

Introduction to Writing

ENGL 1010

2017-18

Instructor

Name: Janelle Frossard

Email | Website: janelle.frossard@nebo.edu, Canvas

Office | Office Hours: I-111, by appointment

Course

Course Description

This is a Concurrent Enrollment Course, offering both high school credit through Springville High School and college credit through Utah Valley University. Credit from this course is transferable to all colleges and universities in the state of Utah. 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. In addition to major essay assignments, may include in-class writing and collaboration, research writing, journals, and portfolios. First of two courses in the First-Year Composition requirement.

Course Prerequisites

Student must be a senior and have a 3.0 GPA in 10th and 11th grade English classes. Student must also have an English ACT score of 19 and a Reading ACT score of 19. Student may substitute these scores with a UVU AccuPlacer Reading and Sentence Skills Assessment 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 | Instructional Material

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

Course Papers and 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 questions 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 will be weighted as follows:

Daily Points: 10%

Reading Points: 10%

Articles of the Week: 10%

All Other Work: 70%

Classroom Policies

Daily Points & Reading Points

All students automatically receive 10 “Daily Points” and 10 “Reading Points” each day. Daily Points are rewarded for participating in reading, writing, speaking, and listening activities in class. Reading Points are rewarded for participating in silent reading at the beginning of class. Any behavior that demonstrates a lack of participation will result in a loss of Daily Points and/or Reading Points. We will discuss this thoroughly in class.

Late & Absent Work

Late/absent deadlines for the 2017-18 school year are as follows:

Term 1: Wednesday, October 18th

Term 2: Friday, January 5th

Term 3: Friday, March 9th

Term 4: Friday, May 25th

These are the deadlines for all students (A-Day AND B-Day). I will not accept anything after these dates unless a student has discussed it with me ahead of time.

Please note that the **Article of the Week (AOTW)** is the only assignment that cannot be turned in late. I also will not grade poorly completed articles. For these reasons, I drop one AOTW per term. I will take anything else marked in Aspire with an “M” (“Missing”) for at least partial credit until the dates indicated above. Get work in—even late points are better than no points!

Check Canvas consistently to stay caught up on absent work. I will only answer questions about absent work **after** you have checked Canvas. Late work is worth 50% credit (50% of the **graded** score), while absent work may still receive full credit. The procedure for turning in late/absent work will be demonstrated in class.

Grade Raise

I do not offer extra credit assignments. I do offer occasional bonus points, but there will never be an assignment available at the end of the term to save a grade. Instead, I offer a partial grade raise (A- to A, B+ to A-, etc.) each term. Any student who meets **all** of the following criteria during any term will automatically be given a grade raise:

- The student has earned at least a 50% in the class
- The student turns in and gets at least 1 point on every assignment during the term
- The student does not create consistent problems with their electronic devices (parents are notified if this is an issue)

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.

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)
2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented.
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade.
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade.
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the office of the Dean of Student Services to document a violation of the Student code of Utah Valley University, as outlined in "Student Rights and Responsibilities." This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit

<http://www.uvu.edu/english/student-resources/policies-procedures.html>

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. It can be found at <http://www.uvu.edu/studentconduct/students/>

Students with Disabilities

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

Dropping the Class

October 20th is the last day to drop the course without it showing on your transcript.
November 20th 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 an E or UW (unofficial withdrawal).