

ENGL 2010: INTRODUCTION TO ACADEMIC WRITING
Spring 2010 Course Syllabus

COURSE DESCRIPTION:

This course emphasizes the development of an effective academic style in argumentative essays that make use of traditional rhetorical patterns. A major research paper is required. The class may count toward filling the skills competencies requirement for secondary education or for General Education. Prerequisite: ENGL 1010. (Students with ACT English scores below 29 are required to take ENGL 1010 before enrolling in ENGL 2010).

MEETING TIMES AND LOCATIONS:

ENGL 2010 Section 2
MWF 9:00–9:50 a.m.
BC 201

ENGL 2010 Section 7
MWF 11:00–11:50 a.m.
GC 311

INSTRUCTOR:

Kyle Bishop	Office:	BC 304A
	Office Hours:	MWF 10–11, MW 2–3, TR 3–4, or by appointment
	Telephone:	586-7804
	E-mail:	bishopk@suu.edu
	Web Site:	< www.suu.edu/faculty/bishopk >

COURSE OBJECTIVES:

The goal of this course is to increase students' abilities to write lucid, well-organized essays for an academic audience; to increase students' abilities to read and write critically and creatively; to acquaint students with the necessary steps for academic and research writing; and to help prepare students to write essays in other classes or for audiences outside the boundaries of the classroom. Emphasis will be placed on utilizing and synthesizing information gathered from outside sources in scholarly research projects. These objectives will be achieved through reading, writing, and revision both inside and outside the classroom.

REQUIRED TEXTS:

George, Nelson and Daphne Carr, eds. *Best Music Writing 2008*. Philadelphia: Da Capo P, 2008. Print. ISBN: 978-0306817342

Modern Language Association. *MLA Handbook for Writers of Research Papers*. 7th ed. New York: The Modern Language Association of America, 2009. Print. ISBN: 978-1603290241

Morrow, Eric, Charles Cuthbertson, Alice Kane, and Ruth Scovill. *SUU Guide to English Composition*. Southlake, TX: Fountainhead Press, 2008. Print. ISBN: 978-1598712261

SUPPLIES:

A notebook or three-ring binder with ruled paper for in-class writing and note taking
Simple manila folders (**not** pocket folders, envelopes, or binders) for essay submissions
Possible photocopying and printing expenses for research, drafts, and assignments
A jump drive for backing up all essays and other homework.

COURSE STANDARDS AND POLICIES:

Attendance: Because this course emphasizes discussion and workshops, punctuality and regular attendance are required at all class meetings. Pass/fail grades will be assigned for participating in class exercises, activities, and workshops. Due to the nature of these assignments, **these participation points cannot be made up.** Roll will be taken at the beginning of class every day, with four tardy days equaling one unexcused absence. **Students are allowed two weeks' worth of unexcused absences without penalty; thereafter, each absence will lower the student's participation grade by one tenth (i.e., 2 percent of the student's final grade).**

Class Decorum and Behavior: Students are expected to be in class on time and to remain for the duration of the scheduled period. During class, students should listen attentively, engage **respectfully** in discussions, and **take notes.** They are also expected to come to class prepared and to participate in all in-class assignments and activities. Although water will be permitted, **food of any kind is not tolerated in the classroom, and cell phones must be turned off for the duration of class—this includes text messaging.** Students need to stay in their seats until class has been properly dismissed.

MLA Manuscript Format: All assignments must be word processed and comply with MLA formatting guidelines; that is, papers **must** have 1" margins; be typed in a 12-point, Times New Roman font; and be double spaced throughout. Students may **not** use cover pages; instead, the first page of all assignments must contain the student's name, the instructor's name, the course title, and the date (with the month spelled out) on separate lines against the left margin. All assignments must also have a descriptive title, centered and just below the date line. Each page must then have a page number, preceded by the student's last name, in the upper right corner ($\frac{1}{2}$ " below the margin).

Essay Length: All assignments are given minimum page-length requirements, and these are references to **full pages**, not sheets. For example, a 3–5 page essay must be **at least** 3 full pages long, not just $2\frac{1}{4}$ pages. Works cited pages do not count towards the minimum requirement.

Late Work: Assignments are due at the beginning of class on the day indicated in the course schedule, and all assignments must be submitted as hard copies; **e-mails or other electronic submissions will not be accepted.** Short assignments, analysis papers, essay drafts, and workshop feedback will be used in class the day they are due; therefore, **these assignments cannot be submitted late.** Late revised essays will be docked a **full letter grade** for each day they are late (down to an F grade, which is still preferable to a zero). If students know they are going to miss class, assignments **must** be handed in early, not late. In extenuating circumstances, exceptions may be made **in advance** and at the instructor's discretion (often requiring proper documentation).

Grades: All students' grades are recorded, managed, and calculated on an Excel spreadsheet, which is updated regularly. For privacy issues, these grades are not available on the Internet; however, students may ask via e-mail or in person at any time about their grade and current class standing.

ASSIGNMENTS:

Preparation & Participation: (20 percent of final grade) During the semester, students will complete short assignments both in and outside of class, listen to each other's presentations, write listening journal entries, submit drafts of longer essays, participate in in-class activities and workshops, meet with the instructor for a one-on-one conference, and provide written feedback to group members. All such short assignments are graded on a pass/fail basis. Most importantly, **students are expected to come to class prepared**—they should not expect the rest of the class to bear the weight of participation; if necessary, quizzes on the readings will be employed, especially if the instructor notes rampant lack of preparation. As indicated, students are allowed two weeks' worth of unexcused absences without penalty; thereafter, each absence will lower the student's participation grade by one tenth.

Rhetorical Analysis Papers: (10 percent of final grade) Students will write four 2-page papers that critically analyze the example essays read, studied, and discussed in class. The first paper will present a largely personal, yet still persuasive, analysis; the rest will use correctly cited quotes and paraphrases to support specific evaluative arguments (including properly formatted, MLA-style works cited pages).

Song Analysis Presentation: (10 percent of final grade) Students will select a recorded piece of music (no more than five minutes long) and write a 2–3 page essay that contains historical and biographical information about the piece, an analysis of the lyrics and music itself, and personal insight into the work’s value and/or meaning. After submitting a hardcopy of the essay to the instructor, the student will read the paper to the class and then play the recording (during which the class will free-write in their listening journals). **This presentation is required to pass the course.**

Genre Definition Essay: (20 percent of final grade) Students will write a 3–5 page essay that defines a specific sub-genre of music (baroque, romantic, big band, blues, rock ‘n’ roll, folk, country, rap, etc.) by establishing primary criteria, classifying, giving a historical overview, citing examples, and using comparison/contrast. The essay will conform to formal academic writing standards, and external research must be employed (which will require proper MLA documentation conventions and a works cited page). Students will bring a first draft to class, participate in an in-class writing workshop, and submit a final revision to be graded. **This essay is required to pass the course.**

Research Essay Portfolio: (30 percent of final grade) Students will compose a 10-page research essay designed to convince a specific audience something conclusive about a musician, band, song, collection of related works, group of song versions, a musical adaptation, or another existing controversy or topical issue concerning music or the music industry. The essay should first establish, define, and explain a problem or perspective fully, and it should employ personal writing and/or narration to demonstrate a personal connection to the issue. Students will also employ 6–8 primary and secondary to make their case more illustrative and convincing

Annotated Bibliography: Students will find 6–8 sources, such as textbooks, journal articles, and primary sources (no more than four Internet-exclusive sources). Students will write one page per source, carefully evaluating the credibility of each source and providing a summary or abstract of the core material. The precise format of the bibliography is illustrated on the course website.

Research Proposal: Using memorandum format (illustrated on the course website), students will compose a 2–3 page proposal for their Research Essay. This document will be addressed to the course instructor and will include the following key elements: (1) a general overview of the topic, (2) an analysis of the proposed audience (who is the audience? what do they know about the topic? what do they need to know? how will the argument be tailored to their needs?), (3) a draft of the final essay’s introduction paragraph (including a forecast statement and a rough purpose/thesis statement), and (4) a formal outline of the essay’s proposed content.

Research Essay: The research essay itself will critically introduce and analyze the primary issues, presenting both supportive and counter arguments and synthesizing the research into a logical conclusion. As a longer essay, this assignment may incorporate formal sections and headings. **Students must use 6–8 primary and secondary sources; the ideas of students alone will not be sufficient.** This essay will conform to formal academic writing standards, and proper MLA documentation conventions must be used, including a works cited page.

Students will hand in drafts of both the Annotated Bibliography and the Research Proposal for feedback and instruction. They will then bring a first draft of the Research Essay to class, participate in an in-class writing workshop, and conference with the instructor one-on-one outside of class for feedback and guidance. All three elements will then be revised and resubmitted as a complete portfolio for a final grade. **This portfolio is required to pass the course.**

Reflective Essay: (10 percent of final grade) Instead of taking a final exam, students will compose a 2–3 page essay that reflects on their progress through the SUU composition program. This essay will draw exclusively from personal experience, although students should refer to (and even quote from) specific assignments and essays to support their arguments about their own educational experiences. **This essay is required to pass the course and may not be handed in late.**

GRADING POLICY:

In-class activities and exercises, essay drafts, peer review workshops, and other assignments will be graded on a pass/fail basis. Quizzes will be graded objectively. Rhetorical Analysis Papers will be assigned full-letter grades, with possible penalties for failing to follow MLA format, writing less than the required two pages, and/or neglecting to staple/paperclip the pages together.

Revised, final-draft essays and the Song Analysis Presentation will be evaluated based on precise grading rubrics (to be discussed in detail later in class) and given an average grade score. **Failure to submit all generation materials; provide all required drafts as outlined in the syllabus; participate in workshops and conferences; and conform to requirements of essay length, research, or content will result in up to a full letter-grade penalty per deficiency.** The average score, less any outstanding penalties, will then be converted to a letter grade.

GRADING CHARTS:

Grades will be averaged and weighted according to the following weights for individual assignments and the following grading scale (based on the University’s 4.0/4.0 grading system):

Grading Weights	Grading Scale			
Preparation & Participation x2 (20%)	3.8–4.0	A	1.8–2.0	C
Rhetorical Analysis Papers..... x1 (10%)	3.4–3.7	A-	1.4–1.7	C-
Song Analysis Presentation x1 (10%)	3.1–3.3	B+	1.1–1.3	D+
Genre Definition Essay..... x2 (20%)	2.8–3.0	B	0.8–1.0	D
Research Essay Portfolio..... x3 (30%)	2.4–2.7	B-	0.4–0.7	D-
Reflective Essay x1 (10%)	2.1–2.3	C+	0.0–0.3	F

THE WRITING CENTER:

The BC 204 Writing Center will be open 8–5 weekdays and 1–4 Saturday (except during holidays). Believing that all writers need readers, the center strives to serve the SUU community by responding as people to people, not merely as editors of papers in need of correction. Staffed by English majors and funded by HSS program fees, the center is committed to treating students as authors who have important issues to think through and talk about. Students may make up to three appointments per week in the center except during the last three weeks of the semester, when appointments are limited to one per week. The center closes at noon any class day that falls before a SUU holiday. For more information, please visit the Writing Center website <<http://suu.edu/hss/english/writingcenter/>>.

ACADEMIC INTEGRITY POLICY:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. **Any student caught deliberately plagiarizing a paper will immediately fail that assignment and possibly the entire course.** Students are expected to have read and understood the current issue of the student handbook (published by Student Services) regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ACCOMMODATION OF STUDENTS WITH DISABILITIES:

Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids must contact the Office for Students with Disabilities, located in room 206F of the Sharwan Smith Center or (435) 865-8022. The Office for Students with Disabilities determines eligibility for and authorizes the provision of these services and aids.

DISCLAIMER:

Information contained in this syllabus—other than the grading, late assignments, makeup work, and attendance policies—may be subject to change with advance notice, as deemed appropriate by the instructor.