**English 1010 Introduction to Writing – Spring 2016**

**English Department, Salt Lake Community College**

**Mon, Wed, Fri 8:00am – 8:50am, AAB 122**

**Instructor:** Gordon Dunne

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**Office:** TB 316-E

**Office Hours:**  Tue & Thu 9:00am – 11:00am

**Course Description**

English 1010 emphasizes that academic writing, and most other public writing and discourse, is about entering ongoing conversations about issues and understanding the rhetorical choices, i.e., choices of effective expression people use to communicate their ideas to an audience. To this end, as writers, you must attend to what “they say” before answering what “I say.” It is only by connecting your ideas to others’ ideas that you can write effectively to make an impact on an issue.

Habits of mind this course develops:

To help you write with an impact, to connect what you want to say with what others have said, the course breaks the writing process into a series of moves, or habits of mind, you will learn to deploy for your own purposes. These include attending to the complexities of issues by

* Learing the contexts within which writing/talking about issues takes place
* Summarizing others’ writing and synthesizing several threads of a large conversation about an issue
* Examining your own ideas in response by analyzing and evaluating the persuasiveness of others’ writing
* Doing research to expand your knowledge and take a position on an issue
* Revising your ideas and responses through drafts and conversations with class members

Through this process you will strengthen your ability to make thought-provoking contributions to written conversations both assigned and of your choice.

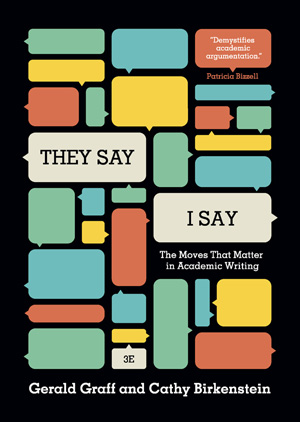
**Course Goals**

Following are the English Department’s outcomes for English 1010. By the end of the course you should be able to write using various

* **Rhetorical Strategies**, including understanding differences in purpose, audience, and genre
* **Critical Thinking Processes**, including summary, analysis, and synthesis
* **Composing Processes**, such as invention, drafting, revision, editing, peer feedback, and self-assessment
* **Conventions of Writing**, especially the conventions of citing multiple texts and incorporating them into one’s own writing.

**Textbook**

*They Say I Say* by Gerald Graff and Cathy Birkenstein (3rd ed.). New York: W. W. Norton & Company. 2014.



**Your final grade will be based on the following:**

1. Attendance (10%)

2. Participation (10%)

3. Journal (20%)

4. Essays (60%)

**Your grade will be based on the following scale:**

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

**1. Attendance (10%):** Demonstrate commitment to this course by regular attendance. Attendance is recorded every class session and missed classes will affect your grade negatively.

**2. Participation (10%):** You should not just turn up for class, but also actively participate in and be engaged with any class instruction and activity. I will assess your general participation throughout the semester, for example, by your willingness to participate in free writing exercises, discussions, readings, etc.

**3. Journal (20%):** I will ask you to keep a journal for the duration of the course. This journal is ***not*** primarily about your personal life per se. Instead it should cover the following areas: (1) I encourage you to read novels, journal articles, newspapers, magazines, blogs, etc. Reading and writing are intricately connected and to become a better writer it is essential to read widely and deeply on many topics. Ultimately, through your journal, I would like you to demonstrate where and when you recognize the rhetorical techniques we discuss in class. (2) Especially in the first half of the semester, reflect specifically on the chapters we cover in the textbook. The journal will not be graded like an essay and I will not be looking for spelling or grammar mistakes. Rather, the journal is an opportunity to write consistently and without constraints. You will receive full credit for satisfactory completion: 5 points for each week. We will discuss this further in class and I will provide an example. You must turn in journal entries every week through Canvas.

**4. Essays (60%):** You will be asked to write five essays during the semester and these will be based on topics covered in class. Each essay will go through a drafting process which includes a Think Piece, Peer Review, Instructor Review, and Final Draft. For full credit you must participate in and complete each part of this process. I will explain how this works in class.

**Policies and Procedures:**

**Free Writing:** During class sessions there will be occasions to practice various writing skills. You will be given time to write certain responses or to answer questions. Sometimes you will be asked to share what you have written with the class or in groups. In these instances your writing will not be evaluated or assessed for correctness, but your participation will be noted and this will affect the participation portion of your grade. Free writing also serves the purpose of preparing you for your essay assignments.

**Think Piece:** This is where you think through your assignment and where you start to formulate ideas about your essay topic and present them in writing. A Think Piece is like an extension of free writing and is a very rough draft or zero draft. Indeed, this draft should be messy and you should not worry too much about spelling, punctuation, etc. However, you should try your best to present your ideas and indicate how you will progress to the next draft. This might include an outline to prepare you for the first draft. You must submit this assignment electronically through Canvas and you will receive 5 points for satisfactory completion.

**Peer Review Draft:** You will now have received feedback from me on your Think Piece and you are ready to produce your next draft, which you will share with some of your classmates. You should print out a hard copy to share in the classroom. This is an important part of the coursework and peer responses will help you improve your own writing and also provide an opportunity to communicate ideas with your classmates. I will provide a rubric with criteria to guide this process. You will receive 5 points for full participation in the peer review, i.e., coming to class with your printed essay and sharing and reading other essays.

**Instructor Draft:** After the peer review draft I will ask you to submit a revised draft to me electronically through Canvas and you will receive 5 points for satisfactory completion. I will take this opportunity to write some comments and make some suggestions for further improvement. We will also take time in class to discuss this feedback.

**Final Draft:** The final draft should represent the culmination of your writing and while a piece of writing is probably never “perfect” it ought to be something you feel has been much improved since your first draft. Submit this draft through Canvas. I will provide some additional comments based on the specified criteria outlined in the rubric. Your score for the final draft is out of 10.

**General Education E-Portfolio**: Each student taking General Education courses at SLCC will maintain a General Education E-Portfolio. Instructors from every Gen. Ed. course will ask you to put at least one assignment from the course into your E-Portfolio and accompany it with reflective writing. In addition, your E-Portfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your E-Portfolio will then be a multimedia showcase of your educational experience. For detailed information visit:

<http://www.slcc.edu/gened/eportfolio/>

In line with the General Education guidelines I will ask you to post an essay of your choice on your e-portfolio and write a brief reflection on why you chose to include this essay.

**Extra Help:** Please be aware that tutoring is available through the Writing Center in AAB 129 and the Academic Literacy Center in TB 430. Working with a tutor is an excellent way to receive valuable feedback and guidance in producing higher quality papers. Tutors can also give you special one on one attention in dealing with any particular difficulties you might be having with your writing.

**Presentation of Papers:** All papers must be typed with a standard font and font size of 12 (no typing in bold). Papers should be double-spaced with no unnecessary gaps after your name, the title or between paragraphs. Align your paper to the left only. Only the Peer Review Draft must be printed; all other drafts should be submitted electronically through Canvas as Word Documents. All drafts should be turned in on the due date of assignment.

**Late Work:** It is important to get your work done on time. Use a planner and be organized. There is a specific due date for each assignment and late work will not receive full credit.

**Plagiarism:** Plagiarism, the use of someone’s ideas or words without properly crediting the source, is a serious offense. In order to substantiate the authenticity of your work, you may be asked at any time to produce any or all sources from which you gathered information, including internet material. If you plagiarize in this course, you will receive an E grade.

**Electronic Devices:** Turn off all cell phones and other electronic devices while in class. You may use a laptop for taking notes.

**Accommodation:**Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957- 4947 or by drc@slcc.edu.

**Important Dates[[1]](#footnote-1)**

Mon Jan 18: Martin Luther King Jr. Day (no class)

Wed Jan 20: Last day to add classes

Mon Feb 2: Last day to drop classes

Mon Feb 15: Presidents’ Day (no class)

Mar 14 - 18: Spring Break (no classes)

Tue Mar 22: Last day to withdraw from classes

Wed Apr 27: Last day of class

(There is no final exam for English 1010)

**Title IX Information:**

**20 U.S.C.A. Section 1681 (a): TITLE IX**

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds.”

**Examples of violations (but not limited to):**

* Sexual advances, requests for sexual favors and sexually motivated physical conduct
* Overt or subtle pressure for sexual activity
* Sexually offensive verbalization including remarks, “teasing”, slurs, and innuendo
* Repeated inappropriate jokes or comments about sex or gender specific traits
* Conduct that is demeaning or derisive and occurs substantially because of one’s gender
* Sexual assault
* Sexual Violence
* Gender based disparate treatment

**Violations can occur in any college environment, such as (but not limited to):**

|  |  |
| --- | --- |
| * Field Trips | * Classrooms |
| * Student Clubs | * Athletics |
| * Transportation | * On Campus Events |

If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

**Students-**

Dr. Marlin Clark, Dean of Students, 801-957-4776, STC 276 A (Redwood)

**Employees or Community members**-

Ken Stonebrook, Title IX & Discrimination Manager, 801-957-5027, AAB 211G (Redwood)

**Online Reporting Form-**

<http://www.slcc.edu/eeo/title-ix/complaint.aspx>

**Salt Lake Community College has a strong prohibition against RETALIATION!** The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

1. See Academic Calendar to verify dates <http://www.slcc.edu/academiccalendar/#spring> [↑](#footnote-ref-1)