

INTERMEDIATE WRITING

ENGLISH 2010

FALL 2006

SECTION 9

12:30-1:20 MWF

HUMANITIES AND ARTS 144

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.
- Joseph Kelly, ed., *The Seagull Reader: Essays*. New York: W. W. Norton, 2002.
- John D. Ramage, John C. Bean, and June Johnson, *Writing Arguments* (Concise Edition). 4th ed. New York: Pearson Longman, 2007.

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/2010.htm>

COURSE DESCRIPTION

English 2010 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 writing processes and through practice and revision. To provide you ample opportunities to practice 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 five skills:

1. the habit of using an effective writing process,
2. the skill of logically organizing arguments,
3. the ability to think critically about issues from multiple points of view,
4. the expertise to use language effectively and correctly,
5. the competence to find, evaluate, and document primary and secondary research.

As you can see, our main goal in this class is to practice writing, and we will do a lot of it. See the description of the writing assignments below for further information. Plan on working hard in this foundational course. Remember that to receive GE credit for 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, 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 words or ideas 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 eight categories.

Major Paper. You will write one major research paper this semester (7-10 pages), and the process will include a formal proposal and an annotated bibliography. The process will also include multiple drafts, conferences with me, in-class workshops, writing lab visits, and peer reviews. All together, this work will make up 30% of your grade.

Minor Papers. In addition to the major research project, you will also write four minor papers (2-3 pages). 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 400 points (40% of your final grade). The topics of these papers will focus on research and on analyzing and constructing arguments in a variety of genres.

Peer Reviews. For each of the major and minor papers you will be placed in peer review groups and will provide revision suggestions for several of your classmates' papers. All together, these reviews will be worth 100 points (10% of your grade).

Grammar Exercises. Five times during the semester, you will take an online grammar quiz. These quizzes will be worth 10 points each and will count as 5% of your final grade. To get full credit, print the results and hand them in with 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 50 points or 5% of your grade.

Reading Journal. Throughout the semester, I'll ask you to read short arguments, which you will evaluate. Your evaluation, which should be recorded in a reading journal, doesn't need to be long (about a half page to a page), but you should be prepared to explain your evaluation in class. I will collect these journals five times during the semester; keep up on this assignment so that it doesn't become an exercise in busy work. These journal entries will be worth 50 points (5% of your final 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 make comments in class, participate in group activities, and are generally engaged in the work of the course will do well. 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 (for each absence after 8)

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
Research Paper	250
Proposal	25
Annotated Bibliography	25
Letter and Resume	100
Utah Heritage Paper	100
Textual Analysis	100
Analysis/Synthesis Paper	100
Peer Reviews	100
Grammar Exercises	50
Quizzes and Assignments	50
Reading Journal	50
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-

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 Win as Much as You Can	Seagull 290-298	Manila folder Email
W, Aug 30	Letter and Resume Assignment Utah Heritage Assignment	Seagull 113-123 Ramage, ch 1	Reading Journal 1
F, Sept 1	Brainstorming Audience		Grammar Exercise 1
M, Sept 4	No Class—Labor Day		
W, Sept 6	Document Design Fieldwork and Sources	Ramage, ch 4	Letter and Resume Draft
F, Sept 8	Workshop Conferences	Seagull 60-63	Peer Review
M, Sept 11	Utah Heritage Review	Reading TBA	Letter and Resume
W, Sept 13	Thesis and Topic Sentences	Ramage, ch 6	
F, Sept 15	Organization	Reading TBA	
M, Sept 18	Works Cited		Grammar Exercise 2
W, Sept 20	Clarity I		Utah Heritage Draft
F, Sept 22	Workshop Conferences	Seagull 158-173	Peer Review Reading Journal 2
M, Sept 25	Textual Analysis Assignment		Utah Heritage Paper
W, Sept 27	Close Reading	Ramage, ch 5	
F, Sept 29	Logical Fallacies	Ramage 275-279	
M, Oct 2	Drafting	Ramage, ch 7	Grammar Exercise 3
W, Oct 4	Considering Alternative Styles	Seagull 81-100	
F, Oct 6	Clarity II		Textual Analysis Draft
M, Oct 9	Workshop Conferences		Peer Review
W, Oct 11	Analysis/Synthesis Assignment		Textual Analysis Paper
F, Oct 13	No Class-UEA		
M, Oct 16	Planning	Ramage, ch 2 Seagull 100-113	
W, Oct 18	No Class-AFS		
F, Oct 20	No Class-AFS	Seagull 222-225	Reading Journal 3 Grammar Exercise 4
M, Oct 23	Clarity III		Analysis/Synthesis Draft
W, Oct 25	Workshop Conferences	Seagull 19-32	Peer Review Reading Journal 4
F, Oct 27	Research Paper Assignment		Analysis/Synthesis Paper
M, Oct 30	Audience Analysis	Ramage, ch 8	
W, Nov 1	Types of Claims	Ramage, ch 10	
F, Nov 3	Formulating an Argument	Ramage, ch 11-15 (choose 1)	
M, Nov 6	Considering Opposing Viewpoints		Draft of Proposal
W, Nov 8	Workshop Conferences		

F, Nov 10	Writing Arguments Doing Research	Ramage, ch 3	Proposal
M, Nov 13	Evaluating Sources	Seagull 212-222	Grammar Exercise 5
W, Nov 15	Documenting Sources		
F, Nov 17	Plagiarism Summary, Quote, and Paraphrase		Annotated Bibliography
M, Nov 20	Paraphrasing	Seagull 275-290	Reading Journal 5
W, Nov 22	No Class-Thanksgiving		
F, Nov 24	No Class-Thanksgiving		
M, Nov 27	Transitions		
W, Nov 29	Revision and Clarity		Draft of Research Paper
F, Dec 1	Workshop Conferences Peer Review		
M, Dec 4	Workshop Conferences Peer Review		
W, Dec 6	Workshop Conferences Peer Review		
F, Dec 8	Final Housekeeping		Research Paper