# Salt Lake Community College

# English 1010-062&745, Intro to Writing

Syllabus for Fall 2014

# (August 20-December 11)

## Instructor Contact Information

Instructor: Christie Bogle

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## Course Time & Place

Monday & Wednesday 1PM-2:20PM, Room SCM 1-137

## Required Text/s

The Academic Writer: A Brief Guide (3rd edition) by Lisa Ede

Bedford Reader: SLCC Custom Publication.

## Course Description

This course examines concepts of rhetoric, research, and argumentation placing a strong emphasis on the writing process, including invention, drafting, peer review, and revision.

## Course Outcomes

The English Department lists the following as its desired outcomes for student writers, who at the completion of English 1010 will be able to demonstrate through writing:

#1 **Rhetorical Strategies**, including adapting to differences in purpose, audience and genre

#2 **Critical Thinking Processes**, including summary, analysis, synthesis, and argumentation

#3 **Composing Processes** such as invention, drafting, revision, editing, peer feedback, and self-assessment

#4 **Conventions of Writing**, especially the conventions of citing multiple texts and incorporating them into one’s own writing

## Course Methods

Throughout the semester, we will work within the learning practices of traditional face-to-face composition classrooms, using peer review groups and small group discussion, along with many different kinds of reading and writing opportunities. We may also use online methodologies including, but not limited to, the following: Canvas, MyPage and email.

One of the goals we have for English 1010 this semester is for this class to become a community of thinkers, readers, writers and learners engaged in a mutual endeavor that we hope will be interesting and profitable for everyone involved. The work of this course is best done together, with every member of the community fully present and participating. We would like to offer the following as guidelines for such a community: 1) come prepared; 2) don't miss class casually; 3) respect one another's opinions by responding to them intelligently; and 4) read one another's work carefully, with as much thought and input as you would like other to give to your own work.

To make discussion and the workload manageable and more fruitful, much of the work will be done in small groups. Because of this, the work of the class cannot be done well without a significant level of participation from each of us. Working in small groups benefits each individual member of the group. The more fully you participate an individual member of the group, the more profitable the course will be for you. We will discuss the readings from our texts in groups and also comment on drafts of essays in progress.

The quick-paced nature of the course makes it particularly important that you look ahead to see when assignments are due and plan when you will work on them in order to have them completed on time.

## Participation

EN 1010 is one of the three SLCC English Department composition courses. Composition courses at SLCC are based in workshop strategies and are highly collaborative. The different **processes** you will go though to learn in English 1010 are equally important as the **writing assignments** that you will produce. In this class, your **efforts** and **participation** have real effects on your own and other students’ abilities to learn and develop new writing skills.

The framework of this course – with emphasis on class participation and peer response – requires your regular participation in group discussions and activities. Failure to complete work such as peer responses, participation in class activities and discussions, active participation in small group work and so forth will result in the lowering of your grade. I take attendance at each class. Your attendance will count for a portion of your grade. Additionally, attendance at instructor meetings is equated with class attendance.

The English Department has established a set of responsibilities that are expected of all students enrolled in English 1010:

* Be fully prepared for each class so that you can engage in the discussions and activities for that day; complete all assigned writing, reading and/or research assignments before class begins.
* Participate in the weekly class meetings by actively engaging with the class discussions; listen attentively to what others are saying; respond respectfully, even if you disagree with someone’s ideas.
* Turn in all assignments on time (you will need to negotiate any exceptions with your instructor as quickly as possible).
* Give thoughtful peer feedback during class discussions, peer review workshops and other collaborative tasks.
* Make thoughtful, substantive revisions when the assignment is to revise (e.g. not just editing or touching up).
* Copy-edit all final revisions of main assignments.
* Be on time consistently for the weekly class meetings.

## SLCC ePortfolio Requirement

Each student who is enrolled in General Education (GenEd) courses at SLCC should maintain an electronic portfolio (ePortfolio). Each semester, you will be asked to submit at least one assignment from every GenEd course to your ePortfolio; each submission will be accompanied by a brief piece of reflective writing that describes your overall work for the course and briefly introduces your ePortfolio submission. **FYI:** You only need to create **one** ePortfolio; the same site can then cover work from all of your GenEd classes at SLCC.

Additionally, your ePortfolio also provides a place where you can include commentary on your educational goals, describe your extracurricular activities, and post your resume. When you leave SLCC, the ePortfolio will then be able to help to showcase the diversity of your educational experiences.

When you are ready to submit work to your ePortfolio, please make sure that you format the files as either .doc or PDF documents; for some reason, we often have trouble opening .docx files on these sites.

For additional details about creating your ePortfolio, please refer to the following resources:

* The SLCC ePortfolio Manual (posted as a PDF file on the main page of our course site in Canvas)
* SLCC’s ePortfolio help site: <http://www.slcc.edu/gened/eportfolio> (This site includes a Student ePortfolio Handbook, video tutorials for each ePortfolio platform, classes, locations and times of free workshops and other in-person help.)
* SLCC’s Library (ELIE): <http://libweb.slcc.edu/refilt/forms/eportfolio> (This site offers information about ePortfolio training and support, including on-campus workshops designed to help you create your ePortfolio site.)

## Once you have created your ePortfolio site, please follow these steps in order to upload a link to your site on MyPage:

1. Log into MyPage.
2. Click on the Student tab.
3. Scroll down towards the bottom of the screen; on the right-hand side, you will see a space to upload a link to your ePortfolio site.
4. Copy and paste the full URL link to your ePortfolio site into this space and click on Submit to upload the link. This will connect your ePortfolio site with your personal SLCC information (your S#), allowing each of your instructors to access your work directly from their online course rosters.

To represent your work in English 1010 this semester, you need to submit a minimum of 5 pages of polished writing to your ePortfolio. This should include the following items:

* a short self-reflection which introduces the exploration essay and briefly discusses your overall participation in English 1010 **and**
* your revised issue exploration essay (see the Writing Assignments section just below for a description of this assignment)

**Urgent Clarification Regarding Your ePortfolio Submissions**

Your ePortfolio submissions are to be linked to your personal ePortfolio, NOT to the Canvas link for ePortfolios.

## Writing Assignments

**Notebook Assignments** Throughout the semester, you will complete a series of 10 weekly notebook assignments. They will be comprised of responses to brief writing projects found in the course textbook, peer review work and research note/source evaluations for the Issue Exploration Project (IEP).

**Midterm Portfolio** During the first half of the semester, you will create drafts of three essays:

* Reflection
* Visual Analysis
* Rhetorical Analysis

As you work on these essays, you will participate in a series of in-class peer review workshops where you will give feedback to your peers and receive feedback on your own writing. You will then revise each of your essays for submission in your midterm portfolio. Each revised essay should each be from 2-4 pages in length and should follow current MLA (Modern Language Association) format: typed, double-spaced, 1” margins on all sides of the document and an 11-12 point font.

Your midterm portfolio will also include a short **rhetorical rationale** that briefly introduces your work and provides a rationale for how/why you selected the topic for each of the essays. This document should be from 1½-2 pages in length and should also follow current MLA format as outlined above.

**Issue Exploration Project (IEP)** This is the final writing project for English 1010. In the IEP, you will explore an issue of public (and personal) concern as you practice some of the skills you were introduced to earlier in the semester (ex. reflection, summary, analysis, etc.). Specifically, your work for the IEP will include the following assignments:

* a notebook/research journal (This is part of your work/grade for the Notebook Assignment. For details, refer to the assignment description outlined just above.)
* an annotated bibliography
* an issue exploration essay
* a brief self-assessment

The main focus of the IEP is threefold: 1) Take time to investigate an issue that you really care about; 2) Investigate conflicting viewpoints about this issue; and 3) Learn to analyze and summarize viewpoints that you both agree and disagree with. Additionally, this assignment aims to help you:

* Learn how to conduct research, including evaluating sources
* Begin to learn and practice using MLA format, including citation/documentation

The IEP is also the foundation of the work that you will post on your SLCC ePortfolio site at the end of the semester: the issue exploration essay and a brief self-assessment.For more specific details about the ePortfolio requirement, refer to the ePortfolio section of this syllabus.

## Policy on Late Assignments

The English Department believes that attendance and active participation in class contribute to success. Therefore, department policy stipulates that at least ten-percent of your final grade will be based on your involvement in class.  More than ten-percent of unexcused absences will result in a reduction of one full letter grade.

**To earn at least a C in this course, you must complete all major assignments on time.**

If there are extenuating circumstances that keep you from turning in an assignment on time, please notify me ASAP before the assignment is due so that we can make other arrangements for you to submit your work. Because I value your involvement in this course, I will be taking attendance each day. Do not be late. I begin deducting credit from late work each day it is late (calendar day). Late submissions have a maximum deduction of 20% IF I ACCEPT IT. However, I may not accept work after 1 week overdue.

## Accommodation for Disabilities

**Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, should contact the Disability Resource Center (DRC).  The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college.   Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123.  Phone: (801) 957-4659, TTY:  957-4646, Fax:  957- 4947 or by**[**linda.bennett@slcc.edu**](mailto:linda.bennett@slcc.edu)

## Plagiarism and Academic Honesty

Students commit plagiarism when they submit someone else’s work as their own. This includes, but is not limited to, taking credit for a classmate’s work in collaborative situations and copying or purchasing printed and online texts. It also includes failing to attribute unique phrases, passages or ideas to their original source.

Any form of plagiarism is a violation of the Student Code of Conduct and Academic Honesty policies at SLCC. Students who commit plagiarism will receive an automatic E for that assignment, and may receive an E for the entire course, depending upon the severity of the plagiarism.

SLCC’s policy on academic honesty states:

“Honesty is an expectation at SLCC. This means that each member of the College community will adhere to principles and rules of the College and pursue academic work in a straightforward and truthful manner, free from deception or fraud. Any attempt to deviate from these principles is academic dishonesty and will be dealt with according to rules of due process as outlined.

Students are also held to the College policy on acceptable use of college computing resources; which, prohibits the distribution of passwords or confidential information; sending, receiving or storing fraudulent, harassing or obscene messages; and the encroachment of computer resources or any attempt to break, or override the security of the College computers.”[[1]](#footnote-1)

## Student Code of Conduct

All participants in this class should adhere to the SLCC Student Code of Conduct. In part, this document states:

“As members of the academic community, students enjoy the privileges and share the obligations of the larger community of which the College is apart. With membership in this community comes an obligation, which is consistent with goals of personal and academic excellence. This obligation is an acceptance of a code of civilized behavior. . . . The College is committed to equitable, civil, and concerned treatment of all individuals regardless of age, gender, race, color, national origin, disabling conditions, religion, sexual orientation or veteran status.

It is imperative that students learn to recognize, understand and celebrate human differences. . . . Any expression of hatred or prejudice is inconsistent with the purposes of higher education in a free society.”[[2]](#footnote-2)

Adherence to the SLCC Student Code of Conduct does not mean that you must refrain from discussing and/or writing about difficult and controversial issues. Rather, it means that you should acknowledge the right everyone has to her/his own views and that you will give others the same courtesy and respect you wish to have for yourself.

Individuals who willfully violate the SLCC Student Code of Conduct will lose participation points, thus lowering that portion of their final grade for this course.

## Student Writing Center

Writing tutoring is available free of charge to all students at the SLCC Student Writing Center (SWC). The main SWC is located in AD 218 on the Taylorsville/Redwood Campus. Writing advice is also available in the Learning Centers at the South City Campus (N308) and Jordan Campus (Rm. 102 of the main building). In addition to face-to-face tutoring services, you may also send questions about your work online via e-mail (please allow 24-48 hours for a response) or you may schedule a real-time session with an online writing tutor. To submit your work via email or to schedule a real-time online session with one of the SWC writing tutors, please visit the SWC’s website: <http://www.slcc.edu/swc/onlinetut.asp>. Look for the links where you can “submit your writing” and access the “live online tutoring.”

We encourage you to take advantage of the services the SWC offers. Whether you choose to visit a writing center in person or submit your work online, please remember that the tutors are not there to “fix” your paper. They will, however, work with you to make changes and improvements. For all of the SWC’s writing services, be sure that you have the following items on hand: a copy of your paper, the directions for the assignment and any specific questions you have about your work.

## Academic Literacy Center

The Academic Literacy Center is designed to assist students in ways of approaching reading and interacting with texts. Academic literacy includes the ability to read effectively for comprehension as well as to read rhetorically. Please consider visiting the ALC at South City Campus (3-176) or at Taylorsville Redwood Campus (TB 430). Additionally, the ALC is an excellent resource for non-native English speakers.

1. Page 51, *2011-2012 SLCC General College Catalog*. [↑](#footnote-ref-1)
2. From the “Preface” to the *SLCC Student Code of Conduct*, http://www.slcc.edu/policies/docs/Student\_Code\_of\_Conduct.pdf [↑](#footnote-ref-2)