

English 1010 Syllabus

**SLCC Department Name**

English

**SLCC Course Number & Listing**

ENG 1010: Introductory College Writing (3 Credit Hrs.)

**BHS Concurrent Adjunct Instructor:** Ms. Alisha Paxton

High School Course Name: English 1010

**(Attention**: Contact the College or University you wish to attend to make sure that these Concurrent Enrollment courses will meet your goals for fulfilling General Education requirements or will count toward your chosen major).

**Concurrent Adjunct Instructor’s Office Hours and contact information**

Planning periods 4 & 8; available before school for help and make-up work.  
801-256-5100; Alisha.paxton@jordandistrict.org (email is the best way to reach me)

**Prerequisite:**

Seniors only: ACT Reading 18 or Accuplacer Reading 75

**Course Overview.** Writing matters. We use it every day to make things of value in the world. We compose grocery lists to purchase food that then forms the meal we share with our loved ones, and we develop lab reports that document our research processes and findings and then submit them to demonstrate our ability to participate in scientifically valid forms of knowledge making. We compose status updates to document and share our child’s latest developmental milestones, and we develop descriptions that pique others’ interests in the goods and services we offer on sites like Etsy and Kickstarter. Because writing underlies so many activities in our personal, academic, and civic lives, it’s worthy of our attention.

At SLCC, we’ve identified five concepts that provide an understanding of writing that we hope will enrich your current knowledge and serve you well as you encounter new writing situations, whether you’re studying English or welding, working as an engineer or historian. The concepts that we want you to think about and explore throughout the semester are as follows:

1. [WRITING] Writing is a resource people use to do things, be things, and make things in the world.
2. [RHETORIC] Rhetoric provides a method for studying the work that language and writing do.
3. [ACTION] Writing is a form of action. Through writing people respond to problems and can create change in the world.
4. [DELIBERATION] Writing is a process of deliberation.  It involves identifying and enacting choices, strategies, and moves.
5. [ENGAGEMENT] Meaningful writing is achieved through sustained engagement in literate practices (e.g., thinking, researching, reading, interpreting, conversing) and through revision.
6. [CONTINGENCY] The meanings and the effects of writing are contingent on situation, on readers, and on a text’s purposes/uses.

With these concepts at the foundation, we will study our own writing practices as well as those of others with the primary goal of learning more about how and why writing matters. We will use *rhetoric* to develop knowledge of the “work” writing does in the world and to discover knowledge about our own writing practices. Major projects will develop our ability to think rhetorically about writing and to apply rhetorical thinking in our development as writers. We will compose in different genres, write for different audiences, identify various reasons for writing, and consider different purposes for the writing we produce. By the end of the semester, you will be a more flexible, adaptable writer, which will help you more confidently navigate writing tasks that you encounter in other college courses as well as those you encounter in your everyday lives beyond educational contexts.

**The program outcomes are as follows:**

* *Students will exhibit their rhetorical awareness & flexibility as readers and writers* through extended practice negotiating new and diverse reading and writing situations and tasks that require their adaptation to shifting expectations and demands.
* *Students will demonstrate their critical thinking capacity as readers and writers* through the ongoing practice of analyzing, synthesizing, interpreting, and evaluating ideas, information, situations, and texts across diverse reading and writing tasks.
* *Students will develop metacognition* through the ongoing practice of reflecting on their own thinking and language use as writers and readers and theorizing, more generally, the work that language does in the world.
* *Students will develop an ability and confidence to navigate writing processes* through ongoing opportunities to write in diverse contexts, engage writing assignments in stages, and practice revision.

**Course Outcomes:**By the end of English 1010 students should be able to recognize and use effectively:

* Rhetorical strategies: adapting to differences in purpose, audience, and genre
* Critical thinking processes: summary, analysis, synthesis, and argumentation
* Composing processes: inventing, drafting, revising, editing, and self-assessing
* Conventions of writing: for example, incorporating and citing other texts in their own writing

**Required Texts and Materials:**

* There is no required textbook for this course. All readings are “open,” provided free of cost to students and accessible via Canvas
* Ensure that you have access to reliable Internet service to get course details, post assignments, and submit projects.

**Student Writing Center:**SLCC’s Student Writing Center gives you the opportunity to discuss your work with a peer tutor or a faculty advisor. Advisors are available to help you with any writing assignment for any class you take. When you go to the Student Writing Center, be prepared with questions for your advisor. To make an appointment, stop by the Student Writing Center in AAB 129 on the Redwood campus. Or call [801-957-4893](tel:(801)%20957-4893). Online advising is also available—for more information, go to [www.slcc.edu/swc](http://www.slcc.edu/swc).

**Accommodation for Disabilities**

SLCC will work to provide fair and appropriate accommodations for students with disabilities. Please contact me ASAPto discuss any particular needs you may have for this course.

For specific information about the types of assistance that SLCC can provide, please contact the Disability Resource Center (DRC) at (801) 957-4659 or TTY (801) 957-4646. The DRC’s offices are located in Suite 244 of the Student Center at the Taylorsville/Redwood Campus.

**Student Code of Conduct.**Students are expected to follow all provisions of the Student Code of Conduct available here:[http://www.slcc.edu/policies/docs/Student\_Code\_of\_Conduct.pdf](http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf" \t "_blank)

**Plagiarism.**Students commit plagiarism when they submit another author’s work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the student code of conduct. If you’re ever unsure about whether you are or might be plagiarizing, ask me and I’ll help you figure it out.

**Attendance:**

Attendance is crucial. You must have 90% attendance in order to get credit for Concurrent English 1010. I also follow the Bingham High attendance policy. NG on 4th absence, excluding excused absences, which require documentation.

**Peer Reviews:**

All of your papers will be peer reviewed prior to turning them in. Receiving feedback and seeing what and how others are writing will give you additional insight into improving your papers.

**Late work policy:** **I DO ADHERE TO THIS! DO NOT OVERLOOK IT.**

**This applies only to absences *excused* by parental or school authority.** Students have one class day for each day absent to make up missed work. So, if I assign something Monday that is to be turned in on Wednesday, he/she must get the assignment no later than Wednesday and turn it in no later than Friday. IT IS THE STUDENT’S RESPONSIBILITY TO ASK FOR MAKEUP WORK.

If the student is absent on a day when an assignment, especially a major assignment like an essay, is still due; the student MUST EMAIL ME A COPY BY CLASSTIME **AND** BRING IN THE HARD COPY THE NEXT TIME HE/SHE COMES TO CLASS IF I HAVE ASKED FOR A HARD COPY. If students do not have internet access at home, know that resources like the public library have computers for their use.

If the assignment is handwritten rather than typed, please scan or take a picture of it and attach it, just like you would a saved file.

It is the student’s responsibility to check the site ([www.paxton-english.weebly.com](http://www.paxton-english.weebly.com)) or see me to know what he or she missed; in addition, students are STRONGLY ENCOURAGED to see me ahead of class to collect any materials not available on the site. Participation assessments missed cannot be made up; students will be given a 0 for these assignments. **If students are truant**, they will not be allowed to make up missed assignments or tests and will receive a 0-TR (no credit).

**Formatting**

Format all assignments with the following specifications:

* Cambira/Calibri 11
* 1 inch margins
* Double spaced
* Name, period, and date in left-hand corner
* Interesting title
* Stapled
* Pages numbered (after the first)

**SLCC Grading:**

The academic grade is based on total cumulative points earned on tests, homework, projects, presentations, journals etc.

94 -100% = A 83 – 86% = B 73 – 76% = C 63 – 66% = D

90 – 93% = A- 80 – 82% = B- 70 – 72% = C- 60 – 62% = D-

87 – 89% = B+ 77 – 79% = C+ 67 – 69% = D+

You must have a C or better to take 2010.

**SLCC Course Evaluation:**  
As a concurrent student, you are given the privilege of evaluating this course. This is an anonymous evaluation, which allows you an opportunity to express your opinions of the course and the instructor.

**2017-2018 General Education ePortfolio Syllabus Statement**—

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit: <http://www.slcc.edu/gened/eportfolio> or[http://eportresource.weebly.com](http://eportresource.weebly.com/)

Starting Fall 2016, all students new to SLCC will use Digication as their ePortfolio platform.  Any students who have created ePortfolios prior to Fall 2016 on other platforms will be allowed to continue using those sites. For Digication tutorials, please go to the following site:

<https://slcc.digication.com/slcc_digication_tutorials/Welcome/>

If you would like in-person help with your ePortfolio please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan, or South City Campus during business hours, and staff will help you. No appointment necessary. For lab hours and locations please look at the following site:[http://eportresource.weebly.com/lab-information.html](http://eportresource.weebly.com/lab-information.html" \t "_blank)

Questions regarding the ePortfolio can be directed to [Emily.Dibble@slcc.edu](mailto:Emily.Dibble@slcc.edu).

**Calendar of Course Content:**

English 1010: Important Dates and Deadlines

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| --- | --- | --- |
| **ASSIGNMENT** | **MIN. REQUIREMENTS** | **DATE DUE** |
| College Entrance – draft 1 | 2 pages | Aug 31 |
| CE – draft 2 | 2 pages | Sept 5 |
| **Vocab 1 Test** |  | **Sept 7** |
| **CE Essay** | **4 pages (2 pgs, each essay)** | **Sept 7** |
| **CE Reflection due** | **1-2 pages** | **Sept 13** |
| **Vocab Test 2** |  | **Sept 21** |
| Informative Essay draft 1 | 2 pages | Sept 25 |
| Informative essay draft 2 | 3 pages | Sept 28 |
| **Informative Essay Final** | **4 pages** | **Oct 2** |
| **Vocab 3 test** |  | **Oct 10** |
| Rhet. Analysis draft | 2 pages | Oct 16 |
| **Rhet. Analysis due** | **2 pages** | **Oct 22** |
| **Speeches** | **6—150 seconds** | **Oct 29** |
| **Vocab 4 Test** |  | **Nov 2** |
| Source Evaluation due |  | Nov 15 |
| **Vocab 5 Test** |  | **Nov 19** |
| Argument Essay outline due | 1-2 pages | Nov 19 |
| Argument Essay draft 1 | 3 pages | Nov 26 |
| Argument Essay draft 2 | 4 pages | Nov 28 |
| Argument Essay draft 3 | 6 pages | Nov 30 |
| **Argument Essay due** | **6-7 pages** | **Dec 6** |
| **Vocab 6 Test** |  | **Dec 10** |
| Review Packet due |  | Dec 14 |
| **Jeopardy** |  | **Dec 18** |
| **Vocab 7 test** |  | **Dec 20** |
| **Argument Product due** | **2 pages** | **Dec 18** |
| **Massive Vocab Test 1** |  | **Jan 4** |
| **Massive Vocab Test 2** |  | **Jan 8** |

\*\* I reserve the right to change or add due dates and assignments as I see fit; this is a rough outline for your planning convenience.

**Additional items to lead to success in this course (especially on the high-school end):**

**Attendance**

The award of credit in this class is subject to the conditions outlined in the Bingham High School Attendance Policy. Please refer to [www.binghamminers.org](http://www.binghamminers.org) or [www.jordandistrict.org](http://www.jordandistrict.org) for further details. Note that we often begin class with a quiz or writing exercise. Such quizzes can be made up only before school and only within one week of the tardy. The writing assignments are still due on the original date. If you need the prompt, please ask directly after class, before school the next day or via email.

**Class Disruptions**

Cell Phones and any other video or music players and all electronic devices are not permitted in class. At the beginning of class, students will place their cell phones in the cell phone case for the duration of class. This is not a punishment; it is intended to help students experience fewer distractions during class so they can better retain information. During some class work time (not all), I do reward good behavior with the privilege of listening to music while working. Misuse of such devices (or failure to turn in their phone at the beginning of class) may result in confiscation of the phone until the end of the day. Disruptive behavior will result in removal of technology privileges or removal from preferred seating arrangements, etc.

**Dress Code**

Please wear appropriate clothing to school. I will enforce the dress code, including the no hats rule. If you are not in compliance, you may be sent to the office to fix it, which is either by more appropriate clothing being brought from home or wearing scrubs that the office provides.

**Videos**

On occasion we may be viewing film clips or videos relevant to our study of effective argument. Some of the clips and movies may be rated PG-13 or unrated—but from cable-channel or Internet sources. These texts may contain themes or language that is mature. Because we are studying critical thinking in our modern world, we feel this study is important for a rising generation of people who must be equipped to analyze a variety of text sources.

**Absent Work**

**This applies only to absences *excused* by parental or school authority.** Students have one class day for each day absent to make up missed work. So, if I assign something Monday that is to be turned in on Wednesday, he/she must get it no later than Wednesday and turn it in no later than Friday. IT IS THE STUDENT’S RESPONSIBILITY TO ASK FOR MAKEUP WORK. DO NOT DO SO DURING CLASS. Please come before school.

If the student is absent on a day when an assignment, especially a major assignment like an essay, is due, the student MUST EMAIL ME A COPY BY CLASSTIME **AND** BRING IN THE HARD COPY THE NEXT TIME HE/SHE COMES TO CLASS. If students do not have internet access at home, know that resources like the public library have computers for their use. If the assignment is handwritten rather than typed, please scan or take a picture of it and attach it, just as a regular file.

It is the student’s responsibility to check the site ([www.paxton-english.weebly.com](http://www.paxton-english.weebly.com)) or see me to know what he or she missed; in addition, students MUST see me before school to collect any materials not available on the site. **If students are truant**, they will not be allowed to make up missed assignments or tests and will receive a 0-TR (no credit).

**Late Work**

**Assignments are always due at the beginning of class. No late work will be accepted.** If you miss class for a school-sponsored event, your work must be submitted ahead of time. Remember, failure to produce 20 pages of polished writing will result in an “F” for the course.

**Online access**

I post all major assignment descriptions, rubrics, examples, and other helps online at [www.paxton-english.weebly.com](file:///C:\Users\alisha.paxton\Documents\English%201010\Classroom%20Setup\www.paxton-english.weebly.com). I also post all vocabulary sheets online, so that they may be replaced if lost. Please use this resource: look up examples and other documents that may help you write your essays. It is also plausible that I will post PowerPoints and other class notes materials on my page on the Bingham website. It can be found at: [www.binghamminers.org](http://www.binghamminers.org) and then clicking About Us>Staff Directory>Alisha Paxton>English 1010.

**Participation**

We will be working with groups and partners throughout the year so other students will be counting on you to be prepared and willing to participate. Students will be given up to ten participation points a day—based on teacher observation of effective work. Lost participation points may not be made up.

**Plagiarism/Cheating**

Plagiarism is theft of another’s ideas and work. It robs you of the opportunity to think. All material must be original and in no manner copied, downloaded, or “borrowed” from any friend, colleague, book, article, online source etc. without appropriate credit. Plagiarism includes use of direct quotes, summaries, ideas, references etc. of another document or any resource without giving appropriate credit to the source. Any and all sources used for this class must be correctly referenced (MLA style). Failure to comply with this standard will result in a zero for the offending assignment as well as an automatic “U” for citizenship. Anyone caught cheating will face the same penalty.

**Extra Credit**

Students who find their vocabulary words “out in the real world”—i.e. in reading articles, books, etc not assigned in this class AND provide proof can get 1 pt of extra credit per word, up to 25 words per quarter.

Student name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Parent name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

We read and understand the course disclosure for ENGLISH 1010. We understand that this is a college-level course with discussions based on current issues and texts, and we understand that students will be required to use courtesy and respect for each other and each other’s work at all times. We also agree to abide by the rules and guidelines in the Disclosure Statement.

Likely videos include a clip from *Scrubs* “My Lawyer’s in Love”; clips from *Adam Ruins Everything*; a clip from *Last Week Tonight* on voting rights, clips from *The Daily Show*, and various news sources like CNN—I have not chosen those, as I like to choose items that are up-to-date.

I have, of course, selected clips that would be rated PG or perhaps PG-13. There is no sex or violence, and little, if any, swearing in anything I choose.

MOVIE PERMISSION FORM

**I, as parent/guardian,**

**GIVE**

**DO NOT GIVE**

**permission for my student to watch in-class movies, which are related to the coursework and may be up to PG-13 in content and theme.**

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