

English 2010
Intermediate Academic Writing
Fall Semester 2004

“Education is the ability to listen to almost anything
without losing your temper or your self confidence.” ~ Robert Frost

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Office Hours:	Tuesday and Thursday – 11:00 am-1:00 pm or by appointment

Required Text

The Curious Researcher—Ballenger

Perspectives—Ballam

Recommended Text

An MLA Style Guide

English 2010 is a reading and writing intensive course that focuses on critical thinking and research. The purpose of this course is to help you improve your writing and your attitudes towards it. In particular, you will practice writing approaches, reading, researching, and thinking skills, and strategies that will enable you to write better and more persuasive academic prose.

Course Objectives:

- Become more comfortable and confident with your own writing
- Develop your own writing voice
- Practice a number of different writing process approaches to generate, focus, and organize your ideas
- Broaden your reading skills so that you can read critically without losing touch with the pleasure of reading and your gut response
- Learn to write for yourself and other audiences
- Work collaboratively, productively giving and receiving feedback
- Practice writing under pressure
- Practice writing to inform, to persuade, to evaluate, and to learn
- Gather information using the internet, the library, and other sources
- Learn how to integrate your voice and ideas with those of other people
- Work with on-line tools through Syllabase
- Become more comfortable with participation in small groups and in class discussion
- Discuss the ways we come to know and believe
- Appreciate the importance of communication in your life
- Learn what your writing strengths are and leave the class with a sense of what you can build on in the future

English 2010 has five major focuses:

- **Personal Exploration:** Even writing academic research papers is a very personal activity; we learn about our values and ourselves as we read what others have written and develop a response to it. While doing the work for this course, you will explore your experiences, attitudes, and interests in a number of different ways, and I hope you will discover new things about yourself and maybe even surprise yourself.
- **Persuasion:** We will look at and practice a wide variety of ways that communication—written, visual, and oral—can be persuasive.
- **Research:** You will go to the library and use the internet to write papers in this course, but I hope to expand your view of research to include subjects you are passionately interested in and processes like interviewing and surveying that you may not have engaged in before.
- **Audience Awareness:** Throughout your life you will be faced with situations and people that are against your personal belief system. This area of friction can either illuminate or darken your experience. By understanding the points of friction and the belief systems of those who oppose you, you will be able to have communication and acknowledgement, if not appreciation for and with your opposition.
- **General Writing Improvement:** With all the other topics and emphases that this course tries to cover, it would be possible to shortchange sentence-level work. But I believe that no matter what the emphasis of a particular assignment may be, we should always be working to improve our writing. I will work with you to make your writing clear, concise, and lively as possible. If you have always wanted to improve your grammar, your writing processes, or your organization, now is the time—right now!

Classroom Environment

Everyone has the right to feel comfortable in our classroom. We are all adults in a college classroom, and we are open to critical and academic discussion on topics that we may or may not agree with. Everyone deserves to have individual freedom and be respected in our classroom. I have a full value policy. Everyone deserves to be treated according to his or her full value. I will treat you with respect, and I expect you to extend respect to me as well as to your classmates. Absolutely no sexist, homophobic, racist, or discriminatory remarks of any kind will be tolerated in our classroom.

On-line Component

This class has an on-line component. We will be using Syllabase 3.0 that is accessible on the English Department Web site under on-line classes. When utilizing any on-line component (e-mail, bulletin boards, web search, etc.) students should be aware that their communications and exchanges are not private and can easily be monitored. Messages and commentary should maintain a professional tone.

Attendance

Each student will have two unexcused absences that will not affect his/her participation grade. Please keep in mind that in-class work, such as peer reviews or library visits, cannot be made up. These activities are worth points and require your attendance. Consistent tardiness is unacceptable and will affect your grade. An exception to the attendance policy is students who travel with the university. You must contact me beforehand, and you must turn in your homework before the due date, after that no late work will be accepted.

Participation

Students who regularly contribute to class discussion and keep up on reading assignments will receive a good participation score. We will have pop quizzes and/or freewrites at the beginning of our class periods to ensure that you are keeping up on your reading.

Plagiarism

“Plagiarism includes knowingly representing by paraphrase or direct quotation, the published or unpublished work of another person as one’s own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials” (*Student Code* page 10). If you have any questions about whether work you submit is plagiarized, contact your instructor *before* you hand it in. **In addition, in this course, you may not hand in the same paper for two classes. Please contact your other instructors; some instructors may have a different policy regarding what is sometimes called “self-plagiarism.”**

Students with Disabilities

The Americans with Disabilities Act states: “Reasonable accommodation will be provided for all persons with disabilities in order to ensure equal participation within the program. If a student has a disability that will likely require some accommodation by the instructor, the student must contact the instructor and document the disability through the Disability Resource Center, preferably during the first week of the course. Any request for special consideration relating to attendance, pedagogy, taking of examinations, etc., must be discussed with and approved by the instructor. In cooperation with the Disability Resource Center, course materials can be provided in alternative format, large print, audio, diskette, or Braille.”

Assignments

Credo	50 points
Starting Points	25 points
Toulmin Brainstorm	25 points
Persuasive Project	100 points
Writing in Your Major	25 points
Final Project Proposal	25 points
Double Entry Log	50 points
Final Project	200 points
Self Analysis/Credo	50 points
Assessment Essay	100 points
Rough Drafts/Peer Review	50 points
Participation	150 points
Writer’s Notebook	100 points
Conferences	50 points

Assignment descriptions will be available on Syllabase under “File Sharing.”

The Writer’s Notebook is a tool you will use throughout the semester. You will need to purchase a notebook and write in it each week. We will write in them every day of class. After that you will be required to choose two prompts a week to write about, two pages each. The journal prompts will be posted on Syllabase when our class web site is complete. Your grade will come from having the correct journal prompts and for the effort. At the end of the semester, you will be required to bring your notebook to a student/teacher conference at which time I will determine your final grade for the notebook.

Student/Teacher Conferences. We will meet one-on-one throughout the semester so we can discuss your questions, concerns, progress, etc. We will meet at least two times during the semester. Each visit after those two to work on a paper is **10 points extra credit**. I will also meet with your groups so we can discuss your presentations and any issues with peer reviews.

Peer Reviews. We will have several peer reviews throughout the semester. You must be on time with three to four copies of a complete rough draft. You cannot make up a peer review, so please be on time and participate. I will sit in with one peer review group each time.

The Final Project. This final assignment will take us about one month to complete. The project may be a persuasive essay based on any topic, a personal research essay, or any other writing project that includes documented research. Each final project must include at least eight cited sources and be 10-12 pages in length. You will be required to submit a proposal for the final project that is subject to my approval.

The Writing Center. You will be required to take two of your papers to the writing center this semester. I do not care when you go, but I suggest you go in early in the semester. If you go to the writing center more than twice this semester, I will give you **5 points extra credit** for each visit. You may earn 20 points extra credit (four visits for full extra credit points). If you miss a peer review, I suggest that you take that paper into the writing center to make up some of the points you missed in peer review.

* Please be aware that the syllabus is subject to change in order to best accommodate the needs of our class.

* If you have to miss class for one reason or another, you must contact me or a classmate to get the assignment.

Class Schedule: All Dates Are Subject to ChangeWA= *Writing Arguments* text bookCR= *Curious Researcher* text book

On-line Readings=available on Syllabase under File Sharing/Readings

Reserve Readings=available through course reserve at the library

Date	In Class	Homework
8/31	Intro to class and assignments Writer's Notebook	Buy books, Writer's Notebook, Read CR Introduction
9/2	Let's Start with You! Introduction to Inquiry/Cultural Eye Credo "All I Ever Needed to Know, I Learned in Kindergarten."	Reserve Reading: W.A. 1 "The Words I Wish I Wrote" "Theme For English B"
9/7	Argumentation: What it is and isn't	On-line Reading: Thinking with Contraries
9/9	Credo Due Argumentation Reading from Multiple Perspectives	W.A. 3 Do Starting Points in WA p. 57-59 tasks 1-5, should be about three pages typed
9/14	Starting Points Due Writing Arguments	W.A. 4
9/16	Persuasive Writing The Core of An Argument	W.A. 5
9/21	Logos and Toulmin	Brainstorming Using Toulmin Exercise
9/23	Toulmin Exercise Due	W.A. 7
9/28	Ethos and Pathos	Assigned readings
9/30	Considering the Opposition	W.A. 8
10/05		Write Opposition Letter
10/07	Taking a Stand Rough Draft Due Peer Review	
10/12	Conference Day	
10/14	Persuasive Project Due Writing in Your Major Research	CR: Chapter 1
10/19	Writing in Your Major Due	Assigned Readings
10/21	Final Project Proposal Due	CR: Chapter 2
10/26	Library Day	Assigned Readings
10/28	Research the Candidates	CR: Chapter 3 pgs. 125-160 Voting Research
11/2	Vote/ Note Taking, Understanding and Evaluating Sources	Read Your Research Two Column Log
11/4	Two Column Log Notes Due (Four sources)	
11/9	Two Column Log Notes Due (Last four sources)	CR: Chapter 4
11/11	Drafting Techniques	Goldberg Handout
11/16	1st Full Draft Due Peer Review	CR: Chapter 5 Make Revisions
11/18	Teacher Conference	Revision
11/23	2nd Draft Due Peer Review	Make Revisions
11/30	Final Project Due Self Analysis/Credo Revisited	Self Analysis Paper
12/2	Self Analysis/Credo Due Writing Assessment Assignment	
12/7	No Class	
12/9	Writing Assessment Due	
12/13-12/17	Finals Week	No Class