



Introduction to College Writing **ENGL 1010 (3 credits) / Fall 2018** **WCSD Language Arts 12 Concurrent Enrollment**

Instructor: Sharon May
Room: 223
Phone: (435) 674-0885 Ext. 223
Email: sharon.may@washk12.org / sharon.may@dixie.edu
Website: **mayswebsite.com** and dixie.edu/mydixie/Canvas
Office Hours: 7:45-8 a.m.; 2:45-3:15 p.m.; 2A and 7B

Required Text and Materials

- *The Norton Field Guide to Writing With Readings and Handbook, 4th edition*, by Bullock, Goggin, and Weinberg. ISBN: 978-0-393-61739

All students need their own copy of the textbook and need to have it in class every period.

- Pen, pencil, highlighter, and clean-edged notebook paper (NOT spiral notebook paper)

Course Catalog Description

Partially fulfills General Education English requirement. Designed to improve students' abilities to read, analyze, and write expository papers. Provides opportunities to write and revise a number of essays. Activities, library research, portfolios, writing to a style guide, and tests may also be used to prepare students to write college-level papers. Students with successful completion (grade C or higher) will be prepared to take ENGL 2010.

Prerequisites

- Writing ACT/ English placement score of 17, or ENGL 0990 (grade C or higher)
- Reading ACT/ Reading placement score of 17, or ENGL 1470 (grade C or higher) AND LIB 1010/1000

Note

- Part of DHHS Concurrent Enrollment eligibility is that students must be able to organize their schedule to participate in assigned coursework activities.
- Since this is a college course with college expectations, students must be ready to be self-directed and responsible for their own success.

Program Learning Outcomes

Introduces the following program learning outcomes: PLO1—Critical Strategies; PLO2—Cultural and Ideological Awareness; PLO3—Collaborative Learning; PLO4—Research and Information Literacy; and PLO5—Professional Development.

Dixie State English Department Mission Statement

The English Department at Dixie State College strives to instill in students an appreciation for the centrality of language and literature in human culture, particularly their function in social, historical, and political contexts. Students who major in English master skills in analyzing and evaluating texts and other media, as well as learning how to produce focused critical essays.

Composition Program Mission Statement

As a subset of the English Department, the Composition Program seeks to fulfill the mission of both the department and the overall university GE mission. In particular, the program wants to strengthen students' skills and confidence in writing and critical thinking. It also seeks to increase students' written fluency and help them better formulate and organize ideas into focused, developed, articulate, and persuasive essays.

Specific Course Learning Outcomes

By the end of English 1010, students will demonstrate their ability to:

- Evaluate evidence and logic—including the identification of underlying assumptions, biases, and fallacies—in various texts. (PLO 1, 2, 4, 5; ILO 1, 2)
- Apply relevant, convincing, and effective evidence and logic in a variety of oral and written interactions. (PLO 1, 3, 4; ILO 1, 2)
- Participate in the process of collaborative learning as it relates to reading and writing. (PLO 1, 3, 4; ILO 1, 2)
- Compose an essay with a precise thesis statement that controls the selection, structure, and presentation of material. (PLO 1, 4, 5; ILO 1, 2)
- Create competent essays and paragraphs through the writing process, using standard written English. (PLO 1, 3, 4, 5; ILO 1, 2)
- Incorporate research into essays through adequate quotation, paraphrasing, and summarizing. (PLO 4, 5; ILO 1, 2)
- Explain and avoid plagiarism. (PIO 4, 5; ILO 1, 2)

Methods of Assessment

Various methods of assessment will be used to evaluate student learning:

- Formative assessment:
Preparation checks in which students will show their completion of the stages of the writing process; textbook reading responses; and in-class skills checks
- In-class writing:
At least one in-class essay, partly to learn strategies of on-the-spot writing, and partly to verify that out-of-class writing is the student's own.
- Summative assessment:
Students in this course will write a minimum of 4 essays, totaling at least 4,500 words. Two of the essays must be approximately five pages in length; and one essay must be a research essay of at least five pages and must incorporate sources. No more than one essay will be a narrative essay.
- Value-added assessment:
Students in this course will take a course-specific pre- and post-test to assess how the student's learning has increased during the semester. This will be administered online as a Google Form (using the same URL for both the pre- and post-test).

The Essays

Essay Assignment Schedule—1A

Essay #	Essay Genre	Essay Page/ Word Length	Peer Review Draft 1 & Tii	Peer Review Draft 2	Professional Draft Due
1	Report of Information	5 pp. /1,500	Sep. 20	Sep. 24	Sep. 26
2	Problem-Solution	5 pp. /1,500	Oct. 18	Oct. 22	Oct. 24
3	Profile	4 pp. /1,200	Nov. 13	Nov. 15	Nov. 19
4	Cause / Effect	4 pp. /1,200	Dec. 10	Dec. 12	Dec. 14

Essay Assignment Schedule—5B

Essay #	Essay Genre	Essay Page/ Word Length	Peer Review Draft 1 & Tii	Peer Review Draft 2	Professional Draft Due
1	Report of Information	5 pp. /1,500	Sep. 21	Sep. 25	Sep. 27
2	Problem-Solution	5 pp. /1,500	Oct. 19	Oct. 23	Oct. 25
3	Profile	4 pp. /1,200	Nov. 14	Nov. 16	Nov. 20
4	Cause / Effect	4 pp. /1,200	Dec. 7	Dec. 11	Dec. 13

The Writing Process

- **Pre-Writing exercises and outlines:** Text chapter reading guides, planning activities, and pre-writing exercises will be assigned to be completed outside of class.
- **Essay outlines:** an outline organizing structure for each essay, including at least one formal outline, will be due during the writing process as listed on the course calendar and are to be included with the final essay submission.
- **Peer-Review draft 1:** Students are to have a *complete* typed essay, including in-text documentation of sources and a references page, brought at the beginning of class for guided peer review on the due date given on the course calendar and the essay schedule above. The essay is to have submitted to Turnitin.com on DSU Canvas and revised as necessary *before being reviewed in class.*
- **Peer-Review draft 2:** Students are to make revisions from Peer Review 1 notes and bring a revised draft of the completed essay to class for a second peer reviewing.
- **IMPORTANT NOTE:** Peer reviewing of essays is crucial to success in ENGL 1010, and participation in peer reviewing is required. Students who will miss a peer review class due to an approved DHHS school activity are to do the following:

- 1) Notify me in writing before the absence;
- 2) complete the peer review with at least two other students from the 1A/5B class, using the peer review guide (ask the librarian for the guide);
- 3) have the completed guide signed by the DHHS librarian; and
- 4) complete peer reviewing BEFORE the Peer Review 2 due date.

OR

- 1) Notify me in writing before the absence;
- 2) take a peer review guide to the DSU Writing Center and complete peer reviewing with a Writing Center tutor (in the HCC building);
- 3) have the completed guide signed by the DSU tutor and attach accompanying tutor notes;
- 4) complete DSU Writing Center peer reviewing BEFORE the Peer Review 2 due date.

Only a completed peer review guide signed by the DHHS librarian or a DSU Writing Center tutor will be accepted as completion of the assignment. Peer reviewing must be completed before the next class period for full points. Peer review drafts are to be included in the professional draft submission.

Students who do not have a completed essay draft for in-class guided peer review will not be able to participate in peer reviewing and will have to complete peer reviewing as described above. These drafts will be marked as late.

- **Professional draft:** Students are to use suggestions from peer reviewing, the peer reviewing guides, and instructor comments to produce a final, polished draft. Final turn-in may include work from all stages of the writing process. A grade will be assigned according to the level of writing skill achieved according to DSU composition department standards (as described in the ENGL 1010 essay assessment rubric—see pages 5 and 6), and the final draft will become part of the student’s 1010 writing portfolio.
- **IMPORTANT NOTE:** Essays must be submitted to Turnitin.com for a similarity (plagiarism) report before the instructor will evaluate the essay. Likewise, professional drafts that are incomplete or have serious formatting, style, syntax, or grammatical errors will be returned to the student for revision and will be docked 10% of the grade (basically as a late paper).

Grading

Concurrent enrollment students need to be aware that the college grade will be a single letter grade for the entire semester course—there are no quarter grades on the college transcript. This single semester letter grade will be added to your high school transcript as both your Q1 and Q2 grade in CE ENGL 1010/ LA 12.

You are enrolled in a college course, not a high school course, and grading in the course follows college standards, not high school standards. Thus, an "A" grade reflects excellent achievement, and a "B" grade reflects above-standard achievement. In the college setting, a "C" grade is average and indicates passing / adequate work. A "C-" or below is not considered passing, and the student will need to repeat the course before taking ENG 2010. (A "D" or "D-" grade will earn high school LA12 credit, however.)

Course Final Grading Scale

A	94-100%	B-	80-82.9%	D+	67-69.9%
A-	90-93.9%	C+	77-79.9%	D	63-66.9%
B+	87-89.9%	C	73-76.9%	D-	60-62.9%
B	83-86.9%	C-	70-72.9%	F	59.9% and below

Students’ writing will be evaluated through both peer review and instructor feedback, although final essay grading is the responsibility of the instructor alone. During the year, the chair of the Dixie State University

composition department will visit, observe the class, and review student portfolios. Grading of essays is aligned with DSU standards of writing for ENG 1010.

Essay Evaluation

Letter grades on professional draft essays will be assigned according to the following rubric criteria:

ENGLISH 1010 ESSAY ASSESSMENT RUBRIC					
ESSAY:	AUTHOR:		REVIEWER:		PR <input type="checkbox"/> 1 <input type="checkbox"/> 2
CRITERIA	Excellent (A)	Good (B)	Adequate (C)	Poor (D)	Failing (F)
Thesis	<input type="checkbox"/> A precise, engaging thesis that communicates and controls the essay's content and structure.	<input type="checkbox"/> A clear thesis controls the essay's content and structure.	<input type="checkbox"/> Thesis present but weak in providing essay's content and/or structure.	<input type="checkbox"/> Thesis is illogical, fallacious and/or superficial.	<input type="checkbox"/> Lack of thesis statement.
Organization	<input type="checkbox"/> A strong, effective essay structure that includes clear topic sentences, smooth transitions, and logical connections.	<input type="checkbox"/> A unifying structure with supporting topic sentences and transitions.	<input type="checkbox"/> Essay does not follow a consistent, logical order, though some organization may be apparent.	<input type="checkbox"/> Essay is ineffectively organized or jumps randomly.	<input type="checkbox"/> Essay lacks an organizational strategy.
Introduction and Conclusion Paragraphs	<input type="checkbox"/> Introduction engages readers and states thesis. Concluding paragraphs give a satisfying sense of closing.	<input type="checkbox"/> Introduction gives context and states thesis. Concluding paragraphs avoid repetitious statements.	<input type="checkbox"/> Introduction is formulaic and dull but states thesis. Conclusion is formulaic, dull, or repetitious.	<input type="checkbox"/> Introduction does not state a clear thesis. Conclusion repeats previous points.	<input type="checkbox"/> Introduction and/or conclusion lacks purpose or is missing.
Paragraphs	<input type="checkbox"/> Paragraphs are unified, coherent, and well-developed so that the reader feels significantly taught or affected. Writing shows finesse.	<input type="checkbox"/> Paragraphs are unified, coherent, and developed with substantial discussion.	<input type="checkbox"/> Paragraphs may be focused but lack topic sentences; transitions may be weak and discussion insubstantial.	<input type="checkbox"/> Paragraphs lack adequate development and/or transitions.	<input type="checkbox"/> Paragraphs lack clear structure; missing topic sentences and transitions
Supporting Evidence	<input type="checkbox"/> Evidence is compelling, relevant, substantial; outside sources are expert, documented sources.	<input type="checkbox"/> Evidence is relevant, concrete, and sufficient; documented sources.	<input type="checkbox"/> Evidence does not clearly support the thesis, irrelevant, too general, or lacks source documentation.	<input type="checkbox"/> Evidence is insufficient, contradictory, aimless, or unsupported.	<input type="checkbox"/> Evidence may be random and/or without explanation.
Sentence Structure	<input type="checkbox"/> Sentences are consistently coherent and varied. Sentences avoid awkward syntax, sentence fragments, and run-ons.	<input type="checkbox"/> Overall, sentences are coherent and varied and avoid syntax and structure errors.	<input type="checkbox"/> Sentences are basically competent but may be choppy, lack variety, and contain several errors.	<input type="checkbox"/> Sentences lack necessary variety and contain many errors.	<input type="checkbox"/> Sentences are incomplete, fused, monotonous, or elementary.
Word Choice	<input type="checkbox"/> Word choice is fresh, precise, and distinctive.	<input type="checkbox"/> Word choice is appropriate in tone and precise meaning.	<input type="checkbox"/> Word choice is adequately appropriate for topic and purpose.	<input type="checkbox"/> Word choice is vague or inappropriate.	<input type="checkbox"/> Word choice is inappropriate.

Grammar, Punctuation, Mechanics, and Usage	<input type="checkbox"/> Grammar, punctuation, mechanics, and usage consistent with standard written English—masterful sentence mechanics.	<input type="checkbox"/> Grammar, punctuation, mechanics, and usage mostly consistent with standard written English.	<input type="checkbox"/> Grammar, punctuation, mechanics, and usage deviate significantly from standard written English, but errors do not interfere with overall clarity and effectiveness.	<input type="checkbox"/> Grammar, punctuation, mechanics, and usage interfere with the essay’s clarity and effectiveness.	<input type="checkbox"/> Grammar, punctuation, mechanics, and usage obscure meaning.
Required Elements	<input type="checkbox"/> Writer has clearly met all the requirements of the assignment, including topic, page/word count, sources, and formatting.	<input type="checkbox"/> Writer has met all the requirements of the assignment: topic, page/word count, sources, and formatting	<input type="checkbox"/> Writer has met most but not all requirements of the assignment.	<input type="checkbox"/> Writer has not met most of the requirements of the assignment.	<input type="checkbox"/> Writer has not met or followed basic requirements of the assignment.
APA Format	<input type="checkbox"/> Proper APA in-text and references documentation; format is consistent and precise.	<input type="checkbox"/> 2 – 3 minor errors in APA in-text and reference page format are present.	<input type="checkbox"/> 4 – 5 errors in APA in-text and reference page format are present.	<input type="checkbox"/> Consistent errors in APA in-text and ref page format.	<input type="checkbox"/> Essay does not adhere to APA format, or missing doc.

Essay Rewrites

Only review drafts may be revised; **professional drafts submitted for evaluation are final and may not be revised for additional evaluation** unless the instructor recognizes extenuating circumstances and makes an accommodation.

In-class Practice Activities

Class often begins with sessions of sentence skills instruction or other skills-building instruction and practice. Students earn skills-building and practice points for their active participation in class. Because of the nature of these in-class activities, there is no "make up" possible for activities missed when students are tardy to class.

Grading Categories and Weight

Essays: Professional drafts	60%
Essays: Peer review drafts and peer reviewing	20%
Process and Practice (including HW, textbook reading, and in-class activities)	20%

Late Assignments

Due dates for essays are provided in this disclosure, and all assignment due dates will be clearly documented for students, using Canvas and my DHHS website (mayswebsite.com). In a college class, **ALL ASSIGNMENTS must be turned in on the assigned due dates regardless of whether or not the student attends class that day.** Students missing class for a DHHS school activity are to turn in homework assignments that are due before leaving school for the activity. Assignments that will be late due to extended DHHS school-activity absences require prior written notice to the instructor for full credit.

Note the following:

- Late work loses 10% of the points earned.
- Late textbook reading assignments and skills practice assignments will not be accepted more than one week after the due date.
- Late essays will not be accepted more than two weeks after the final draft due date.
- All four essays must be turned in to pass the course; you are not allowed to skip an essay.
- If you earn below a 75% (C) on any essay, you will have two weeks from the time I return your graded essay to submit a revised essay--with the original, graded essay—for re-evaluation.
- Quizzes on the day of a DHHS school activity absence must be taken in the DHHS Media Center before the next class meeting.
- Assignments and reading guides will be posted on **mayswebsite.com** and Canvas and are to be downloaded by the student. It is the student's responsibility to keep track of assignments and due dates by reading my daily course activity log on www.mayswebsite.com.

Plagiarism

The Dixie State University Research Paper Guide defines plagiarism as "an act of willfully or carelessly attempting to pass off as one's own work the words [or ideas] of someone else" (6). Information from the Internet must be properly cited using APA style citation as explained in the course textbook and course handouts, as well as the *APA Publication Manual*. An essay submitted with deliberate use of another's ideas will receive a failing grade (zero points). Subsequent deliberate plagiarism is grounds for an "F" grade in ENGL 1010 and possible disciplinary action from Dixie State University.

The instructor, the DHHS Media Center staff, as well as the staff at the DSU Library and Writing Center are available to help students. Please do not take what may seem an easier route and turn in ideas and language that are not your own. Be sure to learn how to properly cite and document all sources of material you borrow from, whether summarizing ideas, paraphrasing statements, or using someone's direct words.

Attendance Policy

Attendance is mandatory and is crucial for your success in the course. A college course moves more quickly than a high school course, and learning occurs as instruction, discussion, and collaborative practice occur. Students who miss class frequently generally have a difficult time passing the course. Note the following policy:

- This is a DSU college class—**WCSD attendance policies do NOT apply**
- If you miss **seven (7)** classes over the course of the semester (excluding school-related activities with written prior permission), your grade will be lowered one full letter grade.
- If you miss more than **twelve (12)** classes over the course of the semester, you will automatically fail the course.
- If you are officially excused in order to represent DSU or DHHS, you are required to provide written documentation beforehand.
- **Three (3) tardies** or (non-school-activity-related) early departures will count as one (1) absence.
- Leaving class should not occur during instruction; repeated "emergencies" will be counted as early departures (with exception for documented medical conditions).

Participation Expectations

It is crucial for success in CE ENG 1010 to remember that this is a college course for which you also get high school credit. This is not a high school course for which you get college credit.

A college course requires a higher level of participation, effort, independence, and attention from students. As participants in a college class, you are expected to exhibit college-level maturity and responsibility with respect to this class, which includes managing your time to avoid tardiness and to complete assignments with carefulness and timeliness. College students are self-motivated and self-directed learners.

Additionally, **classroom conduct is expected to conform to college classroom expectations of maturity and responsibility related to focused, meaningful attention and participation. Off-task chatting, cell-phone use, and other disruptive behaviors will result in being asked to leave the class so that others may remain focused.** Classroom conduct is expected to be respectful, professional, and collaborative among students and between students and instructor.

Cell Phones / Mobile Devices

It is distracting and inappropriate to make or receive calls, text messages, or check social media alerts during the *entire* class period—including between activities or after you have "finished" an assignment. A student using a cell phone when it is not part of the learning activity will be asked to leave class. Cell phones and other electronics need to be silent and OFF THE DESK unless the instructor has expressed otherwise for a particular learning activity.

Policies prohibit the recording or photographing of anyone in a classroom without that person's permission, whether a teacher or student.

Food and Drink

Water in closable water bottles is the only acceptable drink to bring to class; food and candy are distractions and are likely to result in litter and carpet stains and are therefore inappropriate. If you must have a snack for documented medical reasons, it must not create a distraction or cause damage to the classroom.

Course Withdrawal

If you decide to drop the class, it is your responsibility to contact the college before the course withdrawal deadline or the course drop deadline. Go to <http://academics.dixie.edu/syllabus/> for information on these deadlines and university resources, including the Writing Center, online Writing Lab, the Testing Center, and the Disability Resource Center (632-7516).

Note: After conferring with me, if you are certain you will not be able to earn at least a C grade, it is beneficial to you to withdraw from the course rather than fail the course. A failing grade in a CE course results in not being able to take further CE courses while in high school. A student with a W (withdrawal) may retake the course while in high school; a student with a C- or lower may not.

Resources

As an enrolled student in ENG 1010, you are a fully recognized student of Dixie State University and have the same access to all of the college's resources as any other DSU student. Take advantage of the help and activities available to you.

For important links, statements, and policies, go to: <https://academics.dixie.edu/syllabus/>

For the DSU calendar and important dates, go to: <https://academics.dixie.edu/academic-calendar/>

DSU Writing Center. The Writing Center provides a free service for students desiring additional assistance with their writing assignments in any courses. It is in room 421 of the Holland building (HCC).

Online Writing Lab (OWL): This provides information on a variety of issues related to writing and numerous links to relevant web-sites. To reach it, or go to dixie.edu and the Academics page for a link.

Tutoring Center: The Tutoring Center provides help understanding the content of courses. It is located in HCC 431.

Library: The library provides a wealth of all kinds of information and resources. Visit the library on the 2nd and 3rd floors HCC or go to the library website at <http://library.dixie.edu/>.

Student Success Center: The Student Success Center (SSC) at Dixie State University is a collaboration of various student-centered programs and resources geared towards helping students achieve their educational and personal goals. Whether you are the first student in your family to attend college or have struggled in the past with your academics or you feel that you don't "fit in" because you transferred to Dixie or are not a "traditional" student, they are available to assist you. <http://www.dixie.edu/studentsuccess/>

Instructor Assistance

I *want* you to succeed in CE ENGL 1010 and with good attendance and effort, you will. Please do not give up on yourself if you have difficulty in the course.

Make sure to ask me if you need additional instruction or writing guidance outside of class. You may also email me at sharon.may@washk12.org regarding questions or problems, although I will not edit entire assignments sent by email (and do not turn in an assignment by email, as there is no assurance it will reach my mailbox, arrive in time, or arrive in the proper format).

Don't hesitate to ask me a question during class or to seek additional help. You should plan to make conferencing with me a part of your ENGL 1010 experience.

English 1010 Disclosure Agreement

Please read the full course disclosure packet. Knowing everything about the course is essential for your success in CE ENG 1010. After carefully reading the Course Disclosure, sign and date below, and return just this page to me by Friday, August 17. Keep the disclosure and refer to it throughout the year. Use Power School, Canvas (DSU), and especially my website—**mayswebsite.com**—to remain on top of your responsibilities and finish the course successfully. You will have my support and best effort during the coming school year.

By signing this sheet, you are agreeing to the following statement: I understand this is a college course with college expectations, including (but not limited to) **consistent and timely attendance, timely submission of properly prepared work, respect for the right of others to learn, and avoidance of plagiarism of any kind.**

I have read the “Introduction to College Writing” and carefully examined the course requirements and expectations. My checks below acknowledge my understanding of the course, especially:

- essays and coursework
- the definition and consequences of plagiarism
- attendance—absences and tardies policies
- late work penalties
- grading
- peer-reviewing participation
- cell phone use in class
- college-level class participation and conduct

Name (please print): _____ Period: _____

Signature: _____ Date: _____

Parent name: _____

Parent Signature: _____

Thank you for reading the course disclosure. Please communicate any questions or concerns you have about the class that are not covered in this disclosure or in my verbal introduction to the course.
