
OFFICE HRS: M/W/F 9–11; T/R, 10:30–12 (or arranged—which means if you can't find me during office hours, check with me after class to set up an appointment.)

SYLLABUS

TEXT

Silverman, et al. Rules of Thumb
Dixie College Writing Guide (if necessary)
Cheap paperback dictionary

GENERAL COURSE DESCRIPTION

English 1010 will help you improve your writing so you can meet communication demands in college and on the job. The course will provide you with frequent occasions to read, write, and discuss the different types of exposition. Classroom discussion, reading, and writing will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy. You will be given an assessment essay early in the semester; it will not count heavily in final grade determination.

READING/THINKING OBJECTIVES

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

- Identify a thesis statement.
- Understand organization and structure.
- Assess presentation of detail in support a thesis.
- Analyze your underlying assumptions and biases.
- Recognize and avoid logical fallacies in reasoning.

WRITING OBJECTIVES

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

- Understand the importance of correctly assessing the relationship of you to your audience and purpose.
- Understand the value of undertaking the writing process early and in stages, including planning, brainstorming, organizing, rough draft writing, revising, and proofreading.
- 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.
- Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structure.
- Know and use organizational and 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.

RESEARCH OBJECTIVES

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

- When to use paraphrases, summaries, and quotations.
- How to avoid plagiarism.
- 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

MECHANICS AND USAGE OBJECTIVES

By the end of English 1010, you will be able to: (1) recognize and avoid fragments, run-ons, faulty modifiers, subject/verb and pronoun agreement problems; (2) demonstrate mastery of conventional 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.

SUGGESTED AMOUNT OF WRITING FOR ENGLISH 1010

Students should typically produce 4500-5500 words, distributed over 8-9 writings. Regardless of how these suggested minimums are met, you will have frequent opportunities to invent/create, draft, revise, and proofread. During this process you and I will both carefully evaluate your final drafts, and you will comment on and ask questions about your own final draft in the paper's margins before you hand it in. In this way, we will carry on a dialogue concerning your writing, both in progress and in the final version. I encourage you to meet with me to discuss essays in progress.

GRADING

Your semester grade will be determined by the following:

- **Eight** or **Nine** graded essays based on a points system that I will explain in class early in the semester.
- A daily journal in which you (1) respond to other classes, (2) explore personal thoughts, opinions, beliefs, problems, contemporary issues, etc., (3) keep a record of personal experiences. The journal will be checked at the semester's end and will be equivalent to one graded writing assignment. See **RULES**, p 164.

PREP CHECKS

Once in awhile, during the first five minutes of class, I'll give you something called a "prep check." I'll explain what it means in class; whatever it is, it will be worth a few points.

PLAGIARISM POLICY

Don't borrow stuff from an outside source without telling me where you got it. That's called plagiarism, and it can get you in big academic trouble. . . Not worth it! (See **RULES**, pp. 116, 128.)

PROMPTNESS

Hand in written work promptly on the day set by me. If you cannot hand in work on the appointed day, notify me in advance. All assigned work must be turned in. At the end of the semester, if one theme has not been turned in, your grade will be figured on the basis of the rest of the work and then lowered at least one letter grade.

CONFERENCES

I will keep office hours and will tell you what these hours are. You should feel free to consult with me at any regular office hours or to ask for an arranged appointment.

READING ASSIGNMENTS IN RULES

- periods, quotation marks, 44-48
- p.r. (pronoun), 21-25
- c.f. (comma fault), 38-40
- s.f. (semicolon), 41
- verbs tense shift, 50-51
- wordiness, 171-174
- spelling, 13-15
- parallelism, 55, 179
- pov., (point of view) 21-23
- quoted materials, 45-49, 79-80, 101
- paragraph, 74-76,
- vagueness, 166-167
- redundancy, 171
- organization, 69-71, 94-95, 101-103, 74-76,123-124
- essay tests, 97-99
- titles, 16, 40, 49, 95, 103-104
- note taking/library use, 114-116, 117-119
- Works Cited*, 105-106, 136-145
- Internet, 90-91, 109, 111-114, 120-122, 183-187
- tense shift, 50-54
- run-on, 31-33, 175-178
- development, 74-76
- w.w. (wrong word), 3-12
- fragment, 33-37, 43
- apostrophe/ellipsis, 20, 47, 95
- agreement, 21-23, 52
- style, 166-180
- format, 94-96
- thesis, 66-68, 70, 84, 108-109, 123
- dangling modifiers, 56
- transition, 77-78
- introduction - conclusion, 67-68, 72-73, 81, 97
- caps (capitalization), 16-17
- awkward/choppy, 26-27, 55-57, 175-179
- numbers, 18-19
- research papers, 107-162

NOTE: I will grudgingly accept a late paper, but I will grade it grudgingly--through clenched teeth. (You're not going to like it, since the grade will probably be reduced.) I will, however, smilingly accept papers turned in early if you can't be in class the day the paper is due. I have to admit, I have a deep, hidden, psychological animosity (that I try to repress but usually can't) that gnaws at me when you're absent or late to class. Excuses simply make it worse. However, I'm not heartless: if you're having serious problems making it to class on time (or at all), please touch base with me to explain what's happening. My guess is, I'll understand, and we'll be able to work something out.

FORM IN WRITTEN WORK

The following directions apply to all written work; you should:

1. Use regular white typewriting paper or good quality computer paper for typewritten work (required).
2. Type on only one side of the paper, double spaced.
3. Leave one inch margins at the left, right, bottom, and top of the page.
4. Indent paragraphs 5 spaces.
5. Place the title in the middle of the first line, leaving the following lines--3 or more spaces in typewritten work--blank. (A title is not quoted, underlined, or followed by punctuation unless a question mark or exclamation point is called for.)
6. Number the pages with Arabic numerals in the upper right-hand corner.
7. Fold the paper crosswise, not lengthwise.

**Bank, John
English 1010-29
October 12**

8. Endorse the paper as shown in the sketch; supply in order name, course and section, and date.

CLASS SCHEDULE

WEEKS ONE AND TWO

We'll start to think about the writing you like to read and attempt to analyze why you like it; type up a couple of questions you have about ANY aspect of your favorite writing. Hand them in on Friday at the start of class. We'll also discuss the Checklist during week three.

WEEKS THREE, FOUR AND FIVE

Class periods to prepare you to write formal assignments. I want you to have a solid understanding of the basics before I begin grading your written work. We'll continue to look at your writing problems (mechanical and otherwise) and work to solve them. Please type up two questions about any aspect of your writing and bring them to class for me to answer. During week five, we'll write paragraphs in class and critique them.

WEEKS SIX THROUGH FIFTEEN

The class is set for our formal writing assignments, weeks six through fifteen. Everyone must have a rough draft or a rewritten draft ready in class for possible copying.

WEEK EIGHT

Prepare and type up two new questions about your writing and bring them to class.

AUGUST

23 Introduction to 1010
25 In-class writing
28 Bring a page or two of your favorite writing to class—read to class
30 Formulate two questions concerning your favorite writing—discuss

SEPTEMBER

01 Favorite writing discussion continued
04 **LABOR DAY—NO CLASS**
06 Checklist (mine and yours) discussion
08 Discussion of Checklist grammar rules
11 Writing Questions
13 Writing Questions
15 Paragraph writing in class—journal model
18 Paragraph (typed) discussion in class
20 Paragraph rewritten to hand in
22 Rough draft writing—First Assignment
25 Rough draft critique—First Assignment
27 Rewritten draft critique—First Assignment
29 First Assignment due—rough draft writing Second Assignment

OCTOBER

02 Rough draft critique—Second Assignment
04 Rewritten draft critique—Second Assignment
06 Second Assignment due—rough draft writing Third Assignment
09 Rough draft critique—Third Assignment
11 Third Assignment due—rough draft writing Fourth Assignment
12 **Semester Break—No Class**
13 **Semester Break—No Class**
16 Rough draft critique—Fourth Assignment
18 Rewritten draft critique—Fourth Assignment
20 Fourth Assignment due—rough draft writing Fifth Assignment
23 Rough draft critique—Fifth Assignment
25 Rewritten draft critique—Fifth Assignment
27 Fifth Assignment due—rough draft writing Sixth Assignment
30 Rough draft critique—Sixth Assignment

NOVEMBER

01 Rewritten draft critique—Sixth Assignment
03 Sixth Assignment due—rough draft writing Seventh Assignment
06 Rough draft critique—Seventh Assignment

08 Rewritten draft critique—Seventh Assignment

- 10 Seventh Assignment due–rough draft writing Eighth Assignment
- 13 Rough draft critique– Eighth Assignment
- 15 Rewritten draft critique– eighth assignment
- 17 Eighth Assignment due–rough draft writing Letter Assignment
- 20 Letter Assignment due– rough draft writing Journal Assignment
- 22-24 **Thanksgiving Holiday– No Class**
- 27 Rough draft critique– Journal assignment
- 29 Rewritten draft critique– Journal Assignment
- DECEMBER**
- 01 Journal Assignment due–rough draft writing Research Assignment
- 04 Rough draft critique–Research Assignment
- 06 Rewritten draft critique–Research Assignment
- 08 Research Assignment due–Course Review– Questions/Answers
- 11 FINAL EXAM - DEC. 11– 12:00 NOON**

The final grade will be based on the grades given on the writing assignments, the critiques, the drafts discussed in class, and the journal (See Rules, pp. 164-165). There will be a final exam, which I'll explain during the semester. The rough drafts required for critiques are part of the course requirements. Failure to provide copies when asked will result in a failing grade on that assignment.

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