

**English 2010-Intermediate Writing (3 credit hours)  
Fall 2006-Section 1**

**Instructor:** Randy Jasmine

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**Office Hours:** MWF 11-12, TTh 10:30-11:30 (and by appointment)

**Course Meeting Times:** MWF 8:00-8:50

**Place:** McDonald 102

**Texts:** The following texts are required for this course:

- **Textbook:** *Writing Arguments, Rhetoric with Readings: Brief Edition* Ramage, Bean and Johnson 7<sup>th</sup> edition ISBN# 0321412907
- **Handbook:** *Keys for Writers 4<sup>th</sup> Edition*, Anne Raimos ISBN# 0618527117

**Reserved Readings:**

- Reserve Readings 1- **a)** The Fourteenth Amendment  
<http://caselaw.lp.findlaw.com/data/constitution/amendment14/> **b)** *Plessy vs. Ferguson* <http://usinfo.state.gov/usa/infousa/facts/democrac/33.htm>
- Reserve Readings 2- **a)** Booker T. Washington "The Atlanta Exposition Address"  
<http://www.bartleby.com/1004/14.html> **b)** W.E.B. Du Bois "Of Mr. Booker T. Washington and Others" <http://www.bartleby.com/114/3.html>
- Reserve Readings 3- **a)** "What is Racial Profiling" OHRC  
[http://www.ohrc.on.ca/english/consultations/racial-profiling-report\\_3.shtml#\\_TOC55791615](http://www.ohrc.on.ca/english/consultations/racial-profiling-report_3.shtml#_TOC55791615) **b)** "Racial Profiling in an Age of Terrorism"  
<http://www.scu.edu/ethics/publications/ethicalperspectives/profiling.html> **c)** "Terry vs. Ohio" [http://mo.essortment.com/terryohiostop\\_rorf.htm](http://mo.essortment.com/terryohiostop_rorf.htm)
- Reserve Readings 4- **a)** *Brown vs. the Board of Education*  
<http://www.watson.org/~lisa/blackhistory/early-civilrights/brown.html> **b)** The Civil Rights Acts of **1)**1875  
<http://chnm.gmu.edu/courses/122/recon/civilrightsact.html> **2)**1957  
[http://www.historylearningsite.co.uk/1957\\_civil\\_rights\\_act.htm](http://www.historylearningsite.co.uk/1957_civil_rights_act.htm) and **3)**1964  
<http://www.spartacus.schoolnet.co.uk/USAcivil64.htm>
- Reserve Readings 5- **a)** Luther Standing Bear "What the Indian Means to America" **b)** Arthur M. Schlesinger "The Cult of Ethnicity" (I will hand out both)

**Course Description** Required of all students with an interest in improving their abilities to analyze and write academic papers, including the research-supported essay. It satisfies one of the composition requirements for AA/AS degrees. Students have opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used in preparing students to write college level papers. Successful students will demonstrate competence in the use of standard written English,

in analysis of texts, in correctly paraphrasing, summarizing and quoting source material, and in appropriately citing the work of others.

Course Prerequisites English 1010 or the equivalent with a minimum grad of C. LIB 1010 is a pre or co-requisite of this course.

Course Requirements The students will complete a series of writing projects, with a major paper serving as the ultimate goal of each project. Students will receive instructor and peer feedback throughout the writing process. Students will also take several quizzes based on the grammar, reading and discussion.

Classroom Expectations The classroom is an academic learning environment, and this means certain rules of behavior and courtesy should be observed at all times:

- When someone is speaking, either instructor or student, no one else should be talking.
- Cell phones must be turned off at all times. If your phone rings or if you are reading or sending text messages in class, I will ask you to leave. The best policy is to either leave your cell phone at home or pretend it doesn't exist during the 150 anytime minutes per week you are in this class.
- If you would rather be at home sleeping (demonstrated by having your head down on the desk during class), I will invite you to leave class and go back to bed.
- If you feel the need to leave class early, I will mark you absent for the day.
- Treat everyone courteously and professionally at all times.

Late Work **No late work will be accepted in this course.**

Academic Honesty All standards of academic honesty covered in the "Student Rights and Responsibilities Code" in the Dixie State Student Catalogue will be enforced. **Plagiarism is a serious violation of the Academic Honesty Code and will be punished accordingly.** I will check all of your written work very carefully for plagiarism, and if I find it, the punishment will be severe: first offense-F on the paper with no chance to revise or make it up; second offense-F for the course and possible college disciplinary action.

Please Note 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 for your disability.

Attendance The policy is very simple; you are allowed 4 absences without penalty, but after that your final grade will be reduced one quarter of a letter grade (25 points out of

1000) for each day you are absent. So, if you have an A (940) and you miss 5 classes, it becomes an A- (915), 6 classes it becomes a B+ (890), etc. Missing class 12 or more times makes it impossible to receive a passing grade. I will only grant “excused” absences in cases of **extreme** emergency.

You must also be on time to class. I will take roll at the beginning of each class, and if you are not present but show up within 10 minutes of the start of class, you will be marked tardy. Two tardies equal one absence. If you are more than 10 minutes late for class you will be marked absent regardless of whether or not you show up after that.

Project Conferences After each project is turned in for the first grading, the students will schedule a project conference with the instructor. In these conferences we will go over the material turned in for the first grading, and we will go over the rough draft of the paper in detail. **Regular classes will not be held during the week of project conferences.** Check the course schedule below for these dates.

### **Assignments:**

Reading Responses Each student will write 5 critical responses to prompts that I give over the duration of the semester. Each of these responses should be 1.5-2 pages long, and they should follow MLA guidelines for style and documentation.

Grammar/Reading Quizzes There will be 10 quizzes on the principles of grammar, documentation, and editing covered in the textbook and in class discussion. These quizzes will also check each student’s reading of the assigned materials. Each quiz is worth 10 points, and I will drop the lowest grade. Please note quizzes cannot be made up, so whenever possible, plan absences accordingly.

Writing Projects Writing projects 1, 2 and 3 will consist of a series of exercises that will take the student through the writing process: from prewriting and brainstorming all the way to putting the finishing touches on a final draft of a paper. Different parts of each project will be due at different times. I will grade the project once and give suggestions for improvement and revision; the students will then turn in the project again for a final grading. Each student will need several folders over the course of the semester to turn in the various writing projects.

A **typical** writing project will consist of the following parts:

- Brainstorming exercise
- Paper Outline
- Introduction (initial draft)
- Analysis of a library source

- In-class peer review sheet
- Rough draft (half the length of the final draft)
- Take-home peer review sheet
- Highlighted photocopies of all material you quoted, summarized or paraphrased
- Revision memo
- Final Draft

Final Writing Project The final writing project will follow the same format as the earlier writing projects, but at the end of the process each student will produce a 10-12 page research paper. This paper will contain a proposal claim. This paper will be the culmination of all of the research and writing done over the course of the semester.

Peer Reviews Each student will have two peer review partners for each draft. The students will conduct an in-class peer review with one partner and a take home peer review with another partner. **It is extremely important that each student take all of the peer reviews seriously. Everyone should put effort into both giving and receiving constructive criticism.**

**Point System:**

One thousand points are available for this class, and the breakdown is listed below. Because of the way the point system is set up, I will not constantly tell students what their current grade is—**students can always calculate their own grades** by simply keeping all of the graded material I hand back. Simply add up the number of points received and divide it by the total number of points on the assignments graded at that time.

For example, a student with quiz grades of 9/10, 8/10 and 7/10; a writing project 1 grade of 128/150; and grades of 18/20 and 17/20 on the first two reading responses, the current grade would be 187/220 or 85.0/B.

**Point Breakdown**

Reading Responses (5 x 20 points each) . . . . .	100
Quizzes (10 X 10 points each) . . . . .	100
Project 1 (Response to instructor’s prompt). . . . .	150
Project 2 (Cause and Effect). . . . .	150
Project 3 (Evaluation). . . . .	150

Annotated Bibliography .....	50
Final Writing Project (Proposal) .....	
.300	
<b>Total .....</b>	<b>1000</b>

**English 2010-Fall 2006  
Class Schedule**

Date	In Class	Reading Due	Assignment Due
<b>Week 1</b>			
Wednesday, Aug. 23	Course Introduction/Syllabus	In-Class Essay	-
Friday, Aug. 25	Grammar, Discussion, Assign Writing Project 1	<i>Writing Arguments</i> Ch. 1	-
<b>Week 2</b>			
Monday, Aug. 28	Grammar, Discussion	<i>Writing Arguments</i> Ch. 2-3	-
Wednesday, Aug. 30	Grammar, Discussion	Reserve Readings 1	-
Friday, Sep. 1	Quiz 1, Begin Video- <i>Scottsboro: An American Tragedy</i>	-	<b>Reading Response 1</b> due by 5pm
<b>Week 3</b>			
Monday, Sep. 4	<b>NO CLASS-LABOR DAY</b>	-	-
Wednesday, Sep. 6	Finish Video- <i>Scottsboro: An American Tragedy</i>	-	-
Friday, Sep. 8	In Class Peer Reviews- <b>Bring 2.5-3 page Rough Draft to Class</b>	-	<b>Writing Project 1/First Grading</b> due by 5pm
<b>Week 4</b>			
Monday, Sep. 11	*Project Conferences	-	-
Wednesday, Sep. 13	*Project Conferences	-	-
Friday, Sep. 15	*Project Conferences	-	-
<b>Week 5</b>			
Monday, Sep. 18	Grammar, Discussion	<i>Writing Arguments</i> Ch. 4-5	-
Wednesday, Sep. 20	Grammar, Discussion	<i>Writing Arguments</i> Ch. 6	-
Friday, Sep. 22	Quiz 2, Discussion	<i>Writing Arguments</i> Ch. 7-8	<b>Writing Project 1/Final Grading</b> due by 5pm
<b>Week 6</b>			
Monday, Sep. 25	Grammar, Discussion, Assign Writing Project 2	Reserve Readings 2	-
Wednesday, Sep. 27	Video- <i>The Murder of Emmett Till</i>	-	-
Friday, Sep. 29	Video, <i>The Murder of Emmett Till</i> , Quiz 3	-	-
<b>Week 7</b>			
Monday, Oct. 2	Grammar, Discussion	<i>Writing Arguments</i> Ch. 10	<b>Reading Response 2</b> due by 5pm
Wednesday, Oct. 4	Quiz 4, Discussion	<i>Writing Arguments</i> Ch.	-

		12	
Friday, Oct. 6	In-Class Peer Reviews	-	<b>Writing Project 2/First Grading</b> due by 5pm
<b>Week 8</b>			
Monday, Oct. 9	*Project Conferences	-	-
Wednesday, Oct. 11	*Project Conferences	-	-
Friday, Oct. 13	<b>NO CLASS- SEMESTER BREAK</b>	-	-
<b>Week 9</b>			
Monday, Oct. 16	Grammar, Discussion	<i>Writing Arguments</i> Appendix 1	-
Wednesday, Oct. 18	Video- <i>Utah's African American Voices</i>	-	<b>Writing Project 2/Final Grading</b> due by 5pm
Friday, Oct. 20	Video- <i>Utah's African American Voices</i> , Quiz 5, Assign Writing Project 3	<i>Writing Arguments</i> Ch. 14	-
<b>Week 10</b>			
Monday, Oct. 23	Grammar, Discussion	<i>Writing Arguments</i> Ch. 16	-
Wednesday, Oct. 25	Quiz 6, Discussion	Reserve Readings 3	<b>Reading Response 3</b> due by 5pm
Friday, Oct. 27	In-Class Peer Reviews	-	<b>Writing Project 3/First Grading</b> due by 5pm
<b>Week 11</b>			
Monday, Oct. 30	*Project Conferences	-	-
Wednesday, Nov. 1	*Project Conferences	-	-
Friday, Nov. 3	*Project Conferences	-	-
<b>Week 12</b>			
Monday, Nov. 6	Video- <i>Mississippi: Is this America?</i>	-	
Wednesday, Nov. 8	Video- <i>Mississippi: Is this America?</i>	Reserve Readings 4	<b>Writing Project 3/Final Grading</b> due by 5pm
Friday, Nov. 10	Quiz 7, Discussion, Assign Final Writing Project	-	-
<b>Week 13</b>			
Monday, Nov. 13	Grammar, Discussion	<i>Writing Arguments</i> Ch. 15	-
Wednesday, Nov. 15	Quiz 8, Discussion	<i>Writing Arguments</i> Ch. 17	
Friday, Nov. 17	In-Class Peer Reviews	-	<b>Final Writing Project/First Grading</b> due by 5pm
<b>Week 14</b>			
Monday, Nov. 20	Discussion	Reserve Readings 5	<b>Annotated Bibliography</b> due by 5pm
Wednesday, Nov. 22	<b>NO CLASS- THANKSGIVING BREAK</b>	-	-

Friday, Nov. 24	<b>NO CLASS- THANKSGIVING BREAK</b>	-	-
<b>Week 15</b>			
Monday, Nov. 27	*Project Conferences	-	-
Wednesday, Nov. 28	*Project Conferences	-	-
Friday, Dec. 1	*Project Conferences	-	
<b>Week 16</b>			
Monday, Dec. 4	Grammar, Discussion	-	<b>Reading Response 4</b> due by 5pm
Wednesday, Dec. 6	Grammar, Discussion	-	
Friday, Dec. 8	Quiz 9, Discussion	-	<b>Reading Response 5</b> due by 5pm
<b>Exam Week</b>			
December 11-15	Quiz 10 Wednesday, Dec. 13th 7:30am-9:30am		<b>Final Writing Project/Final Grading</b> due Monday Dec. 11 <sup>th</sup> by 5pm