ENGLISH 1010-04 – INTRODUCTION TO WRITING
SPRING 2010

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Office: McDonald Center 115
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Office Hours: M-F 10 a.m. – 10:50 a.m.
I am also available by appointment.
(Please feel free to contact me if the above options do not work for you.)

E-mail: wadsworth@dixie.edu
In all emails, include your name and English 1010 in the subject line

Class Location: McDonald Center 102
Class Time: M-W-F 8 a.m. – 8:50 a.m.
Course Prerequisite: Proper placement scores or a passing grade in English 0990 or 0991
Corequisites: If you have not already taken – and passed – Library 1010, you need to
sign up for it and take it along with this English course.

What will you need for this course?

Required Text


Supplemental Text

The Writer's Pocket Handbook by Rosa and Eschholz

Other required resources:

- A Dixie College e-mail account
- A blogspot.com blog (required journal entries will be in the form of a blog)
- An official Dixie College computer username and password (with many
  “prints” in your account)
- A college level dictionary and thesaurus (consider the paperback combo in
  bookstore)
- 1 flash memory sticks (put your name, phone and e-mail address on it)
- 4 document clips (ie. “wing” clips)
- A mini stapler to fit in your book bag (optional, but highly recommended -
  $2.00?)
• A planning calendar (optional—but a great idea if you don’t already use one)

Course Description:

This course will be part workshop, part discussion, and part lecture. This means that, several times throughout this term, you will be an active participant. We will focus just as much on the process of writing as on the final product of each paper. The main purpose of English 1010 is to help you gain a solid foundation in writing, by helping you improve your ability to meet written communication demands in college, on the job, and as a citizen. This course will also help you become a better, clearer thinker – in ways that will help you within college, and beyond.

The course will also provide you with frequent occasions to read, discuss, write, and revise the different types of exposition, using several rhetorical strategies such as description, narration, process, cause/effect, comparison/contrast, classification, definition, and argumentation. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

General Minimum Writing Requirements:

Students in this course will:
• Write a minimum of four essays:
  o Two essays must be approximately five pages in length (1,250 words).
  o One essay must be at least a five-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).
  o Write at least one graded, in-class essay.
  o Write no more than one narrative essay.
  o Engage in opportunities to draft and revise; receive instructor feedback on early drafts (such as non-graded first drafts).
  o Write a total of at least 18 pages (4500 words) over the course of the semester.

Specific Objectives of the Course:

GOALS AND OBJECTIVES
READING/THINKING

• Identify a writer’s purpose/thesis.
• Understand a writer’s organization and structure.
• Recognize a writer’s tone, i.e., an author’s attitude toward subject and audience.
• Assess the effectiveness of a writer’s presentation of detail in support of a main idea.
• Analyze a writer’s possible underlying assumptions and biases.
• Recognize and avoid fallacies in reasoning.
- Use relevant, convincing, and sufficient evidence and logic.

WRITING PRINCIPLES

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

RESEARCH AND SOURCE-SUPPORTED WRITING

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

- Critically assess research information and incorporate such research into their papers.
- Paraphrase, summarize, and quote source material in their own writing.
- Understand and avoid plagiarism.
- Know when and how to use the following methods of incorporation:
  - Introduction of quotations and paraphrases
  - Use of quotation marks, brackets, and ellipses
  - Use of long quotations
  - Use of passages combining paraphrases and quotations
  - Proper forms for documenting and citing of sources
- 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.
- Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form.
- Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper.
NOTE: Students must have completed LIB 1010 prior to enrolling in ENGL 1010, or they must enroll in LIB 1010 concurrent with taking ENGL 1010.

The essays:

With the exception of prewriting, freewriting, notes, and homework assignments, please computer print all drafts of essays. When handing in a draft, please format your essays in the following:

Be sure to save all pre-writing, early drafts and final drafts! All final and revised drafts must be submitted with each previous draft that I’ve commented on. When you submit an essay, I would like you to clip together the following elements:

<table>
<thead>
<tr>
<th>TOP →</th>
<th>Best draft</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First draft(s) with my comments</td>
</tr>
<tr>
<td></td>
<td>First draft(s) with peer comments from workshops</td>
</tr>
<tr>
<td></td>
<td>Any freewriting you've done</td>
</tr>
</tbody>
</table>

| BOTTOM → | Any prewriting you've done (and/or topic sheet) |

I encourage you to have at least one back up copy of every draft of every essay. This is a good idea for two reasons:

1) you may have computer problems and lose entire essays
2) you may misplace an essay or a computer disk.

Please trust me on this – back up every revision of every essay!

Once you decide on an essay topic and focus, I ask that you carry through with that topic. Because I have had plagiarism problems with students, you may not change topics midway through a paper. Therefore, choose each paper’s topic and approach very carefully.
Can you turn assignments in late?

All essays and drafts are due when noted in the syllabus. Final drafts submitted up to three days late will be reduced by a full letter grade. Each three-day period after that results in another letter reduction. (If a legitimate emergency causes you to be late on a final draft of an essay, let me know about it as soon as is humanly possible.)

Attendance and timeliness:

Because attendance is crucial to learning the tools and knowledge that you will need to grow as a writer, attendance in all class sessions is mandatory. In this class, you will be working in groups, and the daily in-class work and discussions will be essential to the essays that you will write for this course. Also, the writing assignments and sample essays will be given and discussed in class. Missing such days puts you at a distinct disadvantage before you even begin your task.

I realize that “life happens,” and you may occasionally miss one or two classes. However, please know that you are still responsible for knowing the material that is covered in all class sessions (even if you miss due to a good reason.) If you must be absent—due to a severe illness, work conflict, death in the family, etc.—please try to let me know before class if possible [preferably by phone: 435-879-4246 (office) or 435-531-3315 (cell)].

Dixie State College’s policy for absences related to college functions is at the following URL: http://www.dixie.edu/humanres/policy/sec5/523.html.

If you are absent on the day a paper is due, have a friend or classmate turn it in for you. Since you will have much time to complete every paper, illnesses need not interfere with getting them in on time.

A Note about Peer-Workshop Days: I will ask you to leave class (and you will be considered absent) if you come to peer workshop days unprepared. Being prepared means 3 things:

1) Come to peer response days on time.
2) Come with a genuine effort (not a perfect effort).
   → Hurried, half-baked drafts will not be helpful to you or your peers.
3) Bring three copies (for you and your peer-group members).

Again, in this class, your active participation is essential! In a workshop class, your classmates need you here and you need to be here. There is no easy way to duplicate class instructions, discussions and workshops. Missing class can result in problems that show up in your writing. And believe it or not, we will occasionally have FUN in here and I’d hate for you to miss out!

Grading

There will be a clear grading rubric for every paper. I will not take off points just because I feel like it. I will follow the rubric.
Grading Scale

A  93-100
A- 90-92
B+ 87-89
B  83-86
B- 80-82
C+ 77-79
C  73-76
C- 70-72
D+ 67-69
D  63-66
D- 60-62
F  59 and below

NOTE: Please keep in mind that I do not expect you to come to this class a strong writer. We all learn to write, and our writing improves over a period of time and with much effort. Good writing is a skill which, in spite of tremendous effort and improvement, takes some of us longer than others to achieve. Thus, I have implemented many opportunities for revision so that you will not be penalized for needing to grow and improve.

If at any point in the semester, you are concerned about how you are doing, please feel free to come and talk with me. Please also fill out the self-appraisal sheet once a week. This will help you know where your grade is at all times.

Plagiarism – Serious Stuff that Can Get You in Serious Trouble

Under the “Student Rights and Responsibilities Code,” Section 33.5.1.4 on Dixie’s home page, plagiarism is thoroughly defined. Please access this page and read the definition carefully: http://www.dixie.edu/humanres/polstu.html Note that plagiarism includes cheating, such as “copying from another student’s test papers”; “using materials during a test not authorized by the person giving the test”; “collaborating with any other person during a test [or quiz]”; “soliciting or receiving unauthorized information about any test”; “using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity”; and “collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.”

The Dixie State College Research Paper Guide contains a more concise definition: plagiarism is “an act of willfully or carelessly attempting to pass off as one’s own work the words (oral or written) of someone else” (6). You can buy the Dixie State College Research Guide in the bookstore, you can access the online research paper guide at http://dsc.dixie.edu/owl, you can refer to the link on DSC’s web page http://www.dixie.edu/humanres/polstu.html, or you can talk to me. Your understanding of this concept is essential because plagiarism is grounds for failure in this course.
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.

What is plagiarism? It is either:

1. Using someone else’s ideas without giving credit to him/her (in the specific paragraph in which you use that person’s ideas).
   
   → It is good to use this method for paraphrasing: Jones explains [idea in your own words] (172).

OR, plagiarism is also:

1) Using someone else’s words without quoting them.

→ Use this method for direct quotations: Giles wrote, “Yada yada yada” (167).

If you are ever unsure about any possible offense regarding plagiarism, it is always better if you bring it to my attention while you are drafting your essay (rather than my discovering something suspicious on my own, in your final draft). Feel free to stop by my office for help in using outside sources in your writing.

Dixie State College academic dishonest policy:

Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person’s work as one’s own, and cheating on exams or quizzes. Teachers at Dixie State College may discipline students proven guilty of academic dishonesty by:

- Giving a failing grade on the specific assignment where dishonesty occurred,
- Failing the student in the entire course,
- Immediately dismissing and removing the student from the course, and/or
- Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

Use of Your D-Mail E-mail Account:

Occasionally, your instructors will e-mail you (and/or your entire class) about important assignment and/or class information, and they will use your official DSC e-mail account to do so. So, be sure to check it often.

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 can be found at the below web link.
The Writing Center

The Writing Center is located in the Browning Bldg. Call 652.7743 for hours and more information or visit http://new.dixie.edu/english/dsc_writing_center.php.

Val A. Browning Library: http://library.dixie.edu

Tutoring Center: http://dsc.dixie.edu/tutoring/

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.

Spring 2010 Important Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>Jan 11</td>
<td>Classwork Starts</td>
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<tr>
<td>Jan 13</td>
<td>Last Day to Add Without Signature</td>
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<tr>
<td>Jan 18</td>
<td>Martin Luther King Jr. Day</td>
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<tr>
<td>Jan 19</td>
<td>Drop fee begins ($10 per class)</td>
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<tr>
<td>Jan 26</td>
<td>$50 Late Registration/Payment Fee</td>
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<tr>
<td>Feb 2</td>
<td>Last Day for Refund</td>
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<tr>
<td>Feb 2</td>
<td>Last Day to drop without receiving a &quot;W&quot; grade</td>
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<tr>
<td>Feb 3</td>
<td>Courses dropped for non-payment</td>
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<tr>
<td>Feb 5</td>
<td>Last Day to ADD Classes</td>
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<tr>
<td>Feb 15</td>
<td>President's Day</td>
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<tr>
<td>Mar 5</td>
<td>Last Day to DROP/AUDIT Classes</td>
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<tr>
<td>Mar 8-12</td>
<td>Spring Break</td>
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<tr>
<td>Apr 2</td>
<td>Last Day for Complete Withdrawal</td>
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<tr>
<td>Apr 29</td>
<td>Classwork Ends</td>
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<tr>
<td>Apr 30</td>
<td>Final Exams</td>
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<tr>
<td>May 3-6</td>
<td>Final Exams</td>
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Coursework/Self-Appraisal Sheet

<table>
<thead>
<tr>
<th>Assignment Name (Due Date)</th>
<th>Points Possible</th>
<th>Points Earned</th>
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<tr>
<td>Department Pre-Test</td>
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<td>Diagnostic Essay (Fri., Jan. 15)</td>
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<tr>
<td>Journal (Blog entries)</td>
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<td>[10 points per week (5 points per entry, 2 entries per week)]</td>
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<td>These entries will be a way for you to write about your ideas.</td>
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<td>The will not be graded for grammar, clarity, etc. You will</td>
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<td>receive points for writing entries when they are assigned.</td>
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<td>Week 1 (10)</td>
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<td>Week 15 (10)</td>
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<tr>
<td>Analytical Narrative (Mon., Feb. 1)</td>
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<tr>
<td>Mini-lesson (varies: schedule on syllabus pages 14-15)</td>
<td>50</td>
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<tr>
<td>Position Paper (Wed., Feb. 24)</td>
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<td>In-class Graded Essay (Wed., Feb. 24)</td>
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<td>Annotated Bibliography (Fri., Mar. 5)</td>
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<td>Research Paper (Fri., Apr 2)</td>
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<tr>
<td>In-class Learning Reflections (No. 1 Fri., Apr 2)</td>
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<tr>
<td>(No. 2 Mon., Apr. 26)</td>
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<td>Solution Paper (Mon., Apr. 26)</td>
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<tr>
<td>Department Post-Test (Mon., Apr. 26)</td>
<td>25</td>
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<tr>
<td>Oral Presentation (Wed., Apr. 28 or Wed., May 5)</td>
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<tr>
<td>SEMESTER TOTAL</td>
<td>1000</td>
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</table>
English 1010-04 Tentative Course Schedule

Week 1 (Jan. 11-15)

M – Syllabus review and class introductions
W – Department Pre-test; assign Diagnostic Essay; Discuss *The Guide* Chapter 1 (Introduction)
F – Diagnostic Essay due, Discuss *The Guide*, Chapter 1, passive voice and redundant writing

Week 2 (Jan. 18-22)

M – MLK Holiday (no class)
W – Discuss *The Guide*, Chapter 2 (Remembering an Event); Choose event for Analytical Narrative
F – Discuss *The Guide*, Chapter 2; Analytical Narrative parts

Week 3 (Jan. 25-29)

M – Discuss *The Guide*, Chapter 2; Mini-lesson 1
W – Analytical Narrative Rough Draft Peer Review
F – Mini-lessons 2 & 3, Discuss *The Guide* Chapter 14 (Narrating)

Week 4 (Feb. 1-5)

M – Analytical Narrative Due; Introduce Concept Paper; Discuss *The Guide* Chapter 4 (Explaining a Concept)
W – Discuss *The Guide* Chapter 4; Mini-lesson 4
F – Discuss *The Guide* Chapter 4; Mini-lesson 5

Week 5 (Feb. 8-12)

M – Discuss *The Guide* Chapter 4; Mini-lesson 6
W – Discuss *The Guide* Chapter 13 (Cueing the Reader)
F – Discuss *The Guide* Chapter 15 (Describing)

Week 6 (Feb. 15-19)

M – Presidents Day (No class)
W – Concept Paper Rough Draft Peer Review
F – MEET IN LIBRARY – Introduce Research Paper & Annotated Bibliography; Discuss *The Guide* Chapter 21 (Library and Internet Research)

Week 7 (Feb. 22-26)

M – Discuss *The Guide* Chapter 12 (A Catalog of Reading Strategies)
W – Concept Paper Due; In-class graded essay
F – Discuss *The Guide* Chapter 22 (Using and Acknowledging Sources)

Week 8 (Mar. 1-5)

M – Discuss *The Guide* Chapter 19 (Arguing)
W – Mini-lesson 7; Discuss *The Guide* Chapter 6 (Arguing a Position)
F – Annotated Bibliography Due; Discuss *The Guide* Chapter 6
Week 9 (Mar. 8-12)
SPRING BREAK – No class

Week 10 (Mar. 15-19)
M – Discuss *The Guide* Chapter 6
W – Research Paper (first half) Peer Review
F – First draft discussion; Mini-lesson 8

Week 11 (Mar. 22-26)
M – Mini-lessons 9 & 10; Discuss *The Guide* Chapter 6
W – Discuss *The Guide* Chapter 6
F – Research Paper (second half) Peer Review

Week 12 (Mar. 29-Apr. 2)
M – Discuss *The Guide* Chapter 18 (Comparing and Contrasting)
W – Discuss *The Guide* Chapter 17 (Classifying)
F – Research Paper Due, In-class Learning Reflection

Week 13 (Apr. 5-9)
M – Introduce Solution Paper; Discuss *The Guide* Chapter 28 (Writing in Your Community)
W – Discuss *The Guide* Chapter 7 (Proposing a Solution)
F – Discuss *The Guide* Chapter 7 (Proposing a Solution)

Week 14 (Apr. 12-16)
M – Discuss *The Guide* Chapter 7 (Proposing a Solution)
W – Discuss *The Guide* Chapter 7 (Proposing a Solution)
F – Discuss *The Guide* Chapter 20 (Field Research)

Week 15 (Apr. 19-23)
M – Solution Paper Rough Draft Peer Review
W – Class discussion; Solution papers
F – Discuss *The Guide* Chapter 28 (Oral Presentations)

Week 16 (Apr. 26-30)
M – Solution Paper Due; In-Class Learning Reflection, Department Post-test
W – Oral Presentations

Final Exam Time
Wed., May 5, at 10 a.m. – Oral Presentations