



ENGL 1010: Introduction to College Writing

Fall 2006: Tuesday, August 22–Friday, December 15

Instructor	Dr. Carole Schuyler (pronounced SKY ler)
Class times, places	ENGL 1010-11, 40267, 9:00-10:15 TR, MCDON 110 ENGL 1010-21, 40277, 10:30-11:45 TR, MCDON 204 ENGL 1010-31, 40286, 1:00-2:15 TR, MCDON 102 ENGL 1010-32, 40288, 2:30-3:45 TR, MCDON 204
Office and office hours	MCDON 214; MW 1:00-3:00 and by appointment
Voice mail and email	652-7814, schuyler@dixie.edu

To help orient you to ENGL 1010, this syllabus gives you information about course descriptions, textbooks and other required materials, academic resources, department goals and objectives, assignments and grading, policies and procedures, and a general schedule. For each of the main writing projects, you will receive a handout with assignment guidelines and a class-by-class schedule.

Course Descriptions

From the Online 2006-07 Catalog

Required of all students. The objective of this course is to improve students' abilities to read, analyze, and write expository papers. Satisfies one of the composition requirements for AA/AS/AAS degrees. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college level papers.

Prerequisite: LIB 1010 (can be taken concurrently); English placement of 19 (ACT writing score or equivalent) or a grade of C or better in ENGL 0990; and reading placement score of 17 (ACT reading score or equivalent) or a grade of C or better in ENGL 1470. 3 lecture hours per week.

From the Department of English

ENGL 1010 is designed to help students improve their writing to meet communication demands in college, on the job, and as citizens. 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, 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. At least one of the graded essays should be done in class. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

Textbooks and Other Required Materials

- ▶ Silverman, Jay, Elaine Hughes, and Diana Roberts Wienbroer. Rules of Thumb: A Guide for Writers. 6th ed. Boston: McGraw-Hill, 2005.
- ▶ Vesterman, William. Reading and Writing Short Arguments. 5th ed. Boston: McGraw-Hill, 2006.
- ▶ Access to technology: DSC user name and password (for emails sent to individuals or the class), the internet, Microsoft Word or a comparable word processor, an inkjet or laser printer, a photocopier (available in Browning Library); also: a looseleaf binder, a hole punch, a stapler, ½-inch binder clips

Academic Resources

Successful students use all the *free* resources that are available to them:

- ▶ Drop-In Tutoring, in the Browning Learning Center, managed by Student Support Services and Dixie State College, for all registered, degree-seeking Dixie students: <http://dsc.dixie.edu/tutoring/index.htm>.
 - ▶ The Writing Center, in the Browning Learning Center, Room 105, for help with writing skills such as brainstorming, revising, and editing.
 - ▶ The Online Writing Center lets you submit your paper, as an email attachment, to the Writing Center for comments: owl@dixie.edu
 - ▶ The Online Writing Lab provides writing tips, the MLA style guide, and access to other OWLs: <http://dsc.dixie.edu/owl/> or <http://dsc.dixie.edu/reber/>
 - ▶ The Val A. Browning Library 24/7/365 **Live Chat**: <http://library.dixie.edu/> and **Help** (includes APA and MLA Style Guides); also get **f2f help** from librarians during library hours.
 - ▶ Special Accommodations "If you are a student with a physical or mental impairment and would like to request accommodations, please contact that 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."~Sherri Dial (sdial@dixie.edu)
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Department Goals and Objectives

Reading/Thinking Objectives

- ▶ Identify a writer's thesis and purpose.
- ▶ 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.

Writing

- ▶ Understand the importance of correctly assessing the relationship of writers to audience and purpose.
- ▶ Understand the value of undertaking the writing process in stages including planning, brainstorming, organizing, drafting, 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, 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 attract the reader's attention: introduce the subject, state the thesis, suggest a plan of development, make positive first impressions, and set the tone.
- ▶ Produce conclusion paragraphs that draw on a variety of techniques that bring the discussion to an end and, when necessary, restate the thesis or summarize key points.
- ▶ Recognize and avoid fragments, run-ons, faulty modifiers, subject/verb and pronoun agreement problems.
- ▶ Demonstrate mastery of conventional punctuation and mechanics used in standard written English.
- ▶ Demonstrate a reasonable awareness of style, emphasis, and sentence variety.

Style and Diction

- ▶ Select words appropriate to their subject and audience. Recognize the need for precise expression.
- ▶ Prefer the concrete to the abstract, the specific to the general; use active and precise verbs. Practice word economy, using only those words, phrases, and details that are apt and necessary.
- ▶ Use multiple sentence structures for emphasis and variety.
- ▶ Recognize and avoid jargon.
- ▶ Use relevant, convincing, and sufficient evidence and logic.

Research and Source-Supported Writing

- ▶ Identify an information need and assess the appropriate resources.
- ▶ Demonstrate competent use of the computerized catalog, periodical indexes, and the variety of electronic databases available for research.
- ▶ Demonstrate the ability to paraphrase, summarize, and quote source material.

- ▶ Demonstrate the ability to use the MLA style of parenthetical documental, bibliographic form, and research paper format.
- ▶ Develop a preliminary bibliography, notes, and an outline or other organizational strategies 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.

Grammar, Mechanics, and Usage

- ▶ Recognize and avoid fragments, run-ons, comma splices, faulty modifiers, subject/verb and pronoun agreement problems.
- ▶ Demonstrate mastery of punctuation and mechanics used in standard written English.
- ▶ Demonstrate a reasonable awareness of style, emphasis, and sentence variety.

Writing Requirements

Students will submit four to five essays; at least two will be 1250 words or more (1250 words = five pages). One (or more) of the essays must involve library research and demonstrate the student's ability to effectively analyze and properly incorporate research. Rhetorically, the emphasis will be on exposition or analysis and persuasion. No more than one essay will be narrative or descriptive. Students will have frequent opportunities to invent/create, draft, revise, and proofread. Instructors will regularly intervene during this process. Altogether, students should expect to produce 4500-5000 words.

Assignments and Grading

Below is the weight of each major assignment and my grading rubric. I aim to avoid grade inflation and award the final grade of "A" for superior work based on each of the assignments.

▶ "This I Believe" Essay	10%
▶ Pre-Response Essay Skills (paraphrase, summary, direct quotation, intext and end MLA citations)	10%
▶ Response Essay	15%
▶ Annotated Bibliography for the Synthesis Essay	10%
▶ Synthesis Essay	15%
▶ Performing/Fine Arts Memo	10%
▶ 4 tests on grammar, mechanics, usage, MLA style and format @ 5% each	20%
▶ Class participation (quizzes, presentations, discussion, peer-editing, in-class writing, short out-of-class writing assignments, worksheets)	10%

Note: No grade will be dropped. There is no extra credit.

Grading Scale

▶ A	=	11	93-100 (96 midpoint)
▶ A -	=	10	90-92 (91 midpoint)
▶ B+	=	9	87-89 (88 midpoint)
▶ B	=	8	83-86 (85 midpoint)
▶ B-	=	7	80-82 (81 midpoint)
▶ C+	=	6	77-79 (78midpoint)
▶ C	=	5	73-76 (75 midpoint)
▶ C-	=	4	70-72 (71 midpoint)

▶ D+ =	3	67-69 (68)
▶ D =	2	63-66 (65)
▶ D- =	1	60-62 (61)
▶ F =	0	59 and below (exact number)

Grading Rubric

Your grade is based on the *guidelines/checklist* you will receive for each assignment plus your *classmates' performance* according to them. If you do not follow these, your assignment is likely to be "off-task," and your grade will be low or failing. Each of you begins this course with different levels of ability in writing, speaking, research, computer, and collaboration skills. I applaud your diligence in improving yourself in each of these areas during the semester; however, I aim not to give "effort" grades. In general:

The "C" paper is competent in fulfilling the assignment

- ▶ The "C" paper advances a reasonable thesis and offers some relevant support, but expresses them in vague generalities or predictable and conventional ways.
- ▶ The pattern of organization is recognizable to the reader but may be formulaic or may not be the best for the purpose or audience of the paper.
- ▶ The voice and tone are generally appropriate for an academic audience.
- ▶ The style is essentially readable: there are few awkward sentences, few serious errors in wording, and few, if any, glaring errors in grammar and mechanics. Typically, sentence structure is simple; transitions are often weak or formulaic; word choice may be imprecise or clichéd.
- ▶ Sources are adequate; MLA documentation and format are mostly correct.
- ▶ A grade of "C" means that the student is able to write at the basic level of competency expected of him/her by the college.

The "B" paper goes beyond a competent response in several ways

- ▶ The thesis and introduction reflect some originality or excites the curiosity of the audience.
- ▶ The development includes substantive support that is specific, interesting, relevant, and complete.
- ▶ The organization is clear, coherent, and well-suited to purpose and audience.
- ▶ Sentence structure shows variety; diction is appropriate for the audience and purpose; the paragraph transitions function effectively to give the paper unity.
- ▶ The essay is generally free of distracting errors in grammar and mechanics.
- ▶ Sources are well-chosen; MLA documentation and format are correct.
- ▶ A grade of "B" means that the student writes at a level of high competence.

The "A" paper is an excellent paper, an innovative, creative, and perceptive response to the assignment in all ways

- ▶ The purpose is specific, and some depth or breadth of insight marks the clearly focused thesis.
- ▶ The support is not only interesting and relevant but boldly thought-provoking as well.
- ▶ The careful organization is not only markedly clear and coherent, but also reflects a particularly apt response to the rhetorical situation.
- ▶ The style demonstrates the high competence of the "B" paper as well as exhibiting finesse through the writer's skillful use of stylistic elements to achieve specific goals.
- ▶ Sources are well-chosen from library databases; MLA documentation and format are correct.
- ▶ A grade of "A" means that the paper exhibits an exceptionally sophisticated style and mature vocabulary beyond the high rhetorical competence of the "B" paper.

The "D" paper is one that begins to meet the requirements of the assignment, but it is flawed in one or more of the following ways

- ▶ The purpose may be confused or too general.
- ▶ The thesis may not be limited enough or clear enough.
- ▶ The support offered may not be specific, wholly accurate, or relevant; in any case, it is far from sufficient.
- ▶ The required number of sources is not used; the sources may be inadequate; MLA documentation and format may often be incorrect.
- ▶ The organization may be unclear or confusing.
- ▶ The voice and tone may be inconsistent or somewhat inappropriate, and/or the style makes it difficult for the reader to understand what is being said.
- ▶ Overall coherence may be problematic due to insufficient or missing paragraph transitions.
- ▶ The sentence structure is at times awkward.
- ▶ Word choice is vague or ambiguous.
- ▶ The number of grammatical or mechanical mistakes is sufficient to be distracting to the reader.

Other Factors Influencing Your Grade

- ▶ To obtain full credit, present your assignments on the due date at the beginning of class (unless otherwise stated), i.e., by five minutes past the hour. If you turn in your paper a class day late, i.e., five minutes past the hour or later, without documentation for an excused absence, your paper is worth a full grade less (e.g., B to C). On the second such class day, you will receive an F.
- ▶ If you know you will be out of town for a special occasion or otherwise unable to turn in your assignment punctually, then preferably email me to make arrangements for a new deadline. Similarly, if you have an emergency situation, then email me as soon as possible to set up a new deadline and/or bring documentation about the emergency to the next class you attend. Stay in communication with your instructors—as you would do for managers on your jobs.
- ▶ Follow the directions on the assignment guidelines. If you omit a memo of transmittal, marginalia and underlining, your peer edit draft, photocopies of your sources, etc., you will drop a full grade letter for each of these omissions. You will also lose credit if your assignment packet is not in proper order with your drafts stapled and a binder clip holding all the material together.
- ▶ Proofread carefully.
- ▶ Class participation assignments (see above on p. 4) cannot be made up.
- ▶ If there is a grade dispute for this course at any time during your Dixie State College career, you must produce all work with my marks and evaluation.

How to Calculate Your Grade Anytime During the Semester

This is a manual way to calculate your grade (not using Excel or a calculator) at any time during the semester. It is based on each assignment being worth 5% (or a multiple thereof) of your total grade and on using the 11-point scale (A = 11, A- = 10, B+ = 9, B = 8, B- = 7, C+ = 6, C = 5, C- = 4, D+ = 3, D = 2, D- = 1, F = 0).

Suppose that you've turned in these assignments on time, and you have grades for the following:

- ▶ C "This I Believe" Essay
- ▶ B Pre-Response Essay
- ▶ B+ Response Essay
- ▶ A Test #1
- ▶ D Test #2
- ▶ A- Class Participation

Add up your points as follows:

- ▶ 5 + 5 "This I Believe" Essay: 10% of grade
- ▶ 8 + 8 Pre-Response Essay: 10% of grade
- ▶ 9 + 9 + 9 Response Essay: 15% of grade
- ▶ 11 Test #1: 5% of grade
- ▶ 2 Test #2: 5% of grade
- ▶ 10 + 10 Class Participation: 10% of grade

Divide the sum by the number of the multiples: 86 divided by 11 = 7.8

If the last two digits are .75 or higher, I have the option of rounding up to the next higher grade. If students have distracted the class or me, e.g., by frequently arriving late or departing early, leaving class to take cell phone calls, instant messaging, failing to staple their work, or being rude, I do not round up.

At the end of the semester, I'll either use Excel with the number in parentheses (e.g., 85 for a B) or I'll use a calculator with the number based on the 11-point letter grade:

- ▶ .10 x 5 = _____ M+
- ▶ .15 x 8 = _____ M+
- ▶ .15 x 9 = _____ M+
- ...
- MRC = _____

I'll total your final grades during the remainder of the final exam period or in my office afterwards. There shouldn't be a discrepancy using the above methods, but if you discover that there is, the higher grade is yours.

Your Grade Record

Believe	Pre-Response	Response	Bibliography	Synthesis	Performing	T1	T2	T3	T4	CP	Total
10%	10%	15%	10%	15%	10%	5%	5%	5%	5%	10%	
Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	Grade	



Policies and Procedures

Agreeing to the following policies and procedures should help to ensure harmony and success in our collaboration this semester.

Attendance

- ▶ This is a face-to-face course: not online, not brick-and-click. Plan to come to class—on time—every day we meet. Bring your textbooks daily and related course materials (as assigned).
- ▶ If you participate in college-sponsored athletics or travel in a group in another college-sanctioned activity, please notify me the week before to make arrangements for completing your work.
- ▶ Do not bring food to class. It can be distracting and you may leave a dirty desktop behind for the next student who sits at your desk. If you bring a sugared beverage, keep it on the floor. Also, set cell phones to vibrate and do not IM during class.
- ▶ Listen attentively and respectfully to those who are speaking in turn.
- ▶ If you're not used to speaking aloud in class, force yourself to ask for a clarification, make a comment, or express an opinion. I may call on anyone at any time to answer a question.

Academic Discipline Policy

I expect students to adhere to this Academic Performance Responsibilities section of the DSC Student Rights and Responsibilities Code in the 2006-07 online catalog:

4. Maintain academic ethics and honesty; to this end, prohibited activities include, but are not limited to, the following:
 - Cheating, which includes, but is not limited to, copying from another student's test papers, or plagiarism.
 - Using materials during a test not authorized by the person giving the test.
 - Collaborating with any other person during a test without authority.
 - Knowingly obtaining, using, buying, selling, transporting, or soliciting in whole or in part the contents of any test, without authorization of the appropriate official.
 - Bribing any other person to obtain any test.
 - Soliciting or receiving unauthorized information about any test.
 - Substituting for another student or permitting any other person to substitute for oneself to take a test or complete an assignment.
 - Plagiarism, which is the unacknowledged (uncited) use of any other person or group's ideas or work. This includes purchased or borrowed papers.
 - Collusion, which is the unauthorized collaboration with another person in preparing work offered for credit.
 - Falsification, which is the intentional and unauthorized altering or inventing of any information or citation in an academic exercise, activity, or record-keeping process.
 - Giving, selling, or receiving unauthorized course or test information.
 - Using any unauthorized resource or aid in the preparation or completion of any course work, exercise or activity.
 - Infringing on the copyright law of the United States which prohibits the making or reproduction of copyrighted material except under certain specified conditions.

- Not obtaining the instructor's permission before recording lectures.
- Not notifying instructors in advance of any planned absence for participation in college-approved or requested group activities.
- Unethical and inappropriate use of any computer system, library, or other campus resource, and interference with the productivity of other users.

A first offense will likely result in failure on that assignment; a second offense will likely result in failure of the course and further academic referral.

Semester Schedule

This semester schedule displays college deadlines and (tentative) major essay and test due dates. Every draft and bibliography must be word-processed, printed, and stapled. **See the individual assignment guidelines for the class-by-class schedule.**

August

- 1 T 8/22 *Classwork begins; introduction to the course; begin the "This I Believe" Essay*
 2 R 8/24 *Last day to add classes without instructor permit, "This I Believe" Essay topics*
- 3 T 8/29 **Discovery draft of the "This I Believe" Essay due for small group discussion**
 4 R 8/31 "This I Believe" Essay topics

September

- M 9/4 *Holiday: Labor Day*
 5 T 9/5 *\$50 late registration/payment fee. DSC reserves the right to drop classes for non-payment of the balance due after this date.*
Peer-edit draft of the "This I Believe" Essay due for the peer-editor's checklist
 6 R 9/7 **Final draft of the "This I Believe" Essay due;** review for Test #1
- 7 T 9/12 **Test #1,** begin the Pre-Response Essay Skills
 8 R 9/14 Pre-Response Essay Skills topics
- M 9/18 *Last day for refund of tuition and fees. No refund after 5:00pm on this date and Dropped classes will be assigned a "W" grade on transcripts.*
 T 9/19 Pre-Response Essay Skills topics
 W 9/20 *Last day to add classes*
 R 9/21 **Peer-edit draft of the Pre-Response Essay Skills due for the peer-editor's checklist**
- 9 T 9/26 **Final draft of the Pre-Response Essay Skills due;** begin the Response Essay
 W 9/27 *Last day to drop or audit classes*
 10 R 9/28 **Test # 2,** Response Essay topics

October

- M 10/2 *Block courses begin*
 11 T 10/3 **Discovery draft of the Response Essay due for small group discussion**
 12 R 10/5 Response Essay topics
- 13 T 10/10 **Peer-edit draft of the Response Essay due for the peer-editor's checklist**
 R 10/12–
 F 10/13 *Semester Break*

- 14 T 10/17 **Final draft of the Response Essay due**; begin the Annotated Bibliography for the Synthesis Essay
- 15 R 10/19 Annotated Bibliography topics
- 16 T 10/24 Annotated Bibliography topics
- 17 R 10/26 **Peer-edit draft of the Annotated Bibliography due for the peer-editor's checklist**
- 18 T 10/31 **Final draft of the Annotated Bibliography due**; begin the Synthesis Essay
- November
- 19 R 11/2 **Test #3**, Synthesis Essay topics
- 20 T 11/7 Synthesis Essay topics
- 21 R 11/9 **Discovery draft of the Synthesis Essay due for small-group discussion**
- T 11/14 *Career Day: no morning or early afternoon classes*
- 22 R 11/16 **Peer-edit draft of the Synthesis Essay due for the peer-editor's checklist**
- 23 T 11/21 **Performing/Fine Arts memo due**; Synthesis Essay topics
 W 11/22–
 F 11/24 *Thanksgiving Break*
- 24 T 11/28 **Final draft of the Synthesis Essay due**; writing topics and review for the final exam
- 25 R 11/30 Writing topics and review for the final exam
- December
- 26 T 12/5 Writing topics and review for the final exam
- 27 R 12/7 Last day of this course; writing topics and review for the final exam
 F 12/8 *Classwork ends*
- M 12/11–
 F 12/15 *Final exams*; see the schedule below for your time slot to take **Test #4** in our regular classroom

FALL SEMESTER FIVE-DAY FINAL EXAM SCHEDULE

Monday, Dec 11	Tuesday, Dec 12	Wednesday, Dec 13	Thursday, Dec 14	Friday, Dec 15
Daily, MWF, MW, M Only Class Time Exam Time 7:00 7:00-9:00 10:00 9:30-11:30 1:00 12:00-2:00 4:00 2:30-4:30	TR, T Only Class Time Exam Time 7:30/8:00 7:00-9:00 10:30 9:30-11:30 1:00 12:30-2:30	Daily, MWF, MW, M Only Class Time Exam Time 8:00 7:30-9:30 11:00 10:00-12:00 2:00 12:30-2:30	TR, T Only Class Time Exam Time 9:00 8:00-10:00 12:00 11:00-2:00 2:30 2:30-4:30	Daily, MWF, MW, M Only Class Time Exam Time 9:00 10:00-12:00 12:00 12:30-2:30 3:00 3:00-5:00
MW or M Only Classes	TR or T Only Classes	W Only Classes	R (Thursday) Only Classes	Friday Only Classes
5:00 5:00 7:30 7:30	5:00 5:00 7:30 7:30	5:00 5:00 7:30 7:30	5:00 5:00 7:30 7:30	5:00 5:00 7:30 7:30