

Syllabus and Course Requirements

<u>Week</u>	<u>Assignment Description</u>	<u>Due Date</u>
Week 1	Intro to the course; begin discussing common writing myths; begin the Diagnostic Essay	
Week 2	Diagnostic Essay - due Tuesday, 9/29 by 2 p.m. - by way of <i>DSC e-mail</i> (send to: barry@dixie.edu)	
Week 3	Analytical Narrative, ingredient A (describing and showing) .. Bring 3 copies!Thur 9/7	
Week 4	Analytical Narrative, ingredient B (interpreting and reflecting)Bring 3 copies! ... Thur 9/14	
Week 5	Analytical Narr, ingredient C (generalizing & theorizing) – bring disk version on Tues 9/19 (Final draft of complete Analytical Narrative - revised with all stages) ... Thur 9/21 by 1:30 Also due on Thur, 9/21 – a list of 3 workable, <i>focused</i> topics for the research essay	
Week 6	Introduction of research assignment; begin research and your Annotated Bibliography	
Week 7	By Thursday of this week, you should have found, carefully read, and annotated 5-6 of your sources	
Week 8	Complete Annotated Bibliography due by the end of class on Tues 10/10 Begin in-class writing of first draft of the Research Essay / discussion of appeals & fallacies	
Week 9	Peer workshops with first 3-4 pages of your Research Essay Thur 10/19 Continued work on the Research Essay / finish exercise on appeals & fallacies * * <i>Have you been filling out your self-assessment guide?</i>	
Week 10	Peer workshops with a complete, best-effort draft (with Works Cited list)..... Thur 10/26 * * <i>Have you been filling out your self-assessment guide?</i>	
Week 11	Half-class conferences (with your best-effort drafts) – schedule will be given to you on 10/26	
Week 12	Final draft of Research Essay due - slide process packet under office door by 12:30 p.m. on Tues 11/7	
Week 13	Begin Rhetorical Analysis Essay / tone of voice and point of view exercises	
Week 14	Rhetorical Analysis Essay — First ½ is due: Tues 11/21 – whole first draft is due Tues 11/28	
Week 15	First draft of Rhetorical Analysis due Tues 11/28; final draft due Thur 11/30	
Week 16	Write the Cover Analysis Essay for your portfolio; student-led review for the final exam	
Week 17	Portfolios due at the beginning of the final exam: Thursday 12/14, 8 a.m (not 9 a.m.)	

Other important dates for your planning calendar:

Labor Day (no classes) Monday, Sept. 4
 Last Day to Drop or Audit any classSept. 27
 Semester Break (no classes) Thurs-Fri, Oct. 12-13
 Career Day (only night classes meet).....Tuesday 11/14
 Thanksgiving..... Wed-Fri, Nov. 22-24
Final Exams: Mon-Fri 12/11-15

Group "Mini-Teaching" Schedule

Directions:

- 1) Try to **clearly explain** the concept by way of **new** examples.
As you do so, please **do not repeat lists and examples that are already in book**. Create new ones.
Also, don't just give good examples; give a few problem-examples, and ask the class to correct those.
- 2) Please have examples prepared in advance, **on disk**, and in a readable font (so back row can see them).
- 3) Give advice on how your classmates can better **recognize** and **correct** the problem in their writing.
- 4) Throughout your mini-lesson, **ask the class questions** to get them talking!
Be sure to put the ball in the class' court by asking your peers to correct errors in your examples.
(Don't just tell them how to fix examples; challenge them and ask them questions!)
- 5) Try to have fun and be creative (by way of games, fun quizzes, etc).

Week 2 Concept: Crafting Effective Paragraphs: Part 1 (pages 14-18, Unity and Development)
Date: Tues 8/29 Student Teachers:

Date: Thur 8/31 Concept: Crafting Effective Paragraphs: Part 2 (pages 18-20, Coherence and Transitions)
Student Teachers:

Week 3 Concept: The Fused Sentence (**avoid** section 28; pgs 80-81--**use xerox from me instead!**)
Date: Tues 9/5 Student Teachers:

Week 4 Concept: The Fragment / Incomplete Thought (section 27; pgs 78-79)
Date: Tues 9/12 Student Teachers:

Date: Tues 9/12 Concept: The Apostrophe (section 33; pgs 102-104)
Student Teachers:

Week 5 Concept: How to Balance Parallel Ideas (section 9, page 28)
Date: Tues 9/19 Student Teachers:

Week 7 Concept: The Thesis Statement (section 4, pgs 12-13)
Date: Tues 10/3 Student Teachers:

Date: Thur 10/5 Concept: Quotations Marks (section 34; 104-107)
Student Teachers:

Week 9 Concept: Synthesizing Sources, Part 1: Signal Phrases and Quotations, (pgs. 167-170)
Date: Tues 10/17 Student Teachers:

Date: Tues 10/17 Concept: Synthesizing Sources: Part 2:
 Paraphrases, Summaries and Long Quotations (pgs 170-173)
Student Teachers:

Instructor: Dr. Brad Barry
Office: 222 McDonald Center
Office Phone: 652-7819
Office Hours: Mon & Wed: 1-3 p.m.; Thur: 1:00 – 2:00 p.m.
→ **And by appointment – please contact me if the above days and hours do not work with your schedule**

E-mail: barry@dixie.edu
→ **If you e-mail me**, be sure to put the following 2 things in the *subject* line:
your name - English 1010. If you don't, my junk-mail rules may automatically delete your e-mail before I get a chance to see it.

Class Location: Udvar-Hazy Business Bldg – room 149
Course Prerequisite: Proper placement scores or a passing grade in English 0990 or 0991
Writing Center: Browning Building (bottom floor-below testing cntr), 652-7743, Hours: TBA
Browning Library: Next to Browning Building – check campus web page for hours and services

What will you need for this course?

- A Dixie College e-mail account
- An official Dixie College computer username and password
- The Writer's Pocket Handbook by Rosa and Escholz
- A college level dictionary and thesaurus (consider the paperback combo in bookstore)
- 2 floppy disks OR 2 flash memory sticks (no Zip disks, as they're on their way out)
Label them "Original" and "Back Up" -- put your name, phone & e-mail on them
- 4 sturdy 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)

What will this course be like?

The main purpose of English 1010 is to help you better communicate your ideas clearly and effectively (in the form of written essays) to a college level audience. This will be a workshop class in which all of you will be active participants. We will focus just as much on the *process* of writing as on the final *product* of each paper. Long before you turn in each paper, several of us will already know what you are writing about, and we will have read and given you feedback on at least one draft of each of your papers. So, please consider the next fifteen weeks as an opportunity to discuss and develop your ideas about writing and life, all the while writing and rewriting (and rewriting some more).

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 manner:

Firstname Lastname
English 1010, Dr. Barry
Assignment Description
Date of Printout (not begin date)

Title

The body of your essay should be *evenly* double-spaced, with *no extra spaces between paragraphs*. Please also avoid extremely large or small font sizes, and number your pages. Times 13 is a good font. Also, if you use Microsoft Word, remember that you will have to change margins to 1 inch.

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:

- TOP → Best draft
First draft(s) with my comments
First draft(s) with peer comments from workshops
Any freewriting you've done
- 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 a paper topic and focus (for the larger essays), 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.

Also, we will occasionally work on assignments in class. So, always bring to class your computer disks (or flash memory sticks) so that you can improve upon assignments that you've begun at home. If, on such days, you often tell me that you can't revise your essays because "the only copy is on my home computer," then this may decrease your grade.

What about revising essays?

While extensive revision is mandatory for all of the major essays, be sure to revise your drafts to the best of your efforts **before** you share a draft in a peer-workshop group. As you revise your work-in-progress, I encourage you to take advantage of my office hours, to call me with questions, to schedule appointments with me, and to use the college writing center for additional assistance.

Nonetheless, you may be able to revise one of the early essays once more *after its original, formal evaluation*. In order to take advantage of this extra revision opportunity, you will need to fulfill the following requirements:

- 1) You must have written (and submitted) a first draft of that essay. If you missed a first draft of that essay, you may not take advantage of the extra revision opportunity. Why not?
The extra revision is not a makeup of missed work. Instead, it is intended to help those students who have sincerely (and consistently) done the assignments.
- 2) You will need to have attended the peer-response workshop for the first draft of that paper.
- 3) You will need to make an appointment with me so that we can sit down together, closely look at your essay, and discuss how to improve it. If you don't do this, I won't accept your revision.

Some helpful services:

In addition to getting help from me in my office, also consider scheduling a conference or two in the Writing Center with a tutor who can give you individualized help. I strongly encourage you to take advantage of Writing Center services. (See list on earlier page for location and phone number.) At the Writing Center, you will be paired with a student tutor who has successfully passed English courses here at Dixie College. Once again, if you need more help with how to use either a computer or a word processing program, Writing Center tutors may also be able to help you with these skills.

If you are a student with a physical or mental impairment, and if you would like to request accommodations, please contact the Disability Resource Center (652-7516) in Room 201 of the Student Services Center. The Disability Resource Center will determine your eligibility for services based upon complete professional documentation. If you are deemed eligible, the Disability Resource Center will further evaluate the effectiveness of your accommodation requests and will authorize reasonable accommodations that are appropriate for your disability.

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—and missing such days puts you at a distinct disadvantage before you even begin your task. 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: 652-7819).

My specific attendance policy in terms of grades is as follows:

- For **Tuesday/Thursday** classes: You can miss three classes without a *direct* grade reduction. Each absence thereafter will likely result in the significant lowering of your grade (i.e. from an A to a B+, B+ to B-, etc.). If you miss 7 or more classes, you will receive an F (unless you can drop the class). (Besides being rude, excessive tardiness can also harm your grade.)
- For **Mon/Wed/Fri** classes: You can miss 5 classes without a *direct* grade reduction. Each absence thereafter will likely result in the significant lowering of your grade (i.e. from an A to a B+, B+ to B-, etc.). If you miss 10 classes, you will receive an F (unless you can drop the class). (Besides being rude, excessive tardiness can also harm your grade.)

Now, you may be thinking to yourself, *What the #!@\$%*? That policy is “high-schoolish.” I’m an adult now and an attendance policy does not reflect what it means to be a mature adult in college!* I completely agree with you. You are in college, and I expect and hope that you will act as a mature adult who believes that attending class is important.

Yet I have found that many freshmen college students are not yet mature enough to be fully responsible for their learning. For example, in a recent semester, I conducted an experiment and found that, *without an attendance formula, students were more likely to miss class*—and therefore did not do as well. In short, I have an attendance policy because many of you are still in the process of maturing and I want to see all of you do well. If an attendance policy helps get you to class and helps you succeed, then I’m happy to use one!

Please note that *I rarely distinguish between excused and unexcused absences*. In other words, some of you will have genuine, honest reasons for missing classes. Yet the reasons don't change the fact that you are still missing class discussions, activities, and sample essays—and are therefore learning less than your classmates who do attend class. So if you choose to be absent on a given day, choose wisely. If you ever do miss a class, you are still responsible for all material covered and you must attempt to hand in any missed work soon after your return. Please note: this does not apply to papers. 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.

Are there ever exceptions to these policies? Good question. Ask me in class.

A Note about Peer-Response Days: I will ask you to leave class (and you will be considered absent) if you come to peer response 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 **3 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!

Note: To pass this course, you must integrate *at least* three outside sources into your research paper. (Don't worry – I'll show you how to do so.) *If you do all else wonderfully, but do not meet this requirement, you risk not passing this class.* One of this course's main objectives is for you to learn to do research and blend that research with your own writing.

Am I a tough grader?

This is a good and honest question. At the end of their first semesters, many new college students are surprised to learn that they have received D and F grades in classes where they attended all the classes and did all the work. In college, though, **attending class and doing the work will NOT earn you a passing grade; you must also learn and master the material.** Therefore, strive to a) understand and appreciate the concepts in each class, and b) apply those concepts to your assignments. If you can do these two things—in addition to attending class and doing all the assignments—you will have a good chance of doing well in this class. (This will be true for most of your college classes; not just this class.)

So, what about this class? In my mind, a "C" is a respectable grade for those who learn and apply the material in an adequate manner. Please keep in mind, a "C" in college means that you are smarter than the average person on the street. In other words, the average person on the street would have a very difficult time passing this course. So if you earn a "C," you have nothing to be ashamed of. You are smarter than the "average" person.

A "B" is a good grade given to those who do **very well** in a college level class. It means that you have done better than the average college student.

An "A" is an excellent grade given to those who are **outstanding** students. It means that you stand out as one of the best students in the class.

Depending upon your past experiences, some of you will view getting a "B" in a college course as a great thing. To you, it will mean that you are doing very well in the tough world of college. Others, though, will see a B grade as a sign of failure. Perhaps you received "A" grades on most assignments and classes in high school.

Nonetheless, know that your GPA from high school will not automatically (nor easily) transfer to the world of college. Oddly enough, I have had many students enter this class with *very strong* high school GPA's, yet they did not know how to write clear sentences or paragraphs. **Know that, in many ways, college is a different "game" than high school. The bar has been raised and much more will be expected of you to earn a B or an A.** Though college will be more difficult than high school, don't let this discourage you. College is supposed to be tough! Rise to the challenge and learn more than you ever have!

In terms of grades, I'll give you one last tip for success: make it your first priority to grow and learn as a writer and thinker; not to impress me or prove to me how smart you are. The former is about education; the latter is about jumping through hoops.

Now, you might be thinking, *He still hasn't said whether or not he's a tough grader!* Well, let me try to answer that: Papers that fulfill the criteria for an assignment in a *competent* manner can expect a grade in the C to B- range. Papers that fulfill the criteria competently, with some of the criteria fulfilled in an *above average* manner will receive a grade in the B to B+ range. Papers that fulfill the criteria in an *outstanding* or *unusual* manner will receive a grade in the A range.

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 by the end of the semester, your writing is not strong enough to allow you to pass this course, please know that you may be able to retake the course and have your subsequent grade replace a previous low grade. (See the Registration and Records office for more details.)

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

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 them (in the specific paragraph in which you use that person's ideas)

OR

2) using someone else's *words* without quoting them (Thompson wrote, "Blah blah.")

We will talk about this in more detail during class, and I will teach you how to use sources well. Nonetheless, if you are ever concerned that you might be unknowingly plagiarizing, it is always better if *you* bring it to my attention *before* you turn in a final draft of the essay.

A note on the teacher sharing/quoting your writing:

Occasionally I will use student papers as teaching models (without names). If for any reason you do not want me to anonymously quote or distribute your writing for educational purposes, please write me a quick note. You may also notify me by e-mail. (Be sure to keep a copy of the note for your records.) *If you decide to send me such a note, I will honor and respect that decision; your grade will not be affected.*

Two Final Tips for Success:

If you feel a bit overwhelmed by all of this, don't worry too much about it—most of your peers probably do as well. Please remember that *it is my job to help you do well in this course*. Try to think of me as a guide who will aide you.

If at any time you have any questions or worries about the above requirements, please feel free to talk with me. Again, my job is to do everything I can to help you succeed in English 1010! (I know this document sounds harsh, but I'm really a nice guy.)

I'll end with one last tip for succeeding in my class, as well as in college. Remember to *communicate* with your instructors. We don't bite! When you miss a class or an assignment, communicate with us so we can help you get back on track.

I wish you the best in your endeavors!

Specific Goals of this Course:

READING/THINKING OBJECTIVES

By the end of English 1010, students will be able to:

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

WRITING OBJECTIVES

By the end of English 1010, students will be able to:

1. Understand the importance of correctly assessing the relationship of writers to audience and purpose.
2. Understand the value of undertaking the writing process in early and in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading.
3. Recognize the importance of carefully choosing and restricting the subject and creating a precise thesis statement that will control the selection, arrangement, and presentation of material.
4. Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure.
5. Know and use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole.
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions.
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.
8. Compose concluding paragraphs that give a sense of closing.
9. Recognize and avoid fragments, run-ons, faulty modifiers, subject/verb and pronoun agreement problems.
10. Demonstrate mastery of conventional punctuation and mechanics used in standard written English.
11. Demonstrate a reasonable awareness of style, emphasis, and sentence variety.

RESEARCH OBJECTIVES

Students must be able to assess research information critically and be able to incorporate such data into their papers appropriately. To achieve this end, students will know the following:

1. When to use paraphrases, summaries, and quotations.
2. How to avoid plagiarism
3. When and how to use the following methods of incorporation:
4. Introduction of quotations and paraphrases.
5. Use of quotation marks, brackets, and ellipses.
6. Use of long quotations.
7. Use of passages combining paraphrases and quotations.
8. Proper forms for documenting and citing of sources.

MECHANICS AND USAGE OBJECTIVES

By the end of English 1010, students will be able to:

1. Recognize and avoid fragments, run-ons, comma splices, faulty modifiers, subject/verb and pronoun agreement problems,
2. Demonstrate mastery of punctuation and mechanics used in standard written English,
3. Demonstrate a reasonable awareness of style, emphasis, and sentence variety. (Common mechanical errors will be reviewed early in the semester.) Papers with such mechanical errors will receive lowered grades, especially later in the semester.

Self-Appraisal Sheet

Name: _____

Note:

To determine your grade at any point in the semester, divide the number of points earned by the number of possible points (up to that moment in the semester).

(Example: 81 divided by 100 = .81 = 81% = B-)

To keep track of your grade, fill this out every few weeks.

Assignment: **Points Possible:** **Points Earned:**

Diagnostic Essay 20 _____

Did you do attend peer workshops
with stages A & B? _____

Final Draft of Narrative Essay 80 _____

Annotated Bibliography 60 _____

Did you do a 1st draft of the research paper? _____

Final of Research Paper 100 _____

Mini-Teaching Session 20 _____

Final Draft of Rhetorical Analysis 80 _____

Comprehensive Final Exam 100 _____

Portfolio

Presentation and Completeness? 5 _____

Cover Analysis Essay 20 _____ (out of 25 possible) _____

Optional: Extra revision of previously graded paper (add points increased) _____

Did you attend class each day (and on-time)? _____

Were you courteous to classmates and prof.? _____

Your Semester Total (out of 485 possible points): _____

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Do you understand the definition of plagiarism on page 8?

I have read the document “Syllabus and Course Requirements” and I understand it.

Name: _____

Signature: _____ Date: _____

Occasionally, I might need to contact students for emergency purposes. If you don't mind, please tell me your:

Local phone: _____ E-mail addresses: _____

What two things did your past English teachers do to best help you learn?

Think about your unique and specific writing struggles.

- What can I best do to help you overcome those struggles?