

INTRODUCTION TO WRITING

ENGLISH 1010

FALL 2006

SECTION 5

11:30-12:20 MWF

HUMANITIES AND ARTS 149

SECTION 7

2:30-3:20 MWF

HUMANITIES AND ARTS 149

INSTRUCTOR

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Office hours: 1:30-2:20 daily
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TEXTS

- Lester Faigley, *The Brief Penguin Handbook*. 2nd ed. New York: Pearson Longman, 2006.
- Barbara Fine Clouse, *Patterns for a Purpose*. 4th ed. Boston: McGraw Hill, 2006.
- Other readings available on electronic reserve at <http://eres.snow.edu>.

In addition to these texts, you will also need:

- an active email account
- a manila folder (not envelope)
- access to the course webpage at <http://www.snow.edu/~davida/1010.htm>

COURSE DESCRIPTION

English 1010 focuses on developing your writing skills and should be thought of as being similar to a class where you learn to play a musical instrument. Your learning will come through developing effective technique (in this case a writing process) and through practice (revision). To provide you ample opportunities to develop your writing skills, class time will be spent in discussing readings, practicing specific writing skills, and workshopping student writing. We will occasionally work in small groups and will utilize peer review strategies.

Of course, writing is a complex activity, so in order to have specific outcomes to measure, we'll center much of our attention on four skills:

1. the habit of using an effective writing process,
2. the skill of logically organizing papers,
3. the ability to think critically about issues from multiple points of view,
4. the expertise to use language effectively and correctly.

As you can see, our main goal in this class is to practice writing, and we will do a lot of it. But we also need something to write about, so I have chosen a subject for us to focus on this semester—**storytelling in a variety of settings**. See the descriptions of the writing assignments below for further information.

Plan on working hard in this foundational course. Remember that to enroll in English 2010, you must pass this class with a C- or better.

COURSE POLICIES

Attendance. Because of our low enrollment, this course is essentially meant to be a small workshop group, and much of your learning will take place in class. Plan on attending

regularly; you will be allowed to miss only **five classes** without penalty. Any absence beyond five will result in deductions in your participation grade; nonattendance may also result in your being dropped from the course entirely. In addition, text messaging, surfing the Internet, lateness, sleeping, doing work for other classes, or any other form of mental non-attendance can be counted as an absence. If you anticipate having university-excused absences (i.e. for athletics or fieldtrips), let me know as soon as possible.

Late Work. You will be responsible for completing all assignments as they come due. Unexcused late work will be penalized 5% if turned in late on the day it is due or 10% each day after, including weekends (a late assignment must receive at least a one point deduction). I do not allow students to make up in-class assignments or quizzes, so attend regularly. If you see that you will have a problem meeting a deadline, contact me prior to the due date. I can be flexible when arrangements are made beforehand but will not extend the same flexibility after deadlines have passed.

Plagiarism. Simply stated, plagiarism is taking someone else's ideas and presenting them as your own. It includes any use of the words or ideas of another writer that would allow readers unfamiliar with the source to assume that the content originated with you. This can be done deliberately or by mistake. Either way it is a serious matter, and penalties for plagiarism may include failure on a paper or in the course. For more on plagiarism and how to avoid it, see Faigley, *The Brief Penguin Handbook*, 227-235.

ADA Statement. Students with medical, psychological, learning, or other disabilities who desire accommodations, academic adjustments, or auxiliary aids will need to contact the Accessibility Resource Center, room 221, Greenwood Student Center (283-7321). The Americans with Disabilities Act Coordinator at the Accessibility Resource Center determines eligibility for and authorizes the provision of appropriate services and aids.

ASSIGNMENTS

What follows is a description of the assignments you'll work on this semester. The coursework is broken down into seven categories.

Major Papers. You'll have four major papers to write this semester. The process of writing each paper should include multiple drafts, conferences with me, workshops, writing lab visits, and peer reviews. All together, this work will make up 50% of your grade. The papers should be 3-4 pages long and be double spaced with one-inch margins and 12-point font. The format should conform to MLA guidelines. Papers that are not substantially developed in the first submission or that don't show "re-vision" (seeing-again) in the final submission will not score well.

More detailed information about the assignments will come later, but you might be interested in a brief description of each paper. Each of the papers asks you to consider a cultural manifestation of storytelling.

1. The first paper asks you to both write a story and to show the function of storytelling. To do this, you will write a narrative about a memorable storytelling event in your life.
2. The second paper will center on a comparison of two photos depicting a historical event, and the paper will compare and contrast the "story" told in the photos.
3. The third paper will begin with our discussion of several perspectives on the value of literary stories. We will then read several short stories and poems, and you will explore how a literary work does or does not exemplify your chosen perspective on literature.
4. The final paper assumes that academic arguments are (broadly construed) types of storytelling. For the final paper you will summarize an academic argument and then present a responding argument.

Minor Papers. In addition to the four major papers, you will write three minor papers. These will also require peer review and revision, but they will be shorter and we'll spend less class time working on them. Together, these papers will be worth 150 points (15% of your final grade). The topics of these papers will focus on skills one should practice in a composition course.

1. Early in the semester, you will write a formal letter that requires you to pay attention to audience and purpose.
2. The second minor paper will ask you to present the opposing view to an issue we're discussing in class.
3. The last minor paper will be your final, which will be a letter written to me about your experience in English 1010.

Peer Reviews. For most of the major and minor papers you will be placed in peer review groups and will provide revision suggestions for one or two of your classmates' papers. Together, these reviews will be worth 140 points (14% of your grade).

Grammar Exercises. Six times during the semester, you will take an online grammar quiz. These quizzes will be worth 10 points each and will count as 6% of your final grade. To get full credit, email me the results and hand in a short memo telling me what you learned and what you still have questions about. Your score on the quiz will not determine the points you earn for the assignment; instead, you'll be graded on completion and on a thoughtful response to your quiz performance.

Quizzes and Assignments. Periodically throughout the semester, I will give you small five- or ten-point assignments or quizzes that will be completed in class. These will not be listed on the syllabus, so if you attend regularly, you'll do better on these projects. Often the quizzes will be given at the beginning of class to encourage promptness and preparedness. The quizzes and assignments will be worth 100 points or 10% of your grade.

Participation. At the end of the semester, I will assign each student a participation score out of 50 (5% of your final grade). Students who attend regularly, make comments in class, participate in group activities, and are generally engaged in the work of the course will do well.

Working on computers during lectures or activities, text messaging, or doing homework for other classes will result in a loss of participation points. Additionally, attendance will influence a student's participation grade:

0 absences	=	10 extra credit points
1-2 absences	=	5 extra credit points
3-5 absences	=	no extra credit or penalty
6-8 absences	=	5 point penalty per absence
9+ absences	=	3 point penalty per absence (after 8 th absence)

Extra Credit. Except for the attendance points, the only extra credit available in this course will come from visits to the writing lab, located in Humanities Building 149B. For each major writing exercise, you will receive 5 extra points for taking your paper to the writing lab. Going to the writing lab multiple times is encouraged but will not earn additional extra credit points.

GRADING BREAKDOWN AND SCALE

Projects	Points
Narrative Paper	125
Comp. and Cont. Paper	125
Example Paper	125
Argument Paper	125
Letter	50
Opposing View Paper	50
Final Paper	50
Peer Reviews	140
Grammar Exercises	60
Quizzes and Assignments	100
Participation	50
Total	1000

Points	Grade
935-1000	A
895-934	A-
865-894	B+
835-864	B
795-834	B-
765-794	C+
735-764	C
695-734	C-
665-694	D+
635-664	D
595-634	D-
594-0	F

TENTATIVE COURSE SCHEDULE

The following dates and assignments may be changed. You will always be given ample notification when this occurs.

DATE	TOPICS	READINGS	ASSIGNMENTS
F, Aug 25	Course Introduction		
M, Aug 28	Writing Process Intro Storytelling Intro	See the course webpage for links to the readings.	Manila folder Email Letter of Introduction
W, Aug 30	Narrative Assignment Brainstorming	Clouse 33-45	
F, Sept 1	Writing Narration Critical Reading	Clouse 155-157 Clouse 8-14	Grammar Diagnostic (Grammar #1)
M, Sept 4	No Class—Labor Day		
W, Sept 6	Angry Letter Activity Show Don't Tell Audience	"Salvation" Clouse 173-74	Grammar #2
F, Sept 8	In-Class Peer Review Supporting Details/Dialogue	Clouse 158-60 "Ring Leader" Clouse 183-88	Letter Draft
M, Sept 11	Drafting Organization	Clouse 160-162 "Lost at C" Clouse 189-98	Final Letter
W, Sept 13	Evaluate Sample Paper Model Peer Review	Clouse 165-67	First page of narrative and thesis
F, Sept 15	Workshops/Peer Review		Narrative Draft
M, Sept 18	Workshops/Peer Review		
W, Sept 20	Workshops/Peer Review		
F, Sept 22	Compare and Contrast Assignment		Final Narrative
M, Sept 25	Writing Compare and Contrast Analyzing Visuals	Clouse 323-326 Clouse 378	Grammar #3
W, Sept 27	Thesis Supporting Details	Clouse 45-50 Clouse 327-328	Photocopies of Photos
F, Sept 29	Organization Organizing Details	Clouse 50-57 Clouse 328-330 "Grant and Lee" Clouse 338-341	
M, Oct 2	Intro and Body Paragraphs	Clouse 62-72 "Neat People" Clouse 344-347	
W, Oct 4	Conclusions Evaluate Sample Paper	Clouse 72-74 Clouse 334-336 "Anglo" Clouse 368- 375	Intro and Body Paragraph
F, Oct 6	Workshops/Peer Review		Compare and Contrast Draft
M, Oct 9	Workshops/Peer Review		
W, Oct 11	Workshops/Peer Review		
F, Oct 13	No Class-UEA		
M, Oct 16	Example Assignment Statements on Literature		Final Compare and Contrast
W, Oct 18	No Class-AFS		
F, Oct 20	No Class-AFS		

M, Oct 23	Writing Exemplification Statements on Literature	Clouse 209-214 Langston Hughes (handout) Robin Morgan (handout)	Grammar #4
W, Oct 25	Analysis	Gish Jen (ERes) Emma Lazarus (handout)	
F, Oct 27	Brainstorming	Diane Burns (handout)	
M, Oct 30	Body Paragraphs—Topic Sentences		Grammar #5
W, Nov 1	Organization Supporting a Thesis	Clouse 214-215	
F, Nov 3	Workshops/Peer Review		Example Draft
M, Nov 6	Workshops/Peer Review		
W, Nov 8	Workshops/Peer Review		
F, Nov 10	Argument Assignment		Final Example
M, Nov 13	Writing Arguments	Reading TBA Reading TBA	
W, Nov 15	Vote with Your Feet	Reading TBA Reading TBA	
F, Nov 17	In-Class Peer Review		Opposing View Draft
M, Nov 20	Developing an Argument		Final Opposing View
W, Nov 22	No Class-Thanksgiving		
F, Nov 24	No Class-Thanksgiving		
M, Nov 27	Paragraphing		
W, Nov 29	Transitions		Grammar #6
F, Dec 1	Workshops/Peer Review		Argument Draft
M, Dec 4	Workshops/Peer Review		
W, Dec 6	Workshops/Peer Review		
F, Dec 8	Final Housekeeping		Final Argument
T, Dec 12	Paper due in my office by 5:00		Final Paper Due