

## Course Description

English 1010

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Hello everyone, and welcome to English 1010 – the Internet version. Our class will be conducted electronically, using email, servers, electronic bulletin boards, the Internet, and other technologies. Because this is an Internet course, I expect you to possess basic knowledge of computers, software programs, email systems, and the Internet. You should have daily access to a computer that you know how to operate. You should know how word processing programs in general work. You should know how to send and receive email, as well as know how to attach files to your email messages and open attached files that are sent to you. You must also know how to access and browse through the Internet. If you lack any of these skills, please ask a friend, roommate, family member, and so forth to assist you. For several reasons, I cannot spend the time teaching anyone these basic skills. You must learn them on your own if you don't already possess them.

You must take several important steps to get started in this class. If you don't already have an email account that enables you to easily attach files, then you need to obtain one immediately. Once you have an email system, practice using it. Email friends, email yourself if you want. Attach documents to messages, and learn how to read attachments. **Make sure you email me as soon as possible**, so that I may record your address in my address book. I will stay in touch with the class primarily through email, so email me right away. I

**expect to receive email from everyone by the first day of class. Be sure to check your email every day. I frequently send important messages to the class.**

Since this class is an independent study, you will have to discipline yourself so that all assignments are turned in on a timely basis. Don't fall behind thinking that deadlines don't matter in this class. They do, and students will be heavily penalized for not meeting them.

### ***General Course Description***

English 1010 is designed to help students improve their writing so they can meet communication demands in college and on the job. The course will also help students develop the capacity to think and to read critically.

The course will provide students with frequent occasions to read, write, and revise the different types of exposition, including description, process, cause/effect, comparison/contrast, classification, and definition. Assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

### ***On the Public Nature of Writing***

Writing is an act of communication that requires the participation of at least two parties: author and reader. All forms of writing, except diary entries and other self-expressive forms, are a public matter in that authors are communicating their ideas with someone else. This concept applies to our class as well. Virtually everything you write in this class will be read by someone other than the teacher. For example, every essay you write will be reviewed by a fellow student. Excerpts from your work may be used in class as examples. Your essays may be selected as examples for future classes, just as the essays of former students are included in this course for your examination. Of course, all essays that are publicly displayed in our

class, future classes, or other pedagogical contexts, will remain anonymous. If you don't want your work, or excerpts from it, displayed in such a manner, you must provide me with a written statement saying so.

### ***Reading and Thinking Objectives***

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

- Identify the writer's purpose/thesis.
- Understand the writer's organization and structure.
- Recognize the writer's tone, i.e., the author's attitude toward subject and audience.
- Assess the writer's presentation of detail in support of main idea.
- Analyze the writer's possible underlying assumptions and biases.
- Recognize and avoid logical fallacies in reasoning.

### ***Writing Objectives***

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

- Understand the importance of correctly assessing the relationship of writers to their audiences and purposes and then use this information to determine content, structure, tone, and diction.
  - Understand the value of undertaking the writing process 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 central purpose or thesis, which will control the content, arrangement, and presentation of material.
- \* Understand the value and process of collaboration in the writing process.

- Use strategies for creating coherence, organization, and structure in individual paragraphs and in the paper as a whole. These strategies should include the use of repeated key words, pronouns, synonyms, transitions, parallel structure, and organizational strategies.
- Construct useful outlines or use other strategies for organizing.
- Compose introductory paragraphs which get the reader's attention, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
- Compose concluding paragraphs which re-emphasize the main point and give a sense of closing.

### ***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:

When to use paraphrases, summaries, and quotations.

How to avoid plagiarism.

When and how to use the following methods of incorporations:

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 sources.

### ***Mechanics and Usage Objectives***

By the end of English 1010, students should be able to: (1) recognize and avoid fragments, run-ons, 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.

### **Texts**

*The Brief Handbook*, Kirszner and Mandell. Fifth edition (referred to in our syllabus as BH).

*Primis Textbook* for Jantzen's English 1010 sections.

Textbooks may be purchased at the Dixie State College bookstore itself or by contacting Randy Judd at (435) 652-7641 or [judd@dixie.edu](mailto:judd@dixie.edu)

### **Grading**

The following is a set of guidelines to help you determine what you need to do to get the grade you want. As with all guidelines, flexibility is important. The instructor reserves the right to apply these guidelines in a manner that he deems most fair to each student.

The A student:

Students who receive an A in the class will exhibit a number of qualities and accomplish a number of things. This student always will be prepared for class by having

completed any and all homework assignments. A students will turn in all assignments on time. Furthermore, these assignments will be of outstanding quality, as determined by the teacher.

The A- student:

Students who receive an A- will exhibit nearly identical qualities as the A student, except that *some* assignments do not exhibit an outstanding quality. Instead, such assignments will possess an above average quality.

The B+ student:

The B+ student may have turned in a few homework assignments late. Virtually all of his or her work displays an above average quality.

The B student:

This student turns in nearly all assignments on time. Most of this student's work is above average.

The B- student:

Nearly all assignments are turned in on time. This student's work is average most of the time, with some above average work appearing occasionally.

The C+ student:

Most assignments are turned in on time. Nearly all of their work is deemed satisfactory, or average, by the teacher.

The C student:

Most assignments are turned in on time. Much of their work is deemed satisfactory.

The C- student:

C- students conduct themselves properly much of the time. They turn in many assignments late, not turning in a few at all. Some of their work is deemed satisfactory.

D+ or lower students:

Students with grades lower than a C- must repeat English 1010. Therefore, these students have turned in many assignments late or have failed to turn in some assignments at all. Their work is generally deemed unacceptable.

### Participation

Your participation is vital to your success in this class.  
Group discussions in chat boxes and electronic bulletin

boards are important, and require your full participation. Peer reviews of papers also play a vital role in this course. None of these things can succeed without your full participation.

Your grade will be determined as follows:

Final exam: 100 points

Five Essays: 100 points each.

Homework/Quizzes: variable.

*Essays.*

Final drafts submitted up to two days late will be penalized a full letter grade. Final drafts submitted after two days late will not be read and will receive a grade of zero.

*Homework and Quizzes.*

You must turn in your homework assignments on the day they are due. Late homework assignments will not be accepted. Quizzes cannot be made up.

## **Plagiarism**

Plagiarism is serious offense, and may result in failure of the course or expulsion from the college. Remember, plagiarism occurs when you borrow someone else's ideas—whether you present those ideas verbatim or in paraphrase. When in doubt, cite the source. See your student handbook for more details.

## **Syllabus**

English 1010

Instructor: George Jantzen

Office: McDonald Building, Room 223

Office hours: MW 11:15 a.m.-1:15 p.m. and F 11:15 a.m.-12:15 MST  
Phone: (435) 652-7828  
Toll-Free: 1-877-DIXIE-50 (1-877-349-4350)  
**email: [jantzen@dixie.edu](mailto:jantzen@dixie.edu)**

**The best way to contact me is to email me. Dropping by my office or calling me are less reliable ways to get in touch with me.**

***Important note!***

Click on the Announcement button in WebCT Vista each day. I use the Announcement folder to send the class messages.

This course requires research, much of which should be conducted by using genuine library resources, as opposed to strictly Internet sources, which can be unreliable. To access the Dixie State College online library *from off campus*, use the following username and password: username--library; password--fall2006. The access code is not necessary if you use Dixie State College computers.

Any time a link in this syllabus leads you to a written assignment, you must complete that assignment and email it to me when it is due. **Use your own email system (rebel mail, yahoo, hotmail, etc.) to send me your assignments in attached MS Word files.** Certain assignments require you to post them on the discussion board or send them to classmates, instead of emailing them to me. The syllabus will tell you when to post or send to classmates.

Work is due on the date under which it is listed. For example, you must introduce yourself on our discussion board on August 24.

All assignments are in MSWord 2000, although I currently use MS Word XP. Please use MSWord 2000 or XP when submitting assignments.

I return all assignments sent to me within seven days of receipt--usually a lot sooner than that. When I return your assignment, it will be in a file attached to my email message. Open the file, and read your grade and my comments on your work. Usually, the body of my email message just says, "Thank you." If you haven't received your work from me within seven days, something is wrong, and you must contact me about the missing assignment.

Please read the class' welcome message if you haven't already:  
<<http://www.dixie.edu/online/courses/ENGL1010/index.htm>>.

August 22

Class Introduction. Read the [course description](#) carefully.

August 24

Introduce yourself on our WebCt Vista discussion board. If you haven't already sent me an email message so that I can record your address in my email address book, do so now.

August 29

Read Chapter 5 in *Brief Handbook* (BH). Use our discussion board to post two thesis statements that comply with the advice given in this chapter about writing good thesis statements. Comment on the effectiveness of other students' thesis statements on the discussion board.

August 31

Read Chapter 4 in BH. Do a focused freewriting exercise on our discussion board. Write for about five minutes, creating ideas for a fictitious essay (you won't actually have to write the essay) that would instruct readers on how to ask someone out on a date. Read other students' focused freewriting exercise on the discussion board so that you get a good idea of what freewriting is about.

September 5

Read Chapter 7 in the BH. On our discussion board, describe what it means to write paragraphs that are unified, coherent, and well-developed.

September 7

Read section of *Primis* pp. 29-38

Answer [Definition](#) questions.

Read [assignment description](#) for essay one in Supplement.

Go to our class home page. Click on the Peer Review icon, and sign up for a peer review pair. Note the name of the person you paired up with, and use WebCt mail to contact that person. Get each other's email address in order to swap MS Word files for peer reviews of upcoming papers.

September 12

Read [Definition document](#) in Supplement. See assignment for definitions on our discussion board.

September 14

Read both student sample papers for essay one in Supplement. [Sample one](#). [Sample two](#).

September 19

[Read peer review guide](#) and [peer review sample](#).

A complete and high-quality draft of essay one is due for peer review today.

Peer review of definition essay. Do not send me your draft. Instead, send draft to your peer. When you complete your peer review, return the draft to your peer. The review must be completed and sent to author by tomorrow at the latest.

September 21

Read "Using Commas" Chapter 44 BH

Complete [Commas](#) exercise.

September 26

**Essay one due.**

September 28

Read the following chapters in the BH:

"Using Semi-colons"

Using Apostrophes"

"Using Quotation Marks"

"Using Other Punctuation Marks"

(The above assignments require reading only.)

October 3

Read section of Primis pp.64-73

Answer [Comparison and Contrast](#) questions.

Read [Assignment Description](#) of essay two and sample student essays in Supplement.  
[Sample one.](#) [Sample two.](#)

October 5

Read "[How to Write an Introduction](#)" in Supplement.

Read BH Chapter 40

Answer [Choosing Words](#) questions.

October 10

[Read peer review guide](#) and [peer review sample.](#)

A complete and high-quality draft of essay two is due for peer review today.

Peer review of comparison and contrast essay. Do not send me your draft. Instead, send draft to your peer. When you complete your peer review, return the draft to your peer. The review must be completed and sent to author by tomorrow at the latest.

October 12-13

No Classes--Semester Break

October 17

**Essay two due.**

October 19

Read section of Primis pp. 84-91

Answer [Process Analysis](#) questions

Read [Assignment Description](#) of essay three in Supplement.

October 24

Read both sample student essays in Supplement. [Sample one.](#) [Sample two.](#)

October 26

[Read peer review guide](#) and [peer review sample.](#)

A complete and high-quality draft of essay three is due for peer review today.

Peer review of process analysis essay. Do not send me your draft. Instead, send draft to your peer. When you complete your peer review, return the draft to your peer. The review must be completed and sent to author by tomorrow at the latest.

October 31

**Essay three due.**

November 2

Read Chapter 15, section 15d only, and Chapter 16 BH

Complete "[Integrating Sources and Avoiding Plagiarism](#)" assignment.

November 7

Familiarize yourself with Chapter 17 BH

Complete "[Documenting Sources: MLA Style](#)" assignment

November 9

Read Chapter 15, sections, 15a, 15b, and 15c only, in BH

Summarize the first two paragraphs of page 161 (Writing a Paraphrase) of the BH.

Make sure that your summary begins with a reference to your source (for example, "According to Kirszner and Mandell. . .") and ends with a proper MLA parenthetical citation (e.g. Kirszner and Mandell 161), as discussed in Chapter 15 of the BH. A guideline for constructing summaries is that a summary should be about five to ten percent of the original text's length. This is just a guideline, though.

November 14

Now paraphrase the first two paragraphs of page 161 (Writing a Paraphrase) of the BH.(the same text that you summarized).

Follow all of the relevant advice from the BH reading of Chapter 15. Make sure that your paraphrase begins with a reference to your source (for example, "According to the authors of the *Brief Handbook*. . .") and ends with a proper MLA parenthetical citation, as discussed in Chapter 15 of the BH.

November 16

Read section of Primis pp. 105-109

Complete [Cause and Effect](#) assignment

Read essays in Primis pp. 110-114 & 121-24

Read [Assignment Description](#) of essay four and both sample student papers in Supplement. Sample [one](#). [Sample two](#).

November 21

[Read peer review guide](#) and [peer review sample](#).

Peer review of cause and effect essay. Do not send me your draft. Instead, send draft to your peer. When you complete your peer review, return the draft to your peer. The review must be completed and sent to author by tomorrow at the latest.

November 22-24

No Classes--Thanksgiving Holiday

November 28

**Essay four due.**

November 30

Read in Primis pp. 125-32 and in Primis pp. 136-40

Complete [Argument section](#) assignment.

Complete "[The Lowest Animal](#)" assignment.

Read [Assignment Description](#) for essay five and student [sample](#) paper in Supplement.

December 5

[Read peer review guide](#) and [peer review sample](#).

Peer review of argumentative essay. Do not send me your draft. Instead, send draft to your peer. When you complete your peer review, return the draft to your peer. The review must be completed and sent to author by tomorrow at the latest.

December 7

**Essay five due**

December 9

Study for final examination.

December 11-12

Final examination to be taken via the Internet. Details will be provided in week previous to examination.