Instructor Contact Information and Course Information

Instructor: Kirsten Nielsen
E-mail: knielsen@dixie.edu (be sure to put your name and “ENGL 1010” in the subject line)
Phone: (435) 879-4296
Office: Student Service Center #337 (call first)
Office hours: M-F 9-11 or by appointment

Writing Center: Browning Bldg. (bottom floor) see DSC website for phone & hours
Browning Library: Next to Browning Building – see DSC website for phone & hours

Class Time/Location: Section 01: 7-7:50 am/MCD102, section 038: 8-8:50/MCD 110
Course Prerequisite: Proper placement scores or a passing grade in English 0990 or 0991
Course Corequisite: If you have not already taken and passed Library 1010 you need to sign up for it and
take it along with this course.

Required Materials and Technology

Required Text
  (ISBN-10: 0205532136)
- Other weekly reading assignments will be available as handouts or online on Blackboard

Technology Requirements
- A Dixie College e-mail account
- An official Dixie College computer username and password (so you can log-on to campus computers)
- Blackboard accessibility

Brief Course Description
This course will be part lecture, part discussion and part workshop – this means you will need to be an active
participant in class throughout the term. We will focus as much on the process of writing as on the final product of
each paper. The main purpose of the course is to help you better communicate your ideas clearly and effectively in
writing to an academic audience.
WEEK 1
Monday, August 23
In Class:
• Introduction to course, text, & syllabus
• Pre-Assessment
• Classmate Introduction Activity

Homework:
• Read weekly overview for Week 1
• Read Syllabus

Wednesday, August 25
In Class:
• Diagnostic essay
• Introduce Personal Essay
• Discuss MLA Format (example)

Homework:
• 1/2 Page TDS Response: What are you thinking about writing your essay on?

Friday, August 27
In Class:
• In-Class Writing (Invention-strategy activity)
• Personal essay brainstorming
• Discuss critical thinking/writing (photo activity)

Homework:
• Read CW essays by Oomen and Cofer (BB)
• Answer one or more questions from the “Inquiring into the Essay” section for each in a 1-page TDS reading response.
• Read weekly overview for Week 2

WEEK 2
Monday, August 30
In Class:
• Discuss Reading (apply the “3 levels”)
• In-class writing: Personal vs. Private
• “Workshopaphobia”

Homework:
• Work on Personal Essay (rough draft due next class!)

Wednesday, September 1
In Class:
• **Personal Essay Rough Draft Due**
• Workshop

Homework:
• Revise draft of Personal Essay
• Read ____________

Friday, September 3
In Class:
• Discuss Reading
• Discuss Revision Strategies

Homework:
• Revise Personal Essay (Final Draft Due Mon.)
• Read weekly overview for Week 3
WEEK 3
Monday, September 6
In Class:
• PERSONAL ESSAY FINAL DRAFT DUE
• Introduce Review
• In-class writing

Homework:

Wednesday, September 8
In Class:
• In Class Activity (IM p. 65)
• Discuss Review Example

Homework:

Friday, September 10
In Class:
• Discuss Reading
• Discuss Plagiarism
• Discuss Works Cited page format
• In-class Writing Activity

Homework:

WEEK 4
Monday, September 13
In Class:
• Discuss Reading
• In-class Writing Activity

Homework:

Wednesday, September 15
In Class:
• Computer Lab Day (bring essay-in-progress)
• Discuss Reading

Homework:

Friday, September 17
In Class:
• Review rough draft due
• Discussion: Editing vs. Revising
• Workshop

Homework:

• Read CW Review Example by Kermode (BB)
• One-page Response: What subject are you thinking of reviewing? Why? What will your criteria be? Look at Figure 5.1 on p. 136. What categories does your subject fit into?

• Access http://owl.english.purdue.edu/ - Select Avoiding Plagiarism. Read Sections 1-3 & complete the exercises from Section 4

• Read CW Review Example by Hodgman (BB)
• Work on draft of Review
• Read weekly overview for Week 4

• Read CW Review Example by Bangs (BB)
• Work on draft of Review

• Work on Review (rough draft due Fri.)

• Read Writing (Grammar) Handout & write a one-page TDS reading response
• Revise Review draft
• Read weekly overview for Week 5
WEEK 5
Monday, September 20
In Class:
- Discuss Reading
- Discuss common beginning-writer pitfalls
- In-class writing

Homework:
- Revise Review (2nd rough draft due Wed.) and write a 1-page Response: How is the revision process working for you? What strategies do you find the most useful?

Wednesday, September 22
In Class:
- Review 2nd rough draft due
  - Workshop

Homework:
- Revise Review (Final Draft due Fri.)

Friday, September 24
In Class:
- REVIEW FINAL DRAFT DUE
  - Introduce Annotated Bibliography (for CRE)
  - Brainstorm essay topic in Writing Notebook
  - Introduce Research

Homework:
- Read weekly overview for Week 6
- Go to http://owl.english.purdue.edu/ – Select MLA Formatting and Style Guide, then select Research and Citation from the navigation column, then select Annotated Bibliographies. Read Section 1 & skim Sections 2 and 3. (For Quiz)

WEEK 6
Monday, September 27
In Class:
- Discuss Reading
- Discuss Critical Research
- Discuss creating Thesis Statements from Research Questions

Homework:
- Read Research Plan Handout
- Begin Research
- Put together your own research plan (1pg)

Wednesday, September 29
In Class:
- Discuss Reading
- Discuss Annotated Bibliography
- Discuss Ethics

Homework:
  - Write a 1-page TDS proposal outlining your plan for your C.R.E.

Friday, October 1
In Class:
- Discuss Topics
- In-class conference (of C.R.E. Proposal)

Homework:
- Work on Ann. Bib. Draft (rough draft due Mon.)
- Read weekly overview for Week 7
WEEK 7
Monday, October 4
In Class:
• Annotated Bibliography Rough Draft Due
• Workshop

Homework:
• Revise Ann. Bib.
• Read “Writing as Argument” (BB)
• One-page TDS reading response

Wednesday, October 6
In Class:
• Discuss CRE & Presentations
• Discuss essay development
• Discuss Reading

Homework:
• Read “The Growth Model” (BB)
• One-page TDS reading response
• Revise Ann. Bib. & work on C.R.E.

Friday, October 8
In Class:
• Discuss Reading
• Discuss “Metacommentary”

Homework:
• Read “The Worth of a Date” (BB)
• One-page TDS reading response
• Revise Ann. Bib. & work on C.R.E.
• Read weekly overview for Week 8

WEEK 8
Monday, October 11
In Class:
• Discuss Reading
• Computer Lab day (bring electronic copy of C.R.E. to work on in class)

Homework:
• Reading Assignment + Response (Handout)
• Work on draft of C.R.E. (rough draft – at least 2 pages due Wed.)

Wednesday, October 13
In Class:
• Discuss Reading
• First rough sketch of C.R.E. due
• Workshop

Homework:
• Revise and expand draft of CRE
• Read weekly overview for Week 9

Friday, October 15
NO CLASS – Fall Break

WEEK 9
Monday, October 18
In Class:
• Discuss CRE development
• Computer Lab day (bring electronic copy of C.R.E. to work on in class)

Homework:
• Revise and expand CRE (rough draft - at least 3 pages due Wed.)
Wednesday, October 20
In Class:
- **Rough draft of C.R.E. due**
- Workshop

Homework:
- Revise Critical Research Essay
- Prepare for Presentations

Friday, October 22
In Class:
- CRE Presentations + discussion

Homework:
- Prepare for presentation
- Read weekly overview for Week 10

**WEEK 10**
Monday, October 25
In Class:
- CRE Presentations + discussion

Homework:
- Prepare for presentation

Wednesday, October 27
In Class:
- CRE Presentations + discussion

Homework:
- Prepare for presentation

Friday, October 29
In Class:
- CRE Presentations + discussion

Homework:
- Prepare for presentation
- Read weekly overview for Week 11

**WEEK 11**
Monday, November 1
In Class:
- Finish CRE presentations + discussion
- Discuss Revision of Critical Research Essay

Homework:
- Revise CRE

Wednesday, November 3
In Class:
- Computer lab day (bring an electronic version of essay-in-progress to work on in class)

Homework:
- Revise CRE (2nd Rough Draft due Fri. THIS SHOULD BE A COMPLETE DRAFT – Email me a copy)

Friday, November 5
In Class:
- **2nd rough draft of C.R.E. due**
- Workshop

Homework:
- Revise CRE
- Read weekly overview for Week 12

**WEEK 12**
Monday, November 8
In Class:
- Computer lab day (bring electronic version of essay/ann. bib. to work on in class)

Homework:
- Discuss revisions with instructor
- Revise Critical Research Essay & Annotated
Wednesday, November 10
In Class:
- FINAL DRAFT OF C.R.E. & ANN. BIB. DUE
- Preview Ann. Bib.

Homework:
- ½ pg response - What is your impression of the research/writing process?

Friday, November 12
In Class:
- Introduce In-Class Essay
- Discuss “Reading a prompt”

Homework:
- Read handout
- Write a one-page (double-spaced) response
- Read weekly overview for Week 13

WEEK 13
Monday, November 15
In Class:
- Discuss reading
- In-class writing activity

Homework:
- Research In-class Essay topic
- Prepare for In-class Essay (Wed.)

Wednesday, November 17
In Class:
- In-Class Essay

Homework:
- ½ pg response – “What is your reaction to the In-class essay? How did it go?”

Friday, November 19
In Class:
- Discuss responses
- Discuss CRE assessment & required revision

Homework:
- Begin revising CRE
- Read weekly overview for Week 14

WEEK 14
Monday, November 22
In Class:
- Discuss adding research
- Computer lab day (for research)

Homework:
- Continue revising CRE (Bring copy to class Mon.)
- Read weekly overview for Week 15

Wednesday, November 24
NO CLASS – Thanksgiving Break

Friday, November 26
NO CLASS – Thanksgiving Break
**WEEK 15**
Monday, November 29
In Class:
- BRING COPY OF CRE TO CLASS
- Discuss revision strategies
- Group work

Wednesday, December 1
In Class:
- Discuss Example #1 & Analysis
- How to apply?

Friday, December 3
In Class:
- Discuss Example #2 and Analysis
- How to apply?

**Homework:**
- Continue Revising CRE
- Read and Analyze Example #1

**WEEK 16**
Monday, December 6
In Class:
- REVISION OF CRE DUE
- Discuss writing process & revision

Wednesday, December 8
In Class:
- Discuss Reading

Friday, December 10
In Class:
- Final class capstone

**Homework:**
- Revision of CRE due Monday
- Read weekly overview for Week 16

**Final Exam – Department Post-Test**
7 am class – Monday, December 13 @ 7:00 am
8 am class – Wednesday, December 15 @ 7:30 am

In-class essay response to comprehensive prompt.
Assignments and Participation Requirements

**Overview:** In order to promote on-going conversation about the required readings and issues raised by the class, you are required to participate weekly in a variety of ways. Each week you will be asked to read from the textbook, online articles, and/or other media and to respond to these selections in our discussion forums. In addition, you will review your peers’ assignments in peer review workshops and discuss issues related to the development of your persuasive research papers.

**Assignments, their values, and their due dates:** Below you will find a table outlining the assignments, their values, and their due dates. To keep track of your grade, please fill this out.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
<th>Your Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Essay</td>
<td>100</td>
<td>Sept. 6</td>
<td>/100</td>
</tr>
<tr>
<td>Review</td>
<td>100</td>
<td>Sept. 24</td>
<td>/100</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>100</td>
<td>Nov. 10</td>
<td>/100</td>
</tr>
<tr>
<td>Critical Research Essay Presentation</td>
<td>50</td>
<td>0ct. 22-Nov. 1</td>
<td>/50</td>
</tr>
<tr>
<td>Critical Research Essay</td>
<td>100</td>
<td>Nov. 10</td>
<td>/100</td>
</tr>
<tr>
<td>In-Class Essay</td>
<td>50</td>
<td>Nov. 17</td>
<td>/50</td>
</tr>
<tr>
<td>CRE Revision</td>
<td>100</td>
<td>Dec. 6</td>
<td>/100</td>
</tr>
<tr>
<td>Writing Notebook</td>
<td>50</td>
<td>Ongoing</td>
<td>/50</td>
</tr>
<tr>
<td>Participation: Attendance/Reading Responses</td>
<td>200</td>
<td>Ongoing</td>
<td>/200</td>
</tr>
<tr>
<td>Final In-class Essay/Department Post-test</td>
<td>100</td>
<td>Dec.</td>
<td>/100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1000</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Detailed Assignment Descriptions will be provided for all major assignments.**

**Weekly discussion:** Each week, you may be required to type up a reading responses or complete some other form or writing activity. These will generally be one-page double-spaced and due at the beginning of class. You will also be required to keep a writing journal which I will check from time to time. In your responses and journal entries avoid summarizing the reading’s contents or make vague generalized statements. Keep in mind other course readings and our discussions, and try mapping this reading/these ideas with others. Use this assignment as an opportunity to work out your own critical reading of the work—contextualizing it with your own perspective and experiences and those of others that interest you.

Sometimes we will use your responses as a springboard into class discussion. You will break into small groups in class and you will read each member of your group’s initial responses, and respond to them in a small class discussion. Avoid cheerleading responses (I agree!). Instead provide substantive, thoughtful responses to your peers and, if necessary, prompt your peers to provide you with the same. After your small group discussion, you will then choose a spokesperson to represent the responses and ideas generated to the rest of the class.

**Peer Review Workshops:** Each major writing assignment will be accompanied by a Peer Review Workshop. The workshop will allow you and several peers (groups will be assigned) to read, evaluate and respond to each other’s work. The feedback you receive in these workshops will aid you in completing course assignments and objectives. Being absent, not being prepared with a draft, or not fully participating in these workshops will drop your grade on the assignment one full letter grade.
Departmental Course Objectives: English 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. Classroom discussion, assigned readings, and papers will emphasize such writing principles as unity, coherence, development, organization, variety, and word economy.

Students in this course will:

- Write a minimum of 4 essays:
  - Two of which must be approximately 5 pages in length (1,250 words).
  - One of which must be at least a 5-page research essay that incorporates a sufficient number of credible sources (from such places as the DSC Library's article databases, book catalog, subject-specific encyclopedias, and/or Utah's catalog).
- Write at least one graded, in-class essay.
- Write no more than one narrative essay.
- Engage in opportunities to draft and revise, and receive instructor feedback on early drafts (such as non-graded first drafts).
- Write a total of at least 18 pages over the course of the semester (4500 words).

Course Policies

Work Submission Guidelines: Rough drafts of major assignments must be ready for peer review on the date specified. Keep in mind that rough drafts will count toward the total overall grade for the assignment. Final drafts must be ready for submission at time designated on the course schedule. Final drafts submitted after their designated time are considered late. Late paper grades will be lowered by one letter grade for every day the paper is late. All assignments must be submitted in a timely manner to receive a passing grade in the class; in other words, any student who does not submit all major assignments will not receive a passing grade in the course. Any exceptions to this policy must be arranged with me before the assignment deadline.

I maintain an open revision policy. You may revise a paper as many times as you like within two weeks of the paper’s initial due date; only the highest grade will be recorded. In order to submit a revision, you must demonstrate that you have done a substantial amount of work on your previous draft. In order for you (and I) to ensure you’ve done this work, I require that you highlight the changes you have made in your revision since your previous draft (this can be done using the Highlight feature in most word processors). Revisions that do not demonstrate this requirement will not be considered.

Late papers may be revised, but a late paper can only receive a maximum possible total points based on maximum points that were possible after the initial grade reduction. In order to avoid confusion with this policy, submit assignments on time.

Specific documents require different designs and layouts. Use what you know about good design and readability in producing all your documents. I expect all assignments to demonstrate your ability to produce professional and ethical academic documents. I expect that all assignments be properly formatted using MLA formatting and style.
Plagiarism is a serious offense that can result in your failing the course and can also result in the permanent marking of your college file.

What is plagiarism?
1. Using someone else’s ideas without giving credit to him/her (in the specific paragraph in which you use that person’s ideas).
   - It is good to use this method for paraphrasing: Jones explains [idea in your own words] (172).
2. Using someone else’s words without quoting them.
   - Use this method for direct quotations: Giles wrote, “Yada yada yada” (167).

If you are ever unsure about any possible offense regarding plagiarism, it is always better if you bring it to my attention while you are drafting your essay (rather than my discovering something suspicious on my own, in your final draft). Feel free to stop by my office for help in using outside sources in your writing.

Additional Help: Though I would prefer you come to me first for help with your essays-in-progress, you can also receive help from the college Writing Center or the Online Writing Lab (OWL).

**A Few Final Notes:** If you feel a bit overwhelmed by all of this, don’t worry too much about it—most of your peers probably do as well. Please remember that it is my job to help you successfully pass this course. Try to think of me as a guide who will aide you. If at any time you have questions or worries about the above requirements, please feel free to talk with me. Again, my job is to do everything I can to help you succeed in this class! I’ll end with one last tip for succeeding in my class, as well as in college: communicate with your instructors. We don’t bite! When you miss a class, communicate with us so we can help you get back on track. If you don’t communicate with us when missing class, we often assume you don’t care about the course.

Specific Departmental Objectives:

**READING/THINKING OBJECTIVES**
By the end of English 1010, students will demonstrate their ability to:
1. Identify a writer’s purpose/thesis.
2. Understand a writer’s organization and structure.
3. Recognize a writer’s tone, i.e., an author’s attitude toward subject and audience.
4. Assess the effectiveness of a writer’s presentation of detail in support of a main idea.
5. Analyze a writer’s possible underlying assumptions and biases.
6. Recognize and avoid fallacies in reasoning.
7. Use relevant, convincing, and sufficient evidence and logic.

**WRITING OBJECTIVES**
By the end of English 1010, students will demonstrate their ability to:
1. Assess the relationship of writers to audience and purpose.
2. Understand the value of the writing process as it can happen in stages, including planning, brainstorming, organizing, rough drafting, revising, and proofreading.
3. Carefully choose and restrict the subject, and create a precise thesis statement that will control the selection, arrangement, and presentation of material.
4. Use strategies for creating effective overall structure, including the use of categories, topic sentences, transitions, parallel structure, and repeated key words and synonyms.
5. Know and use developmental strategies necessary to write individual paragraphs and the paper as a whole.
6. Write unified, coherent, and developed paragraphs that effectively use topic sentences, repeated key terms, synonyms, pronouns, and transitions.
7. 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.
8. Compose concluding paragraphs that give a sense of closure.
9. Recognize and avoid fragments, run-ons, fused sentences/comma splices, faulty modifiers, and problems with subject/verb
agreement and pronoun agreement.
10. Consistently use punctuation and mechanics in a manner consistent with standard written English.
11. Understand choices related to style, emphasis, and sentence variety.

RESEARCH OBJECTIVES
By the end of English 1010, students will demonstrate their ability to:
1. Critically assess research information and incorporate such research into their papers.
2. Paraphrase, summarize, and quote source material in their own writing.
3. Understand and avoid plagiarism.
4. Know when and how to use the following methods of incorporation:
   a. Introduction of quotations and paraphrases.
   b. Use of quotation marks, brackets, and ellipses.
   c. Use of long quotations.
   d. Use of passages combining paraphrases and quotations.
   e. Proper forms for documenting and citing of sources.
5. Use a broad array of the DSC Library’s print and online research resources, such as the library catalog, subject-specific encyclopedias, article databases, and Utah’s catalog.
6. Use the MLA style of source lead-ins (when appropriate), parenthetical documentation, and bibliographic form.
7. Develop a preliminary bibliography, notes, and an outline (or other organizational strategy) as steps in writing a research paper.

Additional Information:

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 first floor of the Browning Bldg. Call 652-7743 for hours and more information.

Online Writing Lab: You can consult the Online Writing Lab website for information on a variety of issues related to writing, and for numerous links to relevant web-sites. To reach the page, type the following link in your browser http://dsc.dixie.edu/owl/, or go to the DSC home page, scroll to “Academics,” and select “Online Writing Lab.”

Disability Statement: If you are a student with a documented physical or mental impairment, then proper documentation of that disability is required in order to receive services or accommodations. The Center Coordinator and staff can also assist you in analyzing your eligibility for services. Any student eligible for and requesting reasonable academic accommodations due to a disability must provide a letter of accommodation to their professor from the Disability Resource Center within the first two weeks of the beginning of classes. Please contact the Center on the main campus to follow through with the documentation process. The center is located in the Student Services Center, Edith Whitehead Building, Room #201, or you may call for an appointment and further information regarding the Americans with Disabilities Act (ADA) at 652-7516.

Use of your D-mail e-mail account: Important class and college information will be sent to your D-mail e-mail account. This information includes your DSC bill, financial aid/scholarship notices, notification of dropped classes, reminders of important dates and events, and other information critical to your success in this class and at DSC. Also, sometimes your instructor will e-mail your entire class about important assignment and/or class information, and they will use students’ D-mail accounts to do so. All DSC students are automatically assigned a D-mail e-mail account. If you don’t know your user name and password, go to www.dixie.edu and select “D-mail,” for complete instructions. You will be held responsible for information sent to your D-mail, so please check it often.

If you stop attending class: If you stop attending class, it is your responsibility to drop the class before that semester’s drop deadline. This deadline date can be found at the DSC homepage (www.dixie.edu), on the left column, under the heading “Quick Links.” Click on the given semester’s class schedule.