments carefully and critically; if you still don't understand something – ASK! Be respectful towards everyone in the class. Give your assignments directly to me; I will not be responsible for any papers that were mangled, chewed up, or used to swat bugs because they were left under a door or in care of someone else. Use the Writing Center – you have access to trained tutors to help you with your writing (and it's FREE!). Come talk to me whenever you have problems or concerns; for the next fifteen weeks, your learning is my top priority.

English 1010 Course Schedule

Aug. 25	Course Overview and Pre-test Writing the Diagnostic Essay	Secure a copy of the textbook Complete your List of 5+ writing/grammar/usage questions
Aug. 27	List of 5+ Questions Due Identify your Purpose for writing Writing for your Audience	Complete the Diagnostic Essay 📖 E-mails pages 310-315 📖 Style pages 432-443
Aug. 29	Diagnostic Essay Due Style in Writing Writing a sample e-mail Writing the Exploratory Narrative Essay	📖 Narratives pages 4-17
Sept. 1	Labor Day—No Class	
Sept. 3	Narrative Writing 📖 Discussion of “The Pink Floyd Night School”	Complete E-mail and post to Discussion Thread in Canvas 📖 Narratives pages 18-22
Sept. 5	E-mail Due Point of View Active vs. Passive Voice	📖 Example essays: “Check. Mate?” pages 29-34, from <i>Persepolis</i> pages 35-42
Sept. 8	📖 Discussion of readings	📖 Example essay: <i>Rumblefish</i> pages 642-652 📖 Peer Editing pages 458-462
Sept. 10	📖 Discussion of reading Peer Review Strategies	Complete Rough Draft of Narrative Essay
Sept. 12	◆Rough Draft: Narrative Essay Due Peer Review of Narrative Essay	Complete Graded Draft of Narrative Essay
Sept. 15	◆Graded Draft: Narrative Essay Due Critical Reading	📖 Smart Reading pages 365-371
Sept. 17	Introduction to Analysis	📖 Literary Analyses pages 206-216
Sept. 19	📖 Discussion of “Authentic Beauty in Morrison’s <i>The Bluest Eye</i> ”	📖 Introductions pages 420-424 📖 Conclusions pages 425-427
Sept. 22	Introductions and Conclusions Introduction to Film Analysis	📖 Literary Analyses pages 217-219 📖 Example essay: “CinderBella: Twilight, Fairy Tales, and the Twenty-First-Century American Dream” pages 935-959
Sept. 24	Writing the Film Analysis paper	📖 Literary Analyses pages 220-223
Sept. 26	Selecting a focus for analysis	📖 Thesis pages 393-397

Sept. 29	Thesis Statements	📖 Literary Analyses pages 226-230
Oct. 1	Organizing your paper	Write a Working Thesis Statement
Oct. 3	Working Thesis Statement Due	📖 Paragraphs pages 412-415 📖 Transitions pages 416-419
Oct. 6	Paragraphs and Transitions	Complete Rough Draft of Film Analysis
Oct. 8	♦ Rough Draft: Film Analysis Due Peer Review of Essay Draft	Complete Graded Draft of Film Analysis
Oct. 10	♦ Graded Draft of Film Analysis Due Plagiarism	📖 Summarizing Sources pages 491-493 📖 Paraphrasing Sources pages 494-496
Oct. 13	Quoting, Paraphrasing, and Summarizing	Complete Plagiarism Quiz
Oct. 15	Midterm Plagiarism Quiz Due	
Oct. 17	Fall Break—No Class	
Oct. 20	Writing the Informational Report	📖 Reports pages 44-53 📖 Evaluating Sources pages 482-486
Oct. 22	Objective Tone and Style Finding and Critiquing Sources	📖 Example Reading: “The Truth about Autism: Scientists Reconsider What They <i>Think</i> They Know” pages 691-702
Oct. 24	📖 Discussion of readings	📖 Documenting Sources pages 501-502 📖 Reports pages 54-60
Oct. 27	Attributing Sources Organizing the Essay	Complete Rough Draft of the Informational Report
Oct. 29	♦ Rough Draft: Informational Report Due Peer Review of Informational Report	Complete Graded Draft of the Informational Report
Oct. 31	♦ Graded Draft: Informational Report Due	
Nov. 3	<i>Student Conferences—No Class</i>	
Nov. 5	<i>Student Conferences—No Class</i>	📖 Causal Analyses pages 138-148
Nov. 7	Writing the Causal Analysis Research Paper 📖 Discussion of “Global Warming and the Sun”	📖 Causal Analyses pages 149-151
Nov. 10	Understanding Cause and Effect Ethical Research	📖 Example Reading: “The Politics of Pants” pages 170-174
Nov. 12	📖 Discussion of reading	📖 Example Reading: “Is Google Making Us Stupid?” pages 800-810
Nov. 14	📖 Discussion of reading	
Nov. 17	Academic Journals and Peer Reviewed Sources	📖 MLA Documentation and Format pages 503-528
Nov. 19	MLA citations	Complete Bibliography of Sources for the Causal Analysis Research Essay 📖 Integrating Sources into Your Work pages 497-500
Nov. 21	Bibliography of Sources Due Integrating Sources	
Nov. 24	Research Day	Complete Rough Draft of Causal Analysis Research Essay
Nov. 26	Thanksgiving Break	
Nov. 28	Thanksgiving Break	
Dec. 1	♦ Rough Draft: Causal Analysis Research Essay Due In-Class Peer Review	
Dec. 3	Academic tone	Complete Graded Draft of Causal Analysis Research Essay
Dec. 5	♦ Graded Draft: Causal Analysis Research Essay Due Completing the Portfolio	📖 Evaluations pages 106-108 📖 Evaluations pages 117-125
Dec. 8	Evaluative Writing Writing the Semester Evaluation	📖 Example essay: “A Word from My Anti-Phone Soapbox”
Dec. 10	📖 Discussion of reading	Finish Final Portfolio
Dec. 12	Preparing for Essay Exams Review for the Final Exam ♦ Final Portfolio due by midnight	

Dec. 15-19	<i>Final Exams Week</i> Friday, December 19th 9:30-11:30 Remember to bring a Scantron!	
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Please be aware that this schedule is subject to change in order to best accommodate the needs of our class.