

COURSE # ENGL 1010

Introduction to Writing

2018-2019

Instructor

Instructor:

Phone:

Email:

Office Hours:

Course

Course Description

This is a Concurrent Enrollment Course, offering both high school credit through _____ High School and college credit through Utah Valley University. Credit from this course is transferable to all colleges and universities. Contact the receiving institution for how the credits will be applied.

Catalog Description

Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. Includes major essay assignments, writing and collaboration, research writing, journals, and portfolios.

Course Prerequisites

This class is available to all high school seniors in good academic standing. High school prerequisites apply.

- Be a high school senior.
- Have a final 3.0 GPA in 10th and 11th grade English classes.
- Have an ACT score of 19+ in English and 19+ in Reading.
 - o Or have an ACT score of 20+ in English and 18+ in Reading.
 - o Or have an ACT score of 18+ in English and 20+ in Reading.
- You may substitute ACT scores with a UVU ACCUPLACER Reading & Sentence Skills Test.

Course Objectives or Learning Outcomes

Upon successful completion of this course, students should be able to do the following:

1. Demonstrate rhetorical awareness of audience, purpose, context, and genres in written and oral forums (papers and class discussions).

2. Demonstrates critical reading, writing, and thinking skills, learning to inquire into issues and problems, explore and interrogate multiple perspectives, negotiate meanings across a diverse array of positions, and problematize oversimplifications.
3. Demonstrate use of process as an integral component of college-level writing, including the social aspects of writing process (e.g. peer response).
4. Demonstrate knowledge of conventions of academic writing and research.
5. Craft well-reasoned written and oral arguments derived from personal and public inquiry.
6. Demonstrate the ability to complicate problematic, clichéd notions of interpretation and articulation.
7. Formulate thesis statements that clearly express the intended central idea of the text.
8. Organize paragraphs, with clear topic sentences, into a sequence that develops a thesis to a reasonable, well-supported conclusion.
9. Document sources according to MLA format.
10. Integrate their own ideas with those of others.

Required Text and Materials

Everyone's an Author, 2nd edition. Andrea Lunsford et al. W. W. Norton & Company, 2017.

OR *Allyn and Bacon Guide*, 3rd edition or later.

(Other texts should be approved by the UVU English Department liaison.)

The choice of readings is up to the individual teacher and should be used in support of the writing process rather than as a primary focus. Please feel free to supplement with additional assignments of your own design, excerpts from other texts, and exemplary readings by professional and student writers.

Department Policies

Assessment

Contact the English Dept. Liaison for complete descriptions of each assignment. Where options are available, we recommend that the teacher choose which option students should write.

Unit I (Option A): Analysis of a Discourse Community – 3-5 pages, double-spaced, properly formatted

Write a personal narrative that explores a particular discourse community. Your goal is to analyze an event through thick description and a focus on the specific elements that define a discourse community. Choose a discourse community that you're very familiar with and comfortable discussing with your peers, one that you've actively joined, rather than one into which you were born. Consider the tensions and limitations of the rhetoric utilized in the discourse community. Show rather than just tell. Use sensory (visual, auditory, olfactory, tactile, kinesthetic) cues to describe details about the community.

Unit I (Option B) : Literacy Narrative – 3-5 pages, double-spaced, properly formatted

Write an autobiographical narrative based on your literacy experiences that communicates some insight to the rest of the class. Expand on the narrative's relevance beyond the personal. Include how reading and writing function in a broader context. You do not have to pick either reading or writing. Often, our interactions with reading and writing are intertwined. Also, this essay does not

have to be a rousing exposition about why writing and reading are the joy of your life if they are really the bane of your existence. Be honest. Tell a good story about an important literacy event.

Unit II - Summary and Review Essay – 2-3 pages, double-spaced, properly formatted

For this essay, you need to carefully read and understand a specific text. Keep in mind the characteristics of successful reviews. Write a review of the article by summarizing and analyzing a text. Remember that your purpose here is not to agree or disagree with the author. Rather, your purpose is to use careful reading strategies to understand what the article is trying to convey to the audience. Show your reader that you fully understand the content of a text.

Unit III (Option A) : Rhetorical Analysis - 2-3 pages, double-spaced, properly formatted

You will analyze the ways in which an author has considered the audience, purpose, stance, context, and medium/design. Your final essay should include a clearly stated, cohesive argument with a strong thesis statement and clear and thoughtful reasoning. In support of your argument, your paper should use appropriate evidence, including in-text citations when necessary. Your paper should also show an accurate and fair analysis of the text.

Unit III (Option B): Rhetorical Analysis of a Genre/Medium - 5-6 pages alphabetical text

Come up with a topic that has likely been discussed in a variety of different ways and places. Almost anything timely, controversial, and debatable will do. Make sure your topic is suitably broad. If you're too specific, you might struggle to find the required pieces to do this assignment. You're not going to be focusing on the topic itself so much as focusing on how various genres and media discuss the topic.

Collect 3 pieces of media that all generally discuss the same topic. One of these pieces must be a scholarly, peer-reviewed article about the topic. Use the library databases and find one that seems to interest you. The other two pieces are your choice but should be selected from the following options:

- A documentary film about the topic
- A YouTube video about the topic
- A podcast about the topic
- An article from an internet site about the topic
- A collection of tweets from Twitter about the topic organized around an existing hashtag (at least five)
- A collection of internet memes about the topic (at least five)

Once you have your pieces selected, you should read, analyze, and study them with the following main question in mind: How do the authors' choices of genre and medium affect how they discuss/argue/present about the topic? Your essay will be a review of all three pieces. You're not taking a side on the topic you selected. You're not writing an argument about the topic itself. The focus of your essay is to analyze the possibilities and limitations of the genres and media. You are seeking to discuss the benefits of each genre/medium, the limitations of each genre/medium, and how those benefits and limitations lead to different ways to discuss the topic at hand.

For each of the three media you chose, you should first give a brief summary of what they are and their main points. Then, for each piece, the bulk of your essay will reflect/evaluate upon each of the following questions:

- What are the defining features/components of the genre (scholarly article, documentary, meme, etc.)?
- What are the defining features/components of the medium (written essay, film, social media post, etc.)?
- What are the informative and/or persuasive advantages of the author(s) using this genre/medium?
- What can this genre/medium not do very effectively? Put differently, what is lost or compromised by this choice of genre/medium?

Your essay should also include the following elements:

- Make sure to reference the specifics of the individual piece and topic.
- Make sure to consider the questions posed above from the perspective of the potential audience.
- Make sure to use the specifics of the individual piece and topic to demonstrate/prove these evaluations.

After evaluating the genre and medium of all your selected pieces, your conclusion should make an argumentative claim (backed with reasoned support) about how a person's consumption of some of the genres/media over others would likely shape how they feel about the topic and ultimately form an opinion or position. Put differently, how does the choice to engage with certain genres/media while ignoring others potentially shape how someone comes to understand the stakes, nuance, and depth of your selected topic?

While this essay should use proper formatting for the alphabetic text, memes or tweets, if you chose these options, should be included as screenshots or some kind of image of them (inserted and justified into the text in a design savvy way). The inclusion of images will technically make your page count longer since they take up space.

Unit IV: Stasis Interrogation Essay - 5-7 pages, double-spaced, properly formatted

In classical terms, the word "*stasis*" (or *stases*) literally means a "slowing down" or a standstill. Similarly, in rhetoric, we use *stasis* to point to an issue that is controversial and needs a decision before the argument can move forward. *Stasis* theory, therefore, can be used to identify and work through impasses in an argument. *Stasis* theory is "a simple system for identifying the crux of an argument—what's at stake in it." And, we do this by asking four specific questions in sequence:

1. What are the facts?
2. How can the issue be defined?
3. How much does it matter and why?
4. What actions should be taken as a result?

For this essay, you will attempt to understand the complexity of an issue by using *stasis* theory to interrogate a single article. The goal is to discover the various points at which you could enter the conversation. After analyzing your primary text, you will then offer a supported argument on one of the many points of contention you discover through the *stasis* analysis, using a secondary

source. Unlike a rhetorical analysis or genre/medium analysis, this essay will focus mostly on the content of the argument rather than *how* the argument is made.

After interrogating of the issue, pick one of the stasis questions that you had the most disagreement with the author's position. Find a secondary source and write a short, but well-supported argument for your own perspective. Make sure that your argument has a claim and at least one reason to support it. Use your secondary source as evidence for your argument.

Unit V (Option A): Writing Portfolio - Portfolio Statement: 2-3 pages, double-spaced, properly formatted

A writing portfolio is an end-of-the-semester collection that demonstrates your accomplishments in the course. It includes copies of final assignments, rough drafts and comments from peers and instructors, and a portfolio statement that reflects on your writing process throughout the semester. In addition to assessing your strengths and weaknesses as a writer, your statement should also address your future goals as a writer.

Additionally, the portfolio statement, or reflection letter or essay, is an opportunity to recall your triumphs and struggles, your writing process and finished projects and your overall learning gains in the course.

Compile and submit a portfolio that includes the following:

- Your best essays and other projects (usually 2 or 3 formal assignments, along with the final revised Stasis Interrogation Essay being mandatory).
- Rough drafts and peer and instructor reviews tracing your progress for each assignment.
- Evidence of your writing as a process (including freewriting, brainstorming notes, in-class work, group work, Canvas discussion posts, etc.).
- Portfolio Statement: Use the prompts on page 796 in *Everyone's an Author* that ask you to review your work for strengths and weaknesses; analyze your writing process and strategies; reflect on your work as an author, and to define future writing goals and plans for improvement.

Whether in a letter or essay genre, paper or electronic delivery, you should think of this as a persuasive task, telling readers what you've learned. Using your portfolio materials as supportive evidence, explain what your work says about you as a student and writer? Help your instructor understand why you included the materials you did and what this says about your work in this course. So, for example, if you claim to have improved your organization, you can point to your improved paragraphs, transitions, or how you moved sections around to increase clarity or remove redundancies.

When addressing multi-modal projects, the same principles apply: Describe what you did to improve the project over time, include early versions (give links if stored on the web or provide PDF copies), and use evidence from your collected works as support in your portfolio statement.

Unit V (Option B): Reflection Essay - 2-3 pages, double-spaced, properly formatted

This short essay, or reflection letter, is an opportunity to reflect on what you've accomplished and prepare the way for improvement in your future writing projects. Your style may be quite informal.

However, you do want to make sure that your audience understands your answers to all required parts of the assignment.

This assignment will be one document split into two parts (invention and a reflective letter):

1. Invention: Begin thinking about the writing process by completing the following statements with at least two additional explanatory sentences:
 - “I believe writing is...”
 - “I believe revising is...”
 - “I feel that writing courses are...”

2. Reflective Letter: Write a short letter to your classmates and instructor about your writing progression this year. Use the following outline and questions to guide your thinking and writing; however, you do not need to include answers to every question below.
 - Curiosity: How and in what way has this class been beneficial in creating a desire for you to learn more about your world? Did you learn about yourself through your writing and where you fit within a certain discussion? Why or why not—and if so, what did you learn? Did a specific assignment aid in this change?
 - Openness: How and in what way has this class asked you to consider new ways of thinking about a subject and your place in the world? Have you changed your mind about something discussed in class this semester or in your writing? Explain why or why not. Did a specific assignment aid in this change?
 - Engagement: To what degree did you feel invested in your writing this semester? In other words, was there ever a time where you felt like you were writing, not simply to get a good grade, but to express your opinion about a subject? Was there a specific assignment that you felt allowed you to do this?
 - Persistence: How and in what way has this class challenged your writing habits? Did you spend more time writing or revising this semester? Which one (writing or revising) was more difficult for you? Why? Did one specific writing assignment challenge your writing process more than others? If so, please explain how and why.
 - Responsibility: How and in what way has this class allowed you to take charge of your ideas as a writer? Do you feel your writing can or should have an impact on your social environment? Why or why not? How might you use your writing in future classes or in your daily life?

Grading Scale

A = 100-94	B - = 83-80	D+ = 69-67
A - = 93-90	C+ = 79-77	D = 66-64
B+ = 89-87	C = 76-74	D - = 63-60
B = 86-84	C - = 73-70	F = 59-0

Grades and Credit

Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course can affect college acceptance and scholarship eligibility.

Grades are determined by instructors, based upon measures determined by the instructor and department and may include: evaluation of responses, written exercises and examinations, performance exercises and examinations, classroom/laboratory contributions, mastery of pertinent skills, etc. The letter grade “A” is an exceptional grade indicating superior achievement; “B” is a

grade indicating commendable mastery; “C” indicates satisfactory mastery and is considered an average grade; “D” indicates substandard progress and insufficient evidence of ability to succeed in sequential courses; “E” (failing) indicates inadequate mastery of pertinent skills or repeated absences from class; “UW” indicates unofficial withdrawal from class.

University Policies

Academic Integrity

Utah Valley University expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form.

In keeping with UVU policy, evidence of academic dishonesty may result in a failing grade in the course and disciplinary review by the college. Any student caught cheating will receive, at minimum, zero points on that particular assignment for the first offense. A second offense can result in failing the course and will entail being reported to Student Advising. Academic dishonesty includes, in part, using materials obtained from another student, published literature, and the Internet without proper acknowledgment of the source. Additional information on this topic is published in the student handbook and is available on the UVU website.

Student Code of Conduct

All UVU students are expected to conduct themselves in an appropriate manner acceptable at an institution of higher learning. All students are expected to **obey the law**, to **perform contracted obligations**, to **maintain absolute integrity and high standards** of individual honesty in academic work, and to observe a **high standard of conduct for the academic environment**.

The Student Rights and Responsibilities Code, or Code of Conduct, outlines for students what they can expect from the University and what the University expects of them.

Students should review their Rights and Responsibilities. The Code of Conduct also outlines the process for academic appeals, and appeals related to misconduct and sanctions. It can be found at <http://www.uvu.edu/studentconduct/students/>

Student Responsibilities

You are expected to take an active role in the learning process by meeting course requirements as specified in written syllabi. Faculty members have the right to establish classroom standards of behavior and attendance requirements. You are expected to meet these requirements and make contact with faculty members when unable to do so.

Withdrawal Policy

If you do not wish to take this course or find that you are unable to continue, you should officially withdraw by the deadline stated in the current semester UVU Student Timetable.

You can officially withdraw from a course by dropping it through the online registration system or the

campus One Stop desk (BA 106) by the listed date. If you officially withdraw from a course by the "Last Day to Drop and Not Show on Transcript," the course will not appear on your academic transcripts. If you officially withdraw from a course by the "Last Day to Withdraw," a "W" will appear on your transcripts. Although your GPA will not be affected — a "W" will indicate that you chose to withdraw. If you fail to complete the course and do not drop it before the "Last Day to Withdraw," a "UW" or "E" (a failing grade) will appear on your transcripts.

Withdrawing from a course may impact your financial aid status. For more information, see: UVU Financial Aid.

Cheating and Plagiarism Policy Procedures

This document was taken from the Utah Valley University Policy 541, The Student Rights and Responsibilities Code

5.4.4 Each student is expected to maintain academic ethics and honesty in all its forms, including, but not limited to, cheating and plagiarism as defined hereafter:

1) Cheating is the act of using or attempting to use or providing others with unauthorized information, materials, or study aids in academic work. Cheating includes, but is not limited to, passing examination answers to or taking examinations for someone else, or preparing or copying another's academic work.

2) Plagiarism is the act of appropriating another person's or group's ideas or work (written, computerized, artistic, etc.) or portions thereof and passing them off as the product of one's own work in any academic exercise or activity.

3) Fabrication is the use of invented information or the falsification of research or other findings. Examples include but are not limited to:

- a) Citation of information not taken from the source indicated. This may include the incorrect documentation of secondary source materials.
- b) Listing sources in a bibliography not used in the academic exercise.
- c) Submission in a paper, thesis, lab report, or other academic exercise of falsified, invented, or fictitious data or evidence, or deliberate and knowing concealment or distortion of the true nature, origin, or function of such data or evidence.
- d) Submitting as your own any academic exercise (written work, printing, sculpture, etc.) prepared totally or in part by another.

Students with Disabilities

Students who need accommodations because of a disability may contact the UVU Office of Accessibility Services (OAS), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the OAS office at 801-863-8747. Deaf/Hard of Hearing individuals, email nicole.hemmingsen@uvu.edu or text 385-208-2677.

Religious Accommodations

At the beginning of each semester, you shall promptly review the course syllabus and class schedule and notify faculty to request an accommodation for sincerely held religious beliefs and practices using the *Religious Accommodation Request Form*.

Dangerous Behavior

The faculty member has the right to demand and secure the immediate removal of any person from the classroom whenever the faculty member determines, to the best of his or her knowledge or belief, that the person's actions are threatening or dangerous to students or themselves. If the faculty member cannot resolve a disruptive situation, the faculty member may request that the disruptive person(s) leave the classroom. If the disruptive person(s) will not leave voluntarily, the faculty member may call University Police for assistance. The incident shall be reported to the Dean of Students and to the Director of Judicial Affairs in accordance with Policy 541 *Student Rights and Responsibilities Code*.

Discriminatory, Exclusionary, or Disruptive Behavior

Faculty members observing discriminatory, exclusionary, or disruptive behavior follow procedures described in UVU Policy 541 *Student Rights and Responsibilities Code*. 5.6

Attendance

Attendance in this class is not mandatory due to the different learning preferences with each student. However, class will be held according to the schedule on the top of this syllabus. Chapters will be covered in class as listed in the semester schedule below. Class will consist of chapter reviews, discussion and group activities.

Policies/References

1. Policy 541: Student Rights and Responsibilities Code
<https://www.uvu.edu/catalog/current/policies-requirements/student-rights-and-responsibilities.html>
2. Policy 601: Classroom Instruction and Management.
<https://policy.uvu.edu/getDisplayFile/5750ed2697e4c89872d95664>
3. Policy 635: Faculty Rights and Professional Responsibilities.
<https://policy.uvu.edu/getDisplayFile/563a40bc65db23201153c27d>

Definitions

- A. Syllabus: An agreement between faculty and students that communicates course structure, schedule, student expectations, expected course outcomes, and methods of assessment to students.

Dropping the Class

_____ is the last day to drop the course without it showing on your transcript.

_____ is the last day to withdraw from the class.

If you drop the high school class, you must also withdraw from the UVU class to avoid receiving a failing grade.

Due dates and this syllabus may change at the instructor's discretion due to the needs of the class members.