**Introduction to Writing**

ENGL 1010-34

Classroom: HCC 471

**http://cgurrenglish1010.weebly.com**

MW 3:00—4:15 p.m.

Term: Fall 2012 Instructor: Carla S. Gurr, M.A.

E-mail: gurr@dixie.edu (checked daily) Office Number: HCC 457

Office Phone: 879-4416 (E-mail is the best way to contact me.)

Office Hours: MW 2:45—3:00 and 4:15-4:30 p.m. in classroom or by appointment.

Text: *St. Martin’s Guide to Writing (9th Ed.)* by Rise B. Axelrod and Charles R. Cooper

**Course Catalog Description:**

Partially fulfills General Education English requirement. Designed to improve students' abilities to read, analyze, and write expository papers. 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. Successful completers (grade C or higher) will be prepared to take ENGL 2010. Prerequisite: LIB 1010 (can be taken concurrently); AND English placement score 19 or higher OR ENGL 0990 (Grade C or higher and if ENGL 0995 required, Grade C or higher); AND Reading placement score 17 or higher OR ENGL 1470 (Grade C or higher).

**Overall English Department Mission Statement**

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

**Emphasis Mission Statement (Composition)**

As a subset to the English Department, the Composition Program seeks to fulfill the mission of both the department and the overall college GE mission. In particular, the program wants to strengthen students’ skills and confidence in writing and critical thinking. It also seeks to increase students’ written fluency, and help them better formulate and organize ideas into focused, developed, articulate, and persuasive essays.

**Student Learning Outcomes**

• Students will gain knowledge of the rules of grammar, punctuation, usage, and standard documentation (usually MLA or APA).

• Students will achieve an understanding of the stages within the writing process.

• Students will achieve an understanding of the modes of writing.

• Students will improve the clarity and correctness of their writing.

• Students will acquire knowledge of ways to effectively synthesize academic sources into academic research essays.

• Students will develop an understanding of the importance of critical thinking and reading.

• Students will produce a substantial amount of polished written work by the end of the semester.

**Formative Assessment Methods**

Preparation Checks: Students will periodically show their completion of the stages of the writing process through multiple drafts.

Instructor Feedback: Students will receive and respond to instructor and peer feedback during the revision process.

In-Class Writing: Students will be asked to write at least one in-class essay, partly to learn strategies for on-the-spot writing, and partly to verify that their out-of-class writing is indeed their own.

**Summative Assessment Methods**

Students in English 1010 will:

Write a minimum of 4 essays, totaling at least 4,500 words

 Two will be approximately 5 pages in length (1,250 words).

 One must be at least a 5-page research essay that incorporates sources

 No more than one will be a narrative essay

**Value-Added Assessment Method**

Pre/Post Test: Students will take a course-specific pre- and post-test, to assess the ways in which their learning has increased during the semester. This will be a multiple-choice (scantron) test.

**Instructor Assistance:** Contrary to common belief, writing *can* be taught. My goal this semester is to help each of you increase your writing skills, whether or not you have talent.

Please help me accomplish this goal by visiting with me during office hours or by scheduling appointments to discuss questions you may have. Your questions are frequently similar to those of other students, so please voice them in class, as well.

Email may be the most convenient way for you to ask questions. I check email daily during the week and on most weekends, too. However, please don’t wait to write until just before an assignment is due, as I may not answer in time.

Please don’t be shy about approaching me; I want to help you.

**Americans with Disabilities Act (ADA) Statement:** Students with medical, psychological, learning or other disabilities desiring reasonable academic adjustment, accommodations, or auxiliary aids to be successful in this class will need to contact the DISABILITY RESOURCE CENTER Coordinator for eligibility determination. Proper documentation of impairment is required in order to receive services or accommodations. DRC is located at the ground floor of the Financial Aid Office. Visit or call 652-7880 to schedule appointment to discuss the process. DRC Coordinator determines eligibility for and authorizes the provision of services.

**Student Support Services**

Library <http://library.dixie.edu>

Testing Center http://new.dixie.edu/testing

Writing Center and OWL <http://new.dixie.edu/english/dsc_writing_center.php>

Tutoring Center http://dsc.dixie.edu/tutoring

**Assignment Policy**

To avoid grade deductions and to have the maximum chance of passing the class, assignments must be turned in at the beginning of class on the date indicated on the syllabus *regardless of whether or not you attend class that day*. It is your responsibility to remember them. If you are involved in student activities, be extra aware of due dates, and make sure to discuss options with me before late drafts become an issue.

Late assignments, other than essays, will not be accepted. Essays will be accepted up to one week after the due date, but they will be penalized 10 %. Failure to submit two or more essays will automatically result in an “F” for the course. Each step in the writing process must be included with the final draft, including invention, rough draft, revisions, and final copy.

You are responsible for keeping track of assignments and due dates. Students absent from campus with the sanction of the college will be allowed to make up missed in-class work only if the instructor has been consulted and arrangements have been made before the scheduled activity. We will adhere to the policies set out by DSC in the “Policies for Absences Related to College Functions.”

It is essential that you keep all work completed during the course of the semester, along with grade sheets and my comments.

**Academic Honesty:** Cheating in any form is a serious offense and will result in zero points. A second offense will lead to an “F” for the course. One type of cheating is *plagiarism*. The *St. Martin’s Guide to Writing* explains that “ . . . plagiarism, which derives from the Latin word for ‘kidnapping,’ refers to the unacknowledged use of another’s words, ideas, or information” (Axelrod and Cooper, 756).

Allyn and Bacon explain that “plagiarism occurs whenever you take someone else’s work and pass it off as your own. Plagiarism has two forms: borrowing another person’s ideas without giving credit through proper citation and borrowing another writer’s language without giving credit through quotation marks or block indentation” (624).

We will cover “proper citation” strategies during the course of the semester. Simply remember that if you did not come up with the information from personal experiences, then readers need to know where the information comes from. Further, reading on the Internet does not count as personal experience. Information from the Internet must be properly cited. All researched information must be properly cited for this class using the MLA style.

For citation information, check your textbook, the Dixie State College Research Paper Guide at <http://dsc.dixie.edu/owl>, or the *MLA Handbook for Writers of Research Papers,* 7th ed.

The Dixie State college Policies and Procedures Reads as Follows:

3-34 ACADEMIC DISCIPLINE

34.1 Cheating: Academic dishonesty in any form will not be tolerated at Dixie State College, including but not limited to plagiarism on written assignments, submitting other person’s work as one’s own, and cheating on exams or quizzes. Teachers at Dixie State College may discipline students proven guilty of academic dishonesty by:

34.1.1 Giving a failing grade on the specific assignment where dishonesty occurred,

34.1.2 Failing the student in the entire course,

34.1.3 Immediately dismissing and removing the student from the course, and/or

34.1.4 Referring the student to Student Affairs, a committee which may reprimand, place on probation, suspend, and/or expel the student.

34.2 Disruptive Behavior: Teachers at Dixie State College have the right to manage the classroom environment to ensure a good learning climate. Toward this end, teachers (or college security) may dismiss and remove disruptive students from individual class activities. If a student’s behavior continues to disrupt class activities, the teacher may dismiss and cause the removal of disruptive students from their course.

34.3 Student Appeals: Students who believe themselves wrongfully disciplined may appeal those disciplinary actions through the standard grievance procedure. (policy 5-35)

**General Class Policies:** Please present yourselves in a polite and professional manner, and I will endeavor to do the same. Please don’t be late for class, and don’t leave early. As an incentive for promptness, quizzes will be administered at the beginning of class, and homework is due then, too.

Please don’t eat, use cell phones or computers during class time. Water bottles are acceptable.

**Class Attendance:** Attendance is essential to success in this class. Because it is so important, assignments are due at the beginning of class, and points will be given each class period for assignments, participation, or quizzes.

If you stop attending class, it is your responsibility to drop the class before the semester’s drop deadline, **Monday** **October 15.**

**Formula for Success:** Your text, The St. Martin’s Guide to Writing, provides a formula for success in writing essay examinations. This formula just happens to also be the formula for success in this class: “First of all, essay exams require a comprehensive understanding of large amounts of information. The best way to ensure that you will do well on them is to keep up with readings and assignments from the very start of the course: Do the reading, go to lectures, take careful notes, [and] participate in discussion sessions . . .”(814-815). Assignments build upon each other, culminating in a final research essay. Lectures, likewise, begin with the most basic information, but each successive discussion requires an understanding of the previous one. Attendance is crucial for your success.

Success is not dependent upon great talent. Some of my best students substituted determination for talent. Because they did their best and did not squander points, they ended up with the high scores in class.

**Overall Course Grade:** Grades of A and B reflect outstanding work; they are honor grades. A grade of C is average and indicates that you have completed the requirements acceptably. Lower grades indicate a failure to meet minimum requirements.

Grading Scale: 95-100% = A 90-94% = A- 88-89% = B+

85-87% = B 80-84% = B- 78-89% = C+ 75-77% = C

70-74% = C- 68-69% = D+ 65-67% = D 60-64% = D-

59 and lower = F.

Letter grades on essays are determined as follows:

**“A” Paper**—Perhaps the principle characteristic of the “A” paper is its rich content. Some people describe that content as “meaty,” others as “dense,” still others as “packed.” The information delivered is such that one feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The “A” paper is also marked by stylistic finesse: the title and opening paragraph are engaging; the transitions are artful; the phrasing is tight, fresh, and highly specific. The “A” paper, because of its careful organization and development, imparts a feeling of wholeness and unusual clarity. Sources will be well documented. Student presents the paper professionally and in proper MLA format.

**“B” Paper**—This paper is significantly more than competent. Besides being almost free of mechanical errors, the “B” paper delivers substantial information—that is, substantial in both quantity and interest value. Its specific points are logically ordered, well developed, and unified around a clear, organizing principle that is apparent early in the paper. The opening paragraph draws the reader in; the closing paragraph is both conclusive and thematically related to the opening. The transitions between the paragraphs are, for the most part, smooth; the sentence structures are pleasingly varied. The diction of the “B” paper is typically much more concise and precise than that found in the “C” paper. Occasionally, this diction even shows finesse and memorability. Work is presented professionally, and MLA format is followed.

**“C” Paper**—This paper is generally competent; it meets the assignment, has few mechanical errors, and is reasonably well organized and developed. The actual information it delivers, however, seems thin and commonplace. One reason for that impression is that the ideas are typically cast in the form of vague generalizations that prompt the confused reader to ask marginally: “In every case?” “Exactly how large?” “Why?” “But how many?” Stylistically, the “C” paper has other shortcomings as well: the opening paragraph does little to draw the reader in; the final paragraph offers only a perfunctory wrap-up; the transitions between paragraphs are often bumpy; the sentences, besides being a bit choppy, tend to follow predictable (hence monotonous) subject-verb-object patterns; and the diction is marred by repetitions, redundancy, and imprecision. Sources are documented in MLA format but are presented in a stylistically uncertain manner. The “C” paper, then, while it gets the job done, lacks both imagination and intellectual rigor.

**“D-F” Papers**—Papers that do not reflect competence in composition. Papers lack recognizable structure or organization. Arguments may not be supported with credible evidence. The papers do not respond to the assignment or have mechanical and grammatical errors that hinder reader understanding. Writing seems perfunctory—not well thought out. Sentences do not progress in a logical order or do not follow accepted sentence structures. Student relies heavily upon clichés, slang, double-talk, or jargon. Student did not follow conventions of punctuation, grammar, and documented sources properly.

**Fall, 2012 Assignment Schedule**

8/20 Class introduction: syllabus review and text explanation; department quiz and in-class essay.

8/22 Discussion: Why are the Rules of this Language so Illogical? The purpose of this discussion is to help you understand how the history of England, with its series of conquests and inventions, affected its language’s spelling, grammar, and punctuation. When you understand its origins, hopefully you will be more tolerant of its idiosyncrasies and even learn to use them to your advantage. **Introduce semester’s writing assignments.**

8/27 **Homework: Study *Commas Splices* (H5-7), read a freshman student’s profile essay, *The Last Stop* (70-73), and be prepared to answer the questions printed in its margins (participation points earned).** Discussion: Why Writing is Important, How Writing is Learned, and Basic Features of Profiles (67-68). Work on sentence structure if time allows.

8/29 **Homework: Study *Fused Sentences* (H7-9), and read *I’m Not Leaving Until I Eat This Thing* by John T. Edge (74-77). Quiz on syllabus, comma splices, fused sentences and the history of *English*.** Discussion: Analyzing Writing Strategies (78-80), and Describing (628-638).

9/3 Holiday. No school.

9/5 **Homework: Sentence Fragments (H9-10) and Narrating a Process (623-627).** Class Discussion: Narrating a Process and Cueing the Reader (600-613). **Write in-class profile paragraph.**

9/10 **Homework: Pronoun reference (H11-13) and *Calling Home* by Jean Brandt, (18-22). Be prepared to answer questions printed in the margins (participation points).** Discussion: Basic Features of Remembered Event Essays (17-18) and Narrating (615-618). **Write in-class process paragraph.**

9/12 **Homework: Prepositions (H52), *An American Childhood* by Annie Dillard (22-25), and *When the Walls Came Tumbling Down* by Trey Ellis (28-30).** **After reading three remembered-event essays from the text and hearing additional ones read in class, have you been reminded of events from your past that you could write about? Be prepared to tell a synopsis of a couple of stories to a small group of classmates. They will help you choose a story for your first take-home essay assignment. Quiz on sentence fragments and pronoun reference.** Class discussion: Analyzing Writing Strategies (26-28) and (30-34). Group storytelling.

9/17 **Homework: Pronoun Agreement (H13-15).** Writers’ workshop: Using *Writer at Work* (57-62) as your model, choose one of the two stories told to the group as the topic for your narrative essay and begin your invention: create a dialogue, recall feelings and thoughts, explore present perspective, and clarify your purpose with the audience in mind. **Narrative essay assigned. Quiz on prepositions and pronoun agreement.**

9/19 **Homework: Relative Pronouns (H15-18) and rough draft of narrative essay due.** Discussion: Audience and word choice/specificity. Peer review of narrative essay. **Audience Activity assigned.**

9/24 **Homework: Pronoun Case (H18-19). Audience Activity due. Quiz on relative pronouns and pronoun case.** Discussion: Essay Structure. Writers’ workshop: introductions.

9/26 **Homework: final copy of narrative essay due. Also, study Verbs (H19-24) and Subject/Verb Agreement (H24-27).** Class discussion: Introductions, continued, and Classification (647-649).

10/1 **Homework: Adjectives and adverbs (H27-30) and classification examples (*Illustrating Classification* 649-652 and *Car and Driver’s* “Booster Club” by Don Sherman). Write in-class classification essay.**

10/3 **Homework: Coordination and subordination (H45-46, 57-58) and *Grading Professors* (389-394). Be prepared to answer the questions in the essay’s margins for participation points.** **Quiz on verbs and subject/verb agreement.** Class discussion: Justifying an Evaluation (384-389).

10/8 **Homework: Study concise sentences/exact words (H47-56) and Juno and the Culture Wars (395-397). Quiz on adjectives & adverbs and coordination and subordination.** Class discussion: Analyzing Writing Strategies (398-400) and brevity activity. Midterm grades given.

10/10 **Homework: Commas (H58-61)** Class discussion: Commas and view video—the subject for your first evaluation essay. Review Guide to Writing (419-437). **Assign first Evaluation essay and worksheet on *A Catalog of Reading Strategies—Annotating, Taking Inventory and Outlining* (575-589).**

10/15 **Homework: Semicolons (H69-71). Worksheet due: *Annotating, Taking Inventory and Outlining* (575-586).** Class discussion: Review worksheet, and In-Text Citations (766-769). Last day to drop classes.

10/17 **Homework: Colons (H71-73).** **First evaluation rough draft due.** Class discussion: View second film for evaluation. **Assign second evaluation essay and begin drafting. Assign second worksheet: A Catalog of Reading Strategies—Paraphrasing, Summarizing, Synthesizing, Contextualizing, Exploring the Significance of Figurative Language, Looking for Patterns of Opposition, Reflecting on Challenges to Your Beliefs and Values (586-594).**

10/22 **Homework: Dashes (H73-75). Due: second worksheet on *Catalog of Reading Strategies* (589-594).** Class discussion and group practice: Paraphrasing, Summarizing and Synthesizing, etc. (586-594). Introduction to the next section of A Catalog of Reading Strategies—Evaluating the Logic of an Argument, Recognizing Emotional Manipulation, and Judging the Writer’s Credibility (594-598): Love is a Fallacy. **Assign Fallacy Assignment**.

10/24 **Homework: Study quotation marks (H75-79). Fallacy Assignment due. Quiz on commas, semicolons, colons and dashes.** Class discussion: Evaluating the Logic of an Argument, Emotional Manipulation, and Judging the Writer’s Credibility (594-598). **Assign field research worksheet (716-727).**

10/29 **Homework: Rough draft of second evaluation due. Field Research Worksheet due. Study Apostrophes (H79-81).** Class discussion: Field research worksheet (716-727). Comparing and Contrasting (653-655). **Assign Comparison/Contrast essay.**

10/31 **Homework: Parentheses, brackets, ellipsis (H81-83) and Using Ellipsis Marks Correctly (539-541). Quiz on quotation marks and apostrophes.** Class discussion:Keeping Track of Your Research (733-735), Annotated Bibliographies (796-805), and Finding Articles (740-747). Discuss documentation (764-778). **Assign Annotated Bibliography.**

11/5 **Homework: Final copy of Comparison/Contrast essay due (5 pages). Study Hyphens (H85-87) and *Sticks and Stones and Sports Team Names* (270-276). Pay particular attention to counterarguments and the way the author makes concessions to some and refutes others.** Class discussion: Arguing a Position (264-280). **Assign research topic and Research Paper: an Argument Essay Based on Counterarguments.**

11/7 **Homework: Research Paper Topic due. Quiz on hyphens, parentheses, brackets, ellipsis (H81-83). Study Capitalization (H87-90) and *Working at McDonalds* (280-283). Begin research for argument essay.** Class Discussion: Arguing a Position (283-285, 289-291, 298-308

11/12 **Homework: Outline due. Continue research, begin writing research paper, and study Numbers (H90-92).** Class discussion: Evaluating Sources (752-754), Using Sources (755-764), and Introducing Quotations—Speaker Tags (112-113).. Review paraphrasing, summarizing, synthesizing, and contextualizing (586-590). **Assign Ten Questions.**

11/14 **Homework: Continue writing research paper and study Abbreviations (H93-95). Quiz on Capitalization and Numbers (H87-92).** Class discussion: Parallelism in sentences (H44-45), Presenting Examples in Parallel Grammatical form (491-492), Using Parallel Structure (539). Class activity: style workshop. **Assign parallel device for argument essay conclusion.**  Answer *Ten Questions*.

11/19 **Homework: Titles and Headings (H95-97, Review of 613-14). Annotated Bibliography due. Ten Questions due.** Class Discussion: Revision (309-314) and letter writing (704-705). **Assign cover letter**. Answer *Ten Questions*.

11/26 **Homework: Two Copies of Argument Essay Rough Draft due (5 pages).** Class discussion: Editing and Proofreading, Essay Examination (814-816). Answer *Ten Questions*. **Assign revision of argument essay.**

11/28 **Quiz on abbreviations and Titles and Headings (H93-97).** Class Discussion: Cause/effect relationships (822-823, 460). Answer *Ten Questions*.

12/3 **Oral Reports.** If you give your oral report this day, you may turn in cover letter, final copy & all stages of the writing process. Otherwise, they are due on December 5.

12/5 **Cover Letter and Final Copy of Argument Research Essay due. Include all stages of the writing process. Oral Reports.**

12/14 **Final Examination: 3:00—5:00 p.m.--department quiz and cause and effect in-class essay.**

Assignment Record

Participation points (05) \_\_\_\_\_\_\_\_\_\_\_

Quiz—syllabus, comma splices, fused sentences,

 and history of English (18) \_\_\_\_\_\_\_\_\_\_\_

Profile paragraph (20) \_\_\_\_\_\_\_\_\_\_\_

Participation points (05) \_\_\_\_\_\_\_\_\_\_\_

Process paragraph (20) \_\_\_\_\_\_\_\_\_\_\_

Quiz—fragments and pronoun reference (10) \_\_\_\_\_\_\_\_\_\_\_

Quiz—prepositions and pronoun agreement (10) \_\_\_\_\_\_\_\_\_\_\_

Narrative essay rough draft (20) \_\_\_\_\_\_\_\_\_\_\_

Audience assignment (10) \_\_\_\_\_\_\_\_\_\_\_

Quiz—relative pronouns and pronoun case (10) \_\_\_\_\_\_\_\_\_\_\_

Final copy of narrative essay (50) \_\_\_\_\_\_\_\_\_\_\_

Classification essay (20) \_\_\_\_\_\_\_\_\_\_\_

Participation points (05) \_\_\_\_\_\_\_\_\_\_\_

Quiz—verbs and subject/verb agreement (10) \_\_\_\_\_\_\_\_\_\_\_

Fallacy assignment (10) \_\_\_\_\_\_\_\_\_\_\_

Quiz—adjectives, adverbs, coordination &

 subordination (20) \_\_\_\_\_\_\_\_\_\_\_

Worksheet 1—A Catalog of Reading Strategies (10) \_\_\_\_\_\_\_\_\_\_\_

First evaluation rough draft (20) \_\_\_\_\_\_\_\_\_\_\_

Worksheet 2—A Catalog of Reading Strategies (10) \_\_\_\_\_\_\_\_\_\_\_

Fallacy Assignment (10) \_\_\_\_\_\_\_\_\_\_\_

Quiz—commas, semicolons, colons and dashes (20) \_\_\_\_\_\_\_\_\_\_\_

Second evaluation rough draft (20) \_\_\_\_\_\_\_\_\_\_\_

Quiz—quotation marks and apostrophes (10) \_\_\_\_\_\_\_\_\_\_\_

Final copy of comparison/contrast essay (100) \_\_\_\_\_\_\_\_\_\_

Research topic (10) \_\_\_\_\_\_\_\_\_\_\_

Quiz—hyphens, parentheses, brackets & ellipsis (20) \_\_\_\_\_\_\_\_\_\_\_

Outline (10) \_\_\_\_\_\_\_\_\_\_\_

Quiz—capitalization and numbers (10) \_\_\_\_\_\_\_\_\_\_\_

Annotated Bibliography (15) \_\_\_\_\_\_\_\_\_\_\_

Ten questions (10) \_\_\_\_\_\_\_\_\_\_\_

Two copies of argument rough draft (20) \_\_\_\_\_\_\_\_\_\_\_

Quiz—abbreviations, titles and headings (10) \_\_\_\_\_\_\_\_\_\_\_

Oral report (20) \_\_\_\_\_\_\_\_\_\_\_

Cover letter (10) \_\_\_\_\_\_\_\_\_\_\_

Final copy of argument research paper (100) \_\_\_\_\_\_\_\_\_

Department quiz (12) \_\_\_\_\_\_\_\_\_\_\_

Final in-class cause and effect essay (50) \_\_\_\_\_\_\_\_\_\_\_

 Total points: () \_\_\_\_\_\_\_\_\_\_