

# English 1010

Fall 2006

**Instructor:** Rich Mildenhall

**Location:** DSC--Hurr. **Room:** 108

**Time:** W 3:30-5:50 p.m.

**Section:** 33H/V **Call #:** 41098/42144

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**I. Course Description.** English 1010 will help you improve your writing to better meet communication demands in college, on the job, and in the community. The course will also help you to think and read more critically. To this end, you will have frequent opportunities to read, discuss, write, and revise different types of exposition, including description, narration, cause/effect, comparison/contrast, classification, definition, and argumentation. Classroom discussion, assigned readings, and papers will emphasize the writing principles of unity, coherence, development, organization, variety, and word economy. You will produce approximately 5000 words, distributed over approximately 7 writings.

**II. Objectives.** By the end of the course, you should be able to do the following:

## A. Reading/Thinking

1. Identify a writer's purpose/thesis.
2. Understand a writer's organization and structure.
3. Recognize a writer's tone or attitude toward subject and audience.
4. Assess the effectiveness of a writer's use of detail in support of the main idea.
5. Analyze a writer's possible underlying assumptions and biases.

## B. Writing

1. Adapt content, structure, tone, and diction to the needs of your audience.
2. Use the writing process--planning, brainstorming, organizing, drafting, revising, and proofing.
3. Carefully choose and restrict subject matter to allow creation of a precise central purpose or thesis that controls the content, arrangement, and presentation of material.
4. Identify and incorporate strategies for creating effective overall structure, including repeated key words, pronouns, synonyms, transitions, parallelism, and explicit organizational techniques.
5. Write well-organized and fully developed paragraphs that work together to create a unified whole.
6. Develop ideas that use adequate supporting detail.
7. Compose introductory paragraphs that hook the reader, state the thesis, suggest a plan of development, make a positive first impression, and set the tone.
8. Compose concluding paragraphs that re-emphasize the main point and give a sense of closing.
9. Understand the value and process of collaboration in the writing process.

## C. Research

1. Avoid plagiarism.
2. Document and cite sources.
3. Introduce quotations and paraphrases.
4. Combine paraphrases and quotations within a passage.
5. Synthesize research in a balanced manner so that yours is the controlling voice.
6. Use quotation marks, brackets, and ellipses; additionally, use indentation for long quotations.
7. Assess information critically, and incorporate it correctly through paraphrase, summary, and quotation

## D. Mechanics/Usage/Style

1. Write clear, correct sentences, paying special attention to comma use, modification, and agreement.
2. Master punctuation and mechanics used in standard written English.
3. Demonstrate awareness of style, emphasis, and sentence variety.
4. Prefer concrete to abstract, active voice to passive, concise to wordy, specific to general, and use strong verbs.

## III. Attendance

Discussion and participation in workshop/peer response sessions are vital to the course, so being late or missing class will

naturally affect your grade. Pop quizzes may also be given during the first minutes of class and cannot be made up, regardless of reason. Three points are awarded per class meeting for attendance. One point is deducted for late arrival or early departure, as well as for every hour of class missed.

Students who miss two or more sessions rarely earn A's; those who miss more than three sessions rarely earn B's; those who miss more than six classes rarely pass the course. If you are absent for ANY reason, YOU are responsible for finding out what you missed *on or before the day you return*.

#### IV. Cell Phones

Cell phones, beepers, watch alarms, etc., need to be silent. Do not wear headsets of any kind.

#### V. Disability

If you are a student with a medical, psychological, or learning disability, or think you might have a disability and would like accommodations, contact the Disability Resource Center (DRC) in the Student Services Center at 652-7516. The DRC will determine eligibility based on your professional documentation and determine the appropriate accommodations related to your disability. If you have any questions, please contact Sherri Dial at the DRC (sdial@dixie.edu).

#### VI. Food and Drink

You may bring closable water bottles to class, but do not bring meals or candy, out of consideration of other class members and the instructor. Not only are these items distracting, but they also do not mix well with computers, which we will occasionally use during class. A good food guideline to follow is, "No crumbs, no smells, no noise."

#### V. Required Materials

1. *The St. Martin's Guide to Writing*, 7th ed., by Axelrod and Cooper; *Dixie College Writing Guide* (optional)
2. Notebook
3. Flash drive or computer disk

#### VI. Grading

Grading will be on a standard scale with 73% (C) overall required to pass and move into English 2010. Failure to submit one formal paper will automatically result in a D+ or lower, as will failure to earn at least 70% on all formal papers. Grades are roughly determined as follows:

##### *Writing Assignments = 75% (300 pts)*

Description	40	Diagnostic Essay	10
Narration	50	Research Topic Survey	20
Explanation	50	Research Paper	100
		Final Essay on Portfolio	30

##### *Other Grading Criteria = 25% (100 pts)*

Quizzes	30
Preparation	20
Minor Assignments	30
Attendance/Participation	20

**Cheating.** Students caught cheating will not receive credit on the assignment in question or be able to make it up. A second incident will result in complete loss of credit for the course. Specific examples of cheating include "borrowing" papers written primarily by someone else or copying information or paraphrasing someone else's ideas without giving them credit.

#### VII. Late Work

Late work refers to assignments turned in after the due date when you weren't absent on the due date. Assignments will be assessed a 15% penalty per class meeting late. Work not ready to turn in at the beginning of class will be late.

#### VIII. Make-up Work

Make-up work refers to work not turned in on the due date because of absence. If you will be absent on the day an assignment is due, you must turn it in *before the absence*. If you are sick, the assignment is due the day you return to class;

otherwise, the late penalty will go into effect. Preparation points, attendance points, participation points, and quizzes cannot be made up.

### IX. Office Hours

I will be available for consultation half an hour after class. You can also e-mail me, and I will respond in a timely manner. You can even call and leave a message on my voice mail at 635-3290 x127.

### X. Eligibility and Placement

You were permitted to register for the course because you either scored higher than 50 on your English placement score (ACT or DCAT score + two-digit GPA, without the decimal; non-trationals need 20 on test only), or you passed English 0990. Occasionally, this score is not reliable, and a more successful route to English 1010 would be via English 0990 or even 0470. Neither of these courses offers credit toward graduation, but the basic groundwork they provide is terrific.

You must be enrolled in LIB 1010 or have already taken it to be in English 1010.

Based on your first writing, you may be involuntarily dropped from the course (rare); be recommended for 0990 or 0470, be provisionally accepted or be accepted without question. If I recommend 0470 or 0990, do not let that discourage you. If you really aren't ready for English 1010, there is little use in proving it by earning a "D" or an "F" and having to retake the course anyway. Both 470 and 990 are excellent courses taught by excellent instructors.

In the following chart are the guidelines for scoring essays.

### Grading Standards for Essays

<u>Passing</u>	<u>Needs Work</u>	<u>Qualities of Good Writing</u> (Content)	#	<u>Technical Errors</u> (Mechanics)														
		<b>1. Unity</b> A. Topic sentence/idea clearly stated/IMPLIED B. Topic sentence/idea followed closely C. Ending ties to beginning		1. Comma splice 2. Fused sentence (run-on) 3. Sentence fragment 4. Apostrophe (contraction/possession) 5. Capitalization 6. Punctuation 7. Word choice 8. Subject/verb agreement 9. Pronoun reference 10. Misplaced modification 11. Point of view shift 12. Spelling (3 or more = 1 error) 13. Other:														
		<b>2. Development</b> A. Concrete support for topic B. One idea at a time is fully developed C. Pattern of development is clear																
		<b>3. Coherence</b> A. Ideas follow logically B. Sound reasoning C. College-level thinking D. Transitional words and phrases																
		<b>4. Sentence Variety</b> A. Compound sentence (at least 1 required) B. Complex sentence (at least 1 required) C. Avoids monotony; gives appropriate emphasis D. Introductory or transitional element		<b>Highest grade possible based on errors</b> <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><b>Paragraph</b></td> <td style="text-align: center;"><b>Essay</b></td> </tr> <tr> <td style="text-align: center;">0 = 100% (A)</td> <td style="text-align: center;">0-3 (A)</td> </tr> <tr> <td style="text-align: center;">1 = 95% (A)</td> <td style="text-align: center;">4-6 (B)</td> </tr> <tr> <td style="text-align: center;">2 = 90% (B)</td> <td style="text-align: center;">7-12 (C)</td> </tr> <tr> <td style="text-align: center;">3 = 80% (C)</td> <td style="text-align: center;">13-15 (D)</td> </tr> <tr> <td style="text-align: center;">4 = 75% (C)</td> <td></td> </tr> <tr> <td style="text-align: center;">5 = 70% (D)</td> <td></td> </tr> </table>	<b>Paragraph</b>	<b>Essay</b>	0 = 100% (A)	0-3 (A)	1 = 95% (A)	4-6 (B)	2 = 90% (B)	7-12 (C)	3 = 80% (C)	13-15 (D)	4 = 75% (C)		5 = 70% (D)	
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**Course Schedule** (this is a tentative schedule that is subject to change; an asterisk\* indicates what work must be completed by the next class period)

Aug	23	(1)	class and text introduction; diagnostic grammar test and essay; description activity in class; begin dominant impression and apostrophe work; set up computer accounts *purchase text and class materials; read chapter 15 (643-54); bring 2-3 page typed, <i>double-spaced</i> dominant impression (see p. 653)
	30	(2)	peer response on dominant impression and revise; introduce narrative (chapter 2) *hand in final draft of dominant impression with all rough draft materials
Sep	6	(3)	hand in dominant impression with all rough drafts; discuss narrative, including embedded description and dialog *bring in 3-4 page typed, double-spaced narrative for peer response; sentence test next time
	13	(4)	peer response on narrative; revision and consultation time; sentence test; introduce explanation essay *bring in final draft of narrative with all draft materials
	20	(5)	hand in final draft of narrative; continue explanation essay; practice writing explanations *bring draft of explanation essay for peer response
	27	(6)	peer response #1 on explanation essay; revision and consultation time *bring revised explanation essay for second peer response
Oct	4	(7)	peer response #2 on explanation essay; revision and consultation time *bring final draft of explanation essay
	11	(8)	hand in explanation essay; start research skills (choose topic); internet site evaluation
	18	(9)	work on internet site evaluation and research topic; start research topic survey/memo; continue on-line research *research topic survey/memo due with at least 5 sources in working bibliography
	25	(10)	hand in research topic survey/memo; continue research; *bring <i>at least</i> 4-5 pages of typed, double-spaced draft
Nov	1	(11)	consultation on partial drafts; work on research; practice in-text citation and Works Cited discuss definition; semester instructor evaluations *bring full draft of research paper
	8	(12)	peer response #1 on research draft; revision and consultation time *bring revision of research paper
	15	(13)	peer response #2 on research paper; revision and consultation time *bring in "final" draft of research paper
	29	(14)	peer response #3 on research paper; final editing and submission
Dec	6	(15)	hand back and discuss research papers; final issues
	13	(16)	write in-class final essay based on metacognitive analysis of portfolio