



# ENGL 1010-25 Introduction to Academic Writing

## Fall 2009

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### Description

A disciplined approach to the rhetoric of English composition with emphasis on organization and development of the whole composition, on coherence and effectiveness in paragraphs, and on maturity and flexibility in sentence styles. While grammar and usage are not neglected, they are treated as means to achieving rhetorical objectives.

### Objectives

After completing this course, students should be able to demonstrate the following skills:

- Engage in writing as a process, including pre-draft strategies, multiple drafts of essays, peer review, and revision at both large-scale and small-scale levels.
- Recognize and evaluate rhetorical, cultural, and stylistic elements of texts.
- Interact with “texts” beyond the printed word.
- Acknowledge multiple points of view.
- Identify the needs of and appeal to various audiences.
- Use various rhetorical modes (such as definition, narration, comparison/contrast, and cause/effect) to analyze, generate, and organize writing.
- Write focused, arguable thesis statements and develop subordinate ideas through paragraphs that connect through transitions and clear topic sentences.
- Use specific evidence in development of subordinate ideas.
- Demonstrate the ability to summarize, paraphrase, and quote correctly and appropriately.
- Incorporate sources with signal phrases, cite correctly using current MLA-style parenthetical references, and create a properly formatted list of works cited.
- Understand the definition of plagiarism and follow the principles of academic integrity, as explained in Chapter 2 of the *SUU General Catalog*.
- Recognize and correct common errors of grammar and style, including but not limited to confused words, tense shifts, misplaced modifiers, sentence structure problems, pronoun/antecedent agreement, sexist language, and use of the generalized “you.”

### Course work

To achieve course objectives, students will complete the following assignments:

- Three short essays of 3-5 pages in length.
- One persuasive essay of 6-8 pages in length; this essay will include cited sources.
- Peer reviews of three essays.
- Informal writing of 10-15 pages.
- At least 100 pages of reading including authors representing diverse perspectives.
- Individual presentation.
- Participation in large and small group discussions.

### Participation

Attendance is required at all class meetings. Those who miss 20% or more of the class meetings (six or more classes on a TR schedule) automatically fail. If a student misses a class, he or she cannot make up work without a documented excuse (for example, a doctor's note in cases of illness or a coach's note in cases of scheduled athletic events). Students should be prepared to discuss and write about the assigned reading for every class. I evaluate students' participation based in part on the courtesy and respect with which they treat classmates and the instructor. Tardy arrivals, comments not directed at the entire class, and the use of cell phones and other electronic devices in class are distracting and have a negative impact on all students' learning.

### Integrity

I approach this class with respect for all students, and I operate under the assumption that they respect me, their classmates, and themselves. Those who use the words or ideas of someone else without giving proper credit are guilty of plagiarism, which is a serious offense. Those found guilty of such academic dishonesty will fail the class. The current issue of the *SUU Student Handbook* and the *SUU 2009-2011 Undergraduate Catalog* (p. 36) explain this matter in detail.

### Grades

Below is a list of the weight each component carries in this course:

Assignment	Score	Percentage	Value
Essay 1		x 10%	
Essay 2		x 10%	
Essay 3		x 10%	
Persuasive essay		x 25%	
Peer reviews		x 6%	
Presentation		x 4%	
Informal writing		x 15%	
In-class participation		x 20%	
<b>TOTAL</b>		<b>100%</b>	

I will give points to all graded work and will use these points to calculate final course grades. Points translate into letter grades as follows:

A = 93-100	B+ = 87-89	C+ = 77-79	D+ = 67-69
A- = 90-92	B = 83-86	C = 73-76	D = 63-66
	B- = 80-82	C- = 70-72	D- = 60-62
			F = 0-59

### Required Texts

Jacobus, Lee A. *A World of Ideas: Essential Readings for College Writers*. 8<sup>th</sup> ed. Boston: Bedford/St. Martin's, 2010. Print.

*MLA Handbook for Writers of Research Papers*. 7<sup>th</sup> ed. New York: Modern Language Association, 2009. Print.

*Southern Utah University Guide to English Composition 2009-2010*. 2<sup>nd</sup> ed. Southlake, TX: Fountainhead P, 2009. Print.

### Writing Center

The BC204 Writing Center will be open Fall Semester 8-5 Monday through Friday and 1-4 Saturday (except during SUU 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 an SUU holiday. For more information, please visit the Writing Center website at <http://suu.edu/hss/english/writingcenter/>

### Notes

Please take note of the following:

- 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) located in Room 206F of the Sharwan Smith Center, or phone (435) 865-8022. The SSD determines eligibility for and authorizes the provision of services.
- Information contained in this syllabus—other than the grading, late assignment, and attendance policies—is subject to change with advance notice.
- The assigned readings and ideas discussed in this class may conflict with your personal convictions and values; be prepared to have your assumptions challenged.

Date	Topic of the day	Assignment to be completed before class
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Week 1 (Aug. 24-28) – Introduction to the most important class you will ever take

1a	Course goals and expectations	No assignment
1b	Self-assessment / Sentence-paragraph-essay	Read “Preface,” “To the Student,” and “Table of Contents” (Jacobus v-xxv), and “Plagiarism and Academic Integrity” (MLA 51-61)

Week 2 (Aug. 31-Sept. 4) – The joys of reading, thinking, talking, and writing

2a	The writing process, methods of development, and forms of argument	Read “Writing about Ideas” (Jacobus 903-24)
2b	Critical reading and critical discussion	Read “Evaluating Ideas” (Jacobus 1-11), the “Mind” introduction (Jacobus 440-45) and Plato’s “The Allegory of the Cave” (Jacobus 447-59)

Week 3 (Sept. 7-11) – The beauty of sentences

3a	Sentence mechanics	Read Descartes’ <i>Fourth Meditation: Of Truth and Error</i> (Jacobus 461-73) and skim “The Mechanics of Writing” (MLA 63-113)
3b	Sentence style	Read Freud’s “The Oedipus Complex” (Jacobus 475-85) and Jung’s “The Personal and the Collective Unconscious” (Jacobus 487-501)

Week 4 (Sept. 14-18) – Engaging the reader

4a	Essay style: body paragraphs	Read Gardner’s “A Rounded Version: The Theory of Multiple Intelligences” (Jacobus 503-23)
4b	Essay style: introduction and conclusion	Read Pinker’s “Thinking Machines” (Jacobus 525-51)

Week 5 (Sept. 21-25) – Developing a compelling essay

5a	Critical commentary: macro (and micro)	Peer review 1A (and 1B)
5b	Review	Essay 1

Week 6 (Sept. 28-Oct. 2) – Appealing to a specific audience

6a	The narrative mode	Read “Justice” introduction (Jacobus 136-41) and Douglass’s <i>Narrative of the Life . . .</i> (Jacobus 157-71)
6b	Ethos-logos-pathos	Read King’s “Letter from Birmingham Jail” (Jacobus 211-31)

Week 7 (Oct. 5-9) – Definition and causation

7a	The definitional mode	Read Rawls’s <i>A Theory of Justice</i> (Jacobus 233-44)
7b	The causal mode	Read “Wealth and Poverty” introduction (Jacobus 340-45) and Carnegie’s <i>The Gospel of Wealth</i> (Jacobus 387-403)

Week 8 (Oct. 12-16) – Classifications and the economy

8a	Economic classes	Read Galbraith's "The Position of Poverty" (Jacobus 405-17)
8b	Working classes	Read Reich's "Why the Rich Are Getting Richer . . ." (Jacobus 419-37)

Week 9 (Oct. 19-23) – Developing another compelling essay

9a	Harvest Recess	No classes
9b	(Critical commentary: macro and micro)	(Peer review 2A and 2B); Essay 2

Week 10 (Oct. 26-30) – Exploring topics of interest

10a	Exploring ideas	Essay 2; read introduction to "Government," "The Individual," "Nature," "Ethics and Morality," and "Gender and Culture" (Jacobus 14-19, 246-52, 572-77, 684-89, and 792-97)
10b	Making a case	Study plan proposal and read "Research and Writing" sections 1.7-1.10 (MLA 38-50)

Week 11 (Nov. 2-6) – Topics to be determined

11a		
11b		

Week 12 (Nov. 9-13) – Topics to be determined

12a		
12b		

Week 13 (Nov. 16-20) – Developing yet another compelling essay

13a	Critical commentary: macro (and micro)	Peer review 3A (and 3B)
13b	Review	Essay 3

Week 14 (Nov. 23-27) – Serving the community

14a	Using theory to direct practice	Service project plan
14b	Thanksgiving Recess	No classes

Week 15 (Nov. 30-Dec. 4) – Putting theory into practice

15a		Service
15b		Service

Final Exam

Tues., Dec. 8 at 1:00	Presentations	Final Essay
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