

Course: English 2010-05 S-L (Intermediate Writing)
Prerequisite: C or better in English 1010 or its equivalent
Credit Hours: 3
Instructor: Dr. Sue Bennett
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Office: MCD 213
Office Hours: M 2:15-4
Tu 2:15-4
W Noon-1
Th Noon-1

SYLLABUS – FALL 2006

TEXTBOOK

- Required: Crusius, Timothy W., and Carolyn E. Channel, eds. The Aims of Argument. 5th ed. Boston: McGraw-Hill, 2006.
- Suggested: Dixie State College Research Guide – available in the bookstore or online at <http://dsc.dixie.edu/owl>

GENERAL COURSE DESCRIPTION

English 2010 is designed to refine and expand upon the basic essay-writing skills studied in English 1010. Students will increase their capacity to think clearly and independently, learn to order their thinking, and communicate knowledge and ideas more skillfully. Students will receive training in the skills necessary for written communication demands in college, on the job, and as citizens. To reach those objectives, the course will provide frequent occasions to read, write, edit, and revise. The course will emphasize source-supported writing and library research. Students will put into practice the information literacy skills covered in LIB 1010. Usage and mechanics will be addressed when writing assignments and tests show deficiencies.

GOALS AND OBJECTIVES

*WRITING PRINCIPLES

- Produce writing which assesses the relationship of writers to their subject, audience, genre, and purpose.
- Undertake the writing process in stages—including planning, organizing, drafting, revising, and editing.
- Demonstrate the ability to choose and restrict subjects and create effective thesis or purpose statements.
- Use the thesis/purpose statement to control the selection, arrangement, and presentation of support material.
- Create introductory paragraphs which state the thesis and suggest a plan of development for the paper.
- 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.
- Organize and connect ideas and information in logical order.
- Develop the thesis in paragraphs that contain topic sentences, offer adequate supporting detail, and are joined by appropriate transitions.
- Understand the value and process of collaboration in the writing process.
- Use concise and precise language.
- Demonstrate correct usage and punctuation.

*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, and 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 logical fallacies, emotional arguments, and misleading ambiguities.
- Recognize and avoid jargon.
- Use relevant, convincing, and sufficient evidence and logic.
- Recognize and avoid all forms of plagiarism.

***READING/THINKING**

- Identify the writer’s thesis and purpose.
- Understand the writer’s organizational strategies.
- 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 the main idea.
- Analyze the writer’s underlying assumptions and possible biases.

***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 use the MLA style of parenthetical documentation, 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.

***WRITING REQUIREMENTS**

Students will submit 2-3 short papers (2100 words total) that demonstrate the foregoing principles. Papers may be assigned in genres such as persuasion, pro-con, cause-effect, analysis, and classification. Rhetorically, the emphasis will be on analysis and persuasion. Narration and description genre papers will not be assigned. There will be periodic evaluation and revision of work in progress. Students will also submit at least one 10-12 page research paper that incorporates a sufficient number of credible sources. In addition, students will produce an annotated bibliography of at least 6 sources. Including the shorter essays, in-class work, and the research paper, typically, students will write 4500-6000 words.

GRADING

Semester grades will be determined by the following:

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|---|---------------------|
| • Single-Source Essay (Paper1) | 10% or 100 points |
| • Multiple-Source Essay (Paper 2) | 10% or 100 points |
| • Midterm - includes in-class essay (Paper 3) | 20% or 200 points |
| • Research Project – (Paper 4) | 30% or 300 points |
| ○ Includes annotated bibliography and oral report | |
| • Final – includes in-class essay (Paper 5) | 20% or 200 points |
| • Quizzes | 10% or 100 points |
| | 100% or 1000 points |

GRADING SCALE

A = 94-100 ☺	C+ = 77-79
A- = 90-93	C = 74-76
B+ = 87-89	C- = 70-73
B = 84-86	D+ = 67-69
B- = 80-83	D = 64-66
	D- = 60-63
	F = 59 and below ☹

QUIZZES

I give frequent quizzes. These quizzes usually check your preparation for the day’s activities, but sometimes they review previous material. These quizzes cannot be made up, but I will drop your two lowest grades at the end of the semester to help compensate for unavoidable absences. If you miss quizzes due to school-sponsored activities, you may request alternate assignments as long as you follow school policy as described on DSC’s web page:

<http://www.dixie.edu/humanres/pol.html>

LATE PAPER POLICY

Papers are due on the date indicated on the syllabus. If you know you will be absent the day a paper is due, turn in your paper early. Because of unforeseen emergency situations, I do accept late papers; however, late papers will be docked 10 points for every weekday they are late. If you are having trouble with a paper, go to the Writing Center (on the first floor of the Browning Building) or see me during office hours. It's best to get help before the paper is due.

CONFERENCES

My office hours, e-mail address, office phone #, and home phone # are all posted on the front of this syllabus. If my office hours do not coincide with your schedule, we can make other arrangements.

DROP DATE

If you stop attending class, it is your responsibility to drop the class before **September 27** to avoid receiving an "F" on your transcript.

PLAGIARISM

Under the "Student Rights and Responsibilities Code," Section 33.5.1.4 on Dixie's home page, plagiarism is thoroughly defined. Please access this page and read the definition carefully: <http://www.dixie.edu/humanres/polstu.html> Note that plagiarism includes cheating, such as "copying from another student's test papers"; "using materials during a test not authorized by the person giving the test"; "collaborating with any other person during a test [or quiz]"; "soliciting or receiving unauthorized information about any test"; "using any unauthorized resource or aid in the preparation or completion of any course work, exercise, or activity"; and "collusion, which is the unauthorized collaboration with another person in preparing work offered for credit."

The [Dixie State College Research Paper Guide](#) contains a more concise definition: plagiarism is "an act of willfully or carelessly attempting to pass off as one's own work the words (oral or written) of someone else" (6). You can buy the [Dixie State College Research Guide](#) in the bookstore, you can access the online research paper guide at <http://dsc.dixie.edu/owl>, you can refer to the link on DSC's web page <http://www.dixie.edu/humanres/polstu.html>, or you can talk to me. Your understanding of this concept is essential because

plagiarism is grounds for failure in this course.

DISABILITY RESOURCE CENTER

If you are a student with a medical, psychological, or learning disability and would like accommodations, contact Sherri Dial at the Disability Resource Center (652-7516) in the Student Services Center. The Disability Resource Center will determine your eligibility and determine the appropriate accommodations related to your disability.

WRITING CENTER

The college provides a free service for students desiring additional assistance with their writing assignments in all courses. The Writing Center is located in the Browning Bldg. Call 652.7813 for hours and more information.

TESTING CENTER

Hours of operation are posted online at <http://dsc.dixie.edu/testingcenter/officehours.htm>

LIBRARY

Hours of operation are posted online at <http://library.dixie.edu/info/hours.html>

ENGLISH 2010-05 (S-L) – Fall 2006

Assignment Schedule TT

Week 1 (Aug 22-25)

- Tu - Introduction to class policies
Quiz 1 – Diagnostic Essay
- Th - 3-19 (Ch. 1 “Understanding Argument”)
Quiz 2

Week 2 (Aug 28-Sept 1)

- Tu - 21-43 (Ch. 2 “Reading an Argument”)
Quiz 3
- Th - 309-37 (Ch. 10 “Terrorism”)
Quiz 4

Week 3 (Sept 4-8)

- Tu - 349-69 (Ch. 10 “Terrorism”)
Quiz 5
- Th - 378-98 (Ch. 10 “Terrorism”)
Workshop for Paper 1
Quiz 6

Week 4 (Sept 11-15)

- Tu - A1-A18 (Appendix - “Editing and Proofreading”)
Typed Rough Draft Due for Paper 1 (Peer Critique/Self Critique)
Quiz 7
- Th - S-L Project (field work)

Week 5 (Sept 18-22)

- Tu - S-L Project
Paper 1 Due (Single-Source Essay) - Please staple in this order:
 - final draft on top, peer critique/self critique in middle, and instructor approved rough draft on bottom
- Th - S-L Project (field work)

Week 6 (Sept 25–29)

- Tu - S-L Project (field work)
- Th - S-L Project (field work)

Week 7 (Oct 2-6)

- Tu - 189-210 (Ch. 7 “Arguing to Convince”)
Workshop for S-L Project
Quiz 8
- Th - 210-25 (Ch. 7 “Arguing to Convince”)
Workshop for S-L Project
Quiz 9

Week 8 (Oct 9-13)

- Tu- 93-114 (Ch. 5 “Research-Based Arguments”)
S-L Project Due - includes **Paper 2** (Multiple-Source Essay)
Review for the Midterm Exam
Quiz 10
- Th- Holiday

Week 9 (Oct 16-20)

- Tu - **Midterm Exam** includes an in-class essay (**Paper 3**)
- Th - 115-41 (Ch. 5 “Research-Based Arguments”)
Workshop for Paper 4
Quiz 11

Week 10 (Oct 23-27)

- Tu - 59-74 (Ch. 4 “Visual Arguments”)
Eight Bibliography Cards Due for Paper 4 (on 3x5 cards)
Quiz 12
- Th - 74-91 (Ch. 4 “Visual Arguments”)
Quiz 13

Week 11 (Oct 30-Nov 3)

- Tu - 227-46 (Ch. 8 “Arguing to Persuade”)
Annotated Bibliography Due for Paper 4
Oral Reports
Quiz 14
- Th - 246-65 (Ch. 8 “Arguing to Persuade”)
Oral Reports
Quiz 15

Week 12 (Nov 6-10)

- Tu - 567-79, 589-609 (Ch. 12 “Feminism”)
Forty Note Cards Due for Paper 4 (on 4x6 or 5x8 cards)
Oral Reports
Quiz 16
- Th - 629-34, 642-55 (Ch. 13 “Gay and Lesbian Rights”)
Typed First Page and Works Cited Page Due for Paper 4
Oral Reports
Quiz 17

Week 13 (Nov 13-17)

- Tu - Career Day (no class)
- Th - 659-70, 699-704 (Ch. 14 “Genetics and Enhancement”)
Typed Rough Draft Due for Paper 4 (Peer Critique/Self Critique)
Oral Reports
Quiz 18

Week 14 (Nov 20-24)

- Tu - 707-30 (Ch. 15 “Liberal Education”)
Revision Strategies for Paper 4
Oral Reports
Quiz 19
- Th - Holiday

Week 15 (Nov 27-Dec 1)

Tu - 759-61, 767-85 (Ch. 16 "Race and Class")

Oral Reports

Quiz 20

Th - 267-87 (Ch. 9 "Arguing to Mediate")

Paper 4 Due (Research Project) - Please include all of the following in a mailing envelope with your MLA heading on the outside:

- final draft, peer critique/self critique, instructor approved rough draft, and instructor graded oral report critique sheet
- instructor graded annotated bibliography
- eight corrected bibliography cards stapled to the appropriate photocopies
- forty corrected note cards

Quiz 21

Week 16 (Dec 4-8)

Tu - 287-303 (Ch. 9 "Arguing to Mediate")

Quiz 22

Review Graded Research Papers

Th - Review for the Final Exam

Week 17 (Dec 11-15) – Final Exams

Final Exam includes an in-class essay – (**Paper 5**)

- ENGL 2010-09 is at 9:30 a.m. on Tuesday, December 12
- ENGL 2010-15 is at 12:30 p.m. on Tuesday, December 12
- ENGL 2010-05 is at 8 a.m. on Thursday, December 14