

DIXIE STATE COLLEGE OF UTAH

ENGLISH 2010 COURSE SYLLABUS

Susan O. Garner, Instructor

Office: North Instructional Building Office 101

Office Hours: Monday-Friday 8:00 am - 5:00 pm drop in or by appointment

Phone: 652-7660 email: sgarner@dixie.edu

GENERAL COURSE DESCRIPTION

English 2010 is designed to refine the rhetorical and grammatical skills studied in English 1010. Students should increase their capacity to think clearly, to order their thinking, and to communicate more skillfully in writing. The specific emphasis of English 2010 is persuasive writing, with particular attention to the use of argument, using logic and evidence to win a reader to a particular point of view. This course is also designed to introduce students to the methods of library research and other appropriate research skills which will help prepare them to write the required research paper for this class.

Students will have frequent occasions to write, revise, analyze, edit, and publish work in this class. Class discussions and assigned papers will emphasize such writing principles as unity, coherence, development, organization, variety, word economy, and presentation. Mechanics and usage will be treated primarily as they relate to specific writing problems.

WRITING OBJECTIVES

Upon successful completion of English 2010, students will have refined their knowledge of and ability to apply the writing principles emphasized in English 1010. In addition, they will also be able to:

Produce writing which correctly assesses the relationship of writers to their audiences and subjects.

Undertake the writing process in stages--including planning, brainstorming, organizing, rough drafting and final drafting, revising, and proofreading.

Demonstrate the ability to choose and restrict subjects and create precise central purpose/thesis statements.

Use the thesis 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.

Create concluding paragraphs which give a sense of closing and, when necessary, restate the thesis or summarize the main points used to develop the thesis.

Create transitions which convey a smooth passage from one topic or key element to another.

Use organizational, developmental, and coherence strategies necessary to produce effective paragraphs and papers.

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.

Use strategies for creating effective overall structure, including the use of repeated key words, pronouns, synonyms, topic sentences, transitions, and parallel structures.

Know and use organizational and developmental strategies necessary to write individual paragraphs and the paper as a whole.

In general, develop or refine a style which demonstrates thoughtful variety and control of sentence structure.

Use appropriate, concrete words; write without mechanical errors; recognize and avoid fragments, run-ons, faulty modifiers, subject/verb and pronoun agreement problems.

Write a critical analysis of an argument, a literary selection, and a media presentation.

Write a formal research paper making use of primary research, interviews, electronic searches, appropriate citation of sources, documentation, and quotations using MLA format.

Effectively argue in writing (i.e., persuade readers by using effective rhetorical strategies, such as sound reasoning and the respectful acknowledgment of opposing viewpoints).

READING/THINKING OBJECTIVES

During English 2010 students will have opportunities to apply the following reading/thinking objectives to reading assignments and research components:

Identify the writer's purpose/thesis.

Understand the writer's organization and structure.

Recognize the writer's tone (attitude) toward subject and audience.

Assess the writer's presentation of detail in support of the main idea.

Analyze the writer's possible underlying assumptions and biases.

Recognize and avoid logical fallacies in reasoning, emotional arguments, and misleading ambiguities.

Understand the need for objectivity in understanding opposing viewpoints.

Recognize the validity of opposing viewpoints.

Learn the value of open debate.

Understand the importance of ethos, logos and pathos in argument.

LIBRARY USE AND RESEARCH OBJECTIVES

By mid-semester, successful English 2010 students will be able to use their knowledge gained through application of skills learned in LIB 1010 and practiced in English 2010 to write effective research papers. To this end, students will:

Participate in a review of basic research skills from LIB 1010 course including how to effectively

paraphrase, summarize, and quote as appropriate.

take notes

use MLA parenthetical documentation

write a research paper with appropriate use of library and on-line data..

synthesize research, in a balanced manner, with student's own ideas and writing.

recognize and avoid all forms of plagiarism.

TEXT

Critical Thinking, Reading, and Writing

A Brief Guide to Argument

Fifth Edition

Sylvan Barnet and Hugo Bedau

PAPERS

In English 2010, students will write several short essays and critical analyses, plus two research papers. Each essay and analysis must meet the following standards to be considered for a grade:

Each essay and/or analysis must be typed. Each essay must be 500-700 words in length (2-3 pages), and each analysis must be 250-500 words in length (1-2 pages).

Each essay and/or analysis must meet acceptable standards in logic, content, rhetorical skills, and technical control.

Essay and/or analysis is due by class time on each due date. Papers received up to one week late will be marked down one full grade. Papers will not be accepted more than one week late unless there are extenuating circumstances. Once graded, papers in English 2010 cannot be re-submitted for grade re-evaluation.

The semester research paper is a major part of English 2010. **This paper constitutes 50% of the student's course grade.** The research paper must meet the following standards to be considered for a grade:

Length of the paper will be a minimum of 8 and a maximum of 12 pages.

Paper will include proper MLA (Modern Language Association) documentation.

Paper will include a minimum of three personal interviews and a minimum of five documented sources.

Other specific research criteria as will be discussed in class lectures and handouts.

PLAGIARISM

"Plagiarism is the presenting of someone else's ideas or words as your own. Whether this presentation is deliberate or accidental, plagiarism is a serious and often punishable offense" (Aaron, *The Little, Brown Compact Handbook*). Dixie State College has a strong policy regarding the penalties for plagiarism. **In English 2010 any student found guilty of plagiarism, either in essay, analysis, or research paper submitted, will automatically fail the course.** Plagiarism can also result in a student being expelled from Dixie State College.

ADA STATEMENT

"If you are a student with a physical or mental impairment and would like to request accommodations, please contact the 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 or your disability."

GRADING

A student's final grade will be compiled by averaging the grades received on **essays, quizzes, journals, preparation checks, research assignments, and the semester research paper.** **In order to obtain credit for the course, the student must successfully complete the research paper.** **Since much of the course work will include in-class exercises, class attendance is critical. Students missing more than three class periods will be in grave jeopardy of receiving a passing grade for this class.** Participation in class discussions is a must and will be used in grade evaluation. As previously stated and repeated here for emphasis, papers handed in up to one week late will be penalized one full grade drop, and papers will not be accepted more than one week late. Once the semester ends, there can be no grade changes unless there has been an error in computation or evaluation. Students receiving an "F" for the course will not be allowed to make up any of the assignments for a grade change in order to receive course credit.

ENGLISH 2010

FINAL GRADE WORKSHEET

AREA I - FORMAL ESSAYS = 50% OF FINAL GRADE

THE FORMAL ESSAY PORTION OF THE FINAL GRADE IS COMPILED BY AVERAGING THE GRADES RECEIVED ON THE ASSIGNED FORMAL ESSAYS. FOR EXAMPLE:

ESSAY 1	GRADED	C+	2.33
ESSAY 2		C	2.0
ESSAY 3		B	3.0
ESSAY 4		F	0.0
ESSAY 5		B	3.0

TOTAL 10.33 DIVIDED BY 5 EQUALS 2.06, OR "C"

AREA II - CLASS WORK = 50% OF FINAL GRADE

THE CLASS WORK PORTION OF YOUR FINAL GRADE IS COMPILED BY TOTALING ALL POINTS RECEIVED FROM THE FOLLOWING ASSIGNMENTS

ASSIGNMENT		TOTAL PTS. POSSIBLE	TOTAL PTS. EARNED
JOURNALS (40 PAGES)		400 (10 PTS. PER PAGE)	400
PEER GROUP W/SHOP	(5)	1000 (200 PER ESSAY)	800
READER RESPONSES		500 (100 EA. RESPONSE)	500
QUIZZES		500 (50-100 PTS. VARIED)	400
IN-CLASS ACTIVITIES		500 (20-50 PTS. VARIED)	450
		2900 POINTS POSSIBLE	2550 POINTS EARNED

2550 DIVIDED BY 2900 EQUALS 87.9% "B+"

THESE TOTALS MAY VARY ACCORDING TO ACTUAL ASSIGNED WORK. FIGURES SHOWN ARE FROM PREVIOUSLY TAUGHT CLASS RECORDS AND ARE REPRESENTATIVE OF CLASS CONTENT.

THE LAST STEP FOR DETERMINING THE FINAL GRADE IS TO ADD THE TWO

**GPA'S (GRADE POINT AVERAGES) AND DIVIDE BY TWO AS IN THE EXAMPLE SHOWN HERE:
2.06 + 3.33 = 5.39 DIVIDED BY 2 = 2.67 OR A "B-" GRADE**

GRADE	NUMERICAL VALUE	PERCENTAGE
A	4.0	95-100
A-	3.67	90-94
B+	3.33	87-89
B	3.0	83-86
B-	2.67	80-82
C+	2.33	77-79
C	2.0	73-76
C-	1.67	70-72
D+	1.33	67-69
D	1.0	63-66
D-	.67	60-62
F	.00	0-59

ENGLISH 2010

S. Garner, Instructor

CLASS ASSIGNMENT SCHEDULE

(Assignments for the next class period are in bold font)

(All journal assignments are one-half page to three-fourths page long and typed)

Wed. Aug. 23 Course Introduction/Class Business/Syllabus
Read Preface iii-vi (middle)
Begin Reading of Chapter 1 (Critical Thinking) p. 3-14
Response: a one-half to three-fourths page typed response to the reading assignment.

Fri., Aug. 25 Business/Syllabus Quiz/Lecture on Wed. Reading Assignment
Reading Assignment: Ch. 1 p. 14 -18. Also read p. 72 (assumptions)
Response: a one-half to three-fourths page typed response to the reading assignment.

Mon., Aug. 28 Quiz on Fri. Reading Assignment/Lecture on Assumptions
Reading Assignment: Ch. 1 19-29
Response: Make a listing of the assumptions you find in the three essays. Skip a few lines and then write a letter to the editor (p.25) in which you express your opinion/view on one of the writings. (approx. 50-100 words.

Wed. Aug 30 Quiz on Mon. Reading Assignment/Lecture on Ch. 1: p. 19-29
Reading Assignment for Friday, Sept. 1: Ch. 2: p.30-46
(Pay close attention and time to p.44-46)
Response: What you have learned from this reading assignment or a direct response to Susan Jacoby's essay.

Fri. Sept 1 Quiz on Wed. Reading Assignment/Lecture on Ch. 2: p. 30-46
NO CLASS ON MONDAY - LABOR DAY
NO CLASS ATTENDANCE: Wednesday, Sept. 6 and Friday, Sept. 8
OUT OF CLASS ASSIGNMENTS FOR THESE DAYS:

Reading Assignments for Wednesday, Sept. 6 and Friday Sept. 8:

Ch. 2: p. 47-64

Response #1 Write a full page summary to one of the essays in this section including the terms discussed in Ch. 2 p. 30-46 (author, place of publication, title, thesis, purpose, reasons, argument.

Response #2 Write a full page personal response/observations to the events of 9/11/01.

Be prepared to discuss both of these responses in class on Monday, Sept. 11., 2006

Mon. Sept. 11 9/11 Observance Day/ submit papers due today

Assignment for Wednesday, Sept. 13: Do a Good Deed before Wed.

Sept. 13 class and write it up for submission.

- Wed. Sept. 13 Hand in "Good Deed" papers.
Introduction of the Research Project
Assignment for Monday, Sept. 18: Come prepared with 5 possible Research topics. These must be typed and ready for submission at beginning of class to receive credit.
Assignment for Friday, Sept. 15 Read pages 65-92 and using the checklist on p. 92, write a 100 word or less analysis of each of the two articles from the Dixie Sun (handout in class.)
- Fri. Sept. 15 Hand in Analysis. Review of Analysis format. Review of Research topic ideas.
Review of Paraphrase/Summary/Plagiarism
- Mon. Sept. 18 Class discussion of research topics.
Assignment for Wednesday, Sept. 20: Prepare formal proposal for research topic. Details of how to do this will be discussed in Monday's lecture.
- Wed. Sept. 20 Class discussion on Research topics, time line for project, etc.
Assignment: Pending
- Fri. Sept. 22 Catch up day!
- Mon. Sept. 25 Review of Research Topics and Thesis Statements
Paraphrase vs. Direct Quote vs. Plagiarism
Assignment for Wednesday, Sept. 26:
Read p. 173-187. Using the checklist on p. 186. read the essay, *I Want a Wife*, by Judy Brady on p.118 and write a critical analysis.
- Wed. Sept. 27 Review Analysis of *I Want a Wife*
Class Discussion of Monday's reading assignment
Review of Research Paper Thesis assignment.
- Fri. Sept. 29 Field Research
Assignment for Monday, Oct. 2
Complete Research Assignment due for Oct. 2
Read p. 215, *A Modest Proposal*, by Jonathan Swift and using the Critical Analysis handout as a guide, write a critical analysis of this essay.
- Mon. Oct. 2 Research Working Thesis statements due. (See yellow Research Project outline for specifics) Critical Analysis of *A Modest Proposal* due.
Assignment for Wednesday, Oct. 4: Critical Analysis of Declaration of Independence. Also, preview Chapters 8 and 9 paying special attention to

Fallacies p.355-366.

- Wed. Oct 4 Class discussion on Analysis of Declaration of Independence and Induction, Deduction, and Fallacies. Assignment for Friday: Read and write a Response to the essay, *Love is a Fallacy* p. 367. Use one of the writer prompts (p.375) as a guide for this writing.
- Fri. Oct. 6 Discussion of *Love is a Fallacy*. Review of additional fallacies. Assignment for Monday: Find 5 examples of fallacies or construct 5 fallacies of your own (You may not use examples we have already discussed in class.) Also: Your Working Bibliography and a Progress Report is due on Monday. (See Research Schedule).
- Mon. Oct 9 Discussion of "5 Fallacies". Review of Progress Reports. In class analysis discussion. Assignment for Wednesday: An opinion (persuasive) paper (minimum of 1 page/double spaced, Times New Roman 12 or 14) of a current law or policy you think should be changed..
- Wed. Oct 11 Reading of Opinion papers in class. Review of upcoming Research assignments. No homework for Monday, October 16.

