

**English 1010 -- Introduction to Academic Writing  
Fall '09**

Prof. Bryce Christensen

Office: BC 303A // Office hours: Mondays, Wednesdays, and Fridays 9-10; Tuesdays and Thursdays 2-4; Wednesdays 3-4

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course web-site: eLearning (<https://elearning.suu.edu/webct/entryPageIns.dowebct>)

Texts: Laurie G. Kirszner and Stephen R. Mandell, *The Concise Wadsworth Handbook* (referred to as *WH* on the website); Mark Connelly, *Sundance Choice: An Anthology of Readings* (referred to as *SC* on the website); *Best College Admission Essays* (referred to as *BC* on the website); *SUU Guide to English Composition* (referred to as *SUU* on website).

Course meeting time and location: Sec. 13, 2 p.m., MWF, BC 201

Course objective: As an introductory course in academic writing, this class will help students to understand and meet the demands of reading and writing in university contexts. The curriculum will foster familiarity with the ways expository rhetoric reflects both the author's purpose and the audience's expectations. By responding to the assigned readings, students will explore the connections between the individual and society, while also learning how to draw other readers into this exploration through their own writing. The culminating assignment of the semester will give students the opportunity to demonstrate the skills required to write an analytical essay conforming to academic standards of logical rigor and scholarly documentation.

The final paper will be a six-to-eight-page analytical/persuasive essay, properly documented in MLA style, offering a convincing argument for honoring some hero of leisure in some way (e.g., a statue, a documentary, the naming of a street or building). For example, you might argue, "Because John D. Fitzgerald helped put Southern Utah on the literary map with his Great Brain books, Cedar City should name a street in his honor. Or you might assert, "Because Emma Lucy Gates Bowen showed that a Utah native could dazzle the most demanding American and European critics with her musical talent, KUED should prepare and broadcast a special documentary celebrating her life. This paper *must* make use of library reserve materials that will be identified on the course website and in class discussion. This paper will be submitted for the teacher's initial evaluation on Nov. 23rd. It will then be revised and re-submitted for re-evaluation by a *department committee* on Dec. 4<sup>th</sup>.

Grading: Final grades for the course will be based on the following formula:

Teacher-Assessed Essays: 50%

Department-Assessed Final Essay: 15%

Participation (attendance; discussion board postings; critiques of peer essays; reader- and expert-response forms; in-class and homework assignments; written responses to assigned readings): 20%

Group presentations (one on professional essay, one on peer essay): 10%

Final exam: 5%

Grades will be assigned based on the following distribution: 91-100 A, 87-90 A-, 84-86 B+, 81-83 B, 76-80 B-, 73-75 C+, 70-72 C, 67-69 C-, 64-66 D+, 61-63 D, 57-60 D-, 56 and below F.

Regular attendance is required at all class meetings. *Students who miss more than 20% of class meetings without medical or other valid excuse will not pass the course.* Students who miss class because of participation in athletics, forensics, student government, or other university-related activities will receive participation credit for the class missed only if they submit a paragraph explaining how they will compensate for activities and discussions held in class. A separate paragraph must be submitted for each absence.

*A hard copy of each essay must be submitted in a folder of a color specified by the instructor. Students must also send the instructor an e-text of the essay on or before the day the essay is due.* Each essay should also be submitted with four reader responses. Students who do not submit reader responses will lose participation points for the week the essay is due. *The teacher reserves the right to refuse to accept any essay not submitted with an electronic copy. The e-text for each essay must be in Microsoft Word or must be copied and pasted into an e-mail message. Failure to submit an acceptable e-text for an essay will result in a 20-point participation penalty even when the essay is accepted.*

Late work: Late work will be penalized one letter grade. No makeup work will be accepted more than one week late except in cases of medical or other documented emergencies. *Late work will be graded without comment or markings.*

Revision policy: The first three essays assigned *may* be revised and re-submitted for up to a full-letter-grade re-evaluation. Revised essays must be re-submitted *with the original version and the original grading rubric* within three class sessions of the day they are returned in class. *The revised essay must include marginal comments identifying where and why revisions have been made.* The final essay *must* be revised, as explained above, for grading by the teacher or by the department. If the new grade assigned by teacher or the department is better than the instructor-assigned grade for the earlier version, then the instructor-assigned grade for the earlier version will be replaced by a new grade that is up to one letter grade higher than the original grade.

Writing conference: Each student is required to schedule at least one writing conference with the instructor. This conference should focus on an essay in progress. Additional writing conferences are recommended. For full credit, the working draft of the essay must be submitted to the instructor at least a day before the conference. ***Please note the date stipulated in the course website calendar for completion of the required writing conference.*** Students who participate in no writing conferences with the instructor will lose credit for one week of participation.

Writing Workshops will be held for each formal assignment. Students are expected to bring a draft of the assignment to the workshop. The draft may need further revision and editing, but it must be more than a mere outline or notes. Failure to bring a credible draft to Writing Workshops will mean loss of participation credit.

Course Calendar: The calendar for the course is posted on the course website (address given above). ***Students should check this calendar regularly for assignments and due dates.***

Discussion Board: The course website (address given above) includes a Discussion Board for the posting of messages in which students share their questions about and insights into course reading and writing tasks. As indicated above, participation in the Discussion Board affects students' grades for the course. ***Please note Discussion Board dates on the course website calendar.***

Due Dates and Topics for Essays:

Essay #1: Two-three page narrative essay explaining how you developed your interest in some leisure pursuit. Due: Sept. 11th.

Essay #2: Three-four page definition essay defining the ideal participant in some leisure activity with which you are familiar (e.g., playing golf or reading poetry). Due: Oct. 7th.

Essay #3: Four-five page persuasive comparison-contrast essay arguing for the superiority of one leisure pastime over another (e.g., reading novels vs. watching movies). The argument *should appeal to readers initially inclined to hold the opposite view*. Due: Oct. 30th.

Research paper: for length and topic, see above. Initial version due: Nov. 23rd. Final version due: Dec. 4<sup>th</sup>.

In-class writing: Much of the class time will be devoted to in-class work. Students are accordingly required to bring their work on the essay in progress each day. That means bringing topic-exploration notes and outlines for the essay in question until the day of Writing Workshop for that essay, when a full draft of that essay is required. Thereafter, until the essay is due, each student is to bring a working draft of the essay to class. Failure to do so will mean loss of participation credit.

When you enrolled in this class, you paid a \$20 fee to give you access to the Writing Center. Designed to give you the chance to talk your papers over with friendly peer consultants who are strong academic writers, the Writing Center is open weekdays 9 a.m. to 5 p.m. in BC 204. The center can help you at any stage of the writing process, from brainstorming to polishing. To make an appointment, drop by the Writing Center, call 865-8176, or send an e-mail to [writingcenter@suu.edu](mailto:writingcenter@suu.edu). Although the center accepts drop-in appointments, it's safest to make your appointment a few days ahead. If you remember to bring your professor's written assignment to your appointment, you'll help ensure a productive discussion.

Visit the center's website <http://www.suu.edu/hss/english/writingcenter/> to find out more about what it can offer you. Details about new on-line tutorials and about other center-sponsored programs and workshops will be posted on the site throughout the semester.

Plagiarism and other forms of academic dishonesty will not be tolerated and will be prosecuted to the fullest extent. Fuller treatment of this topic (and other course-related matters) is found in the *SUU Guide to English Composition*. Students are expected to have read and understood the *Guide* and 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. ***All students are***

*expected to sign, remove, and submit the Plagiarism Statement found on page 11 of the SUU Guide to English Composition.*

Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD), in Room 206F, Sharwan Smith Center, phone (435)865-8022. SSD determines eligibility for and authorizes the provision of services.

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