

English 1010

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Office hrs.: Tuesday 2:15-3:15 and by appointment

English 1010 will introduce students to academic writing, which emphasizes inquiry, critical analysis, synthesis, argumentation, research and accurate citation and documentation.

In short, the course will emphasize that academic writing is rhetorically grounded – that is, effective writing addresses the audience, the purpose, and the context of the writing situation.

Through discussions and assignments, students will come to understand that writing is a process that is best learned through practices of reading and evaluating sources, composing multiple drafts, revising proofreading, editing and recognizing and employing standard edited English.

The course will also address the issue of avoiding plagiarism through the practices of effectively summarizing and paraphrasing, quoting, and correctly citing the ideas and arguments of other authors.

Finally, throughout the course of the semester, students will read, think, and talk about academic writing and will come to understand why acquiring competent writing skills will provide them with more opportunities for achieving their academic and professional goals.

Learning Outcomes

Students will develop and demonstrate the abilities to

- express written ideas clearly and effectively for different purposes and audiences;
- discover, develop, and explain their own ideas and arguments as they intersect with the diverse ideas and arguments of others by avoiding plagiarism and effectively quoting, summarizing, paraphrasing, and synthesizing from college-level texts;
- identify a text's main ideas and evaluate the author's use of evidence and rhetorical strategies;
- write a coherent essay that includes a clear and compelling thesis and that develops major points that support the thesis in a reasonable and convincing manner;
- organize and write coherent essays through writing processes that include multiple drafts, peer response, and flexible strategies for generating, planning, revising, editing, and proofreading;
- recognize and employ standard academic grammar and syntax as well as appropriate means of documenting their work (MLA).

Required Texts

Axelrod, Rise B., Charles R. Cooper, & Alison Warriner. *Reading Critically, Writing Well*. 8th ed. Boston: Bedford/St. Martin's, 2008.

Hacker, Diana. *Rules for Writers*. 6th ed. Boston: Bedford/St. Martin's, 2008.

Assignments

All English 1010 students should expect to write 5000 words of evaluated writing. Students will also practice appropriate grammar, diction, punctuation, and mechanics, and students may be asked to complete a variety of exercises in order to develop such skills. There will be a research component to English 1010, including both a discussion of research methods and documentation, and at least two assignments that require the use of secondary source material (culminating in a longer, researched,

argument paper using at least three secondary sources). At least two of the papers written during the course of the semester will be focused on developing students' skills in analysis and/or synthesis. At least one of the essays written during the semester will be composed in class.

Specific Assignments and Grade Determination:

Journals, Quizzes, and Other Daily Grades	10%
Autobiography Essay (500 words).....	5%
Observation Essay (500 words).....	10%
Evaluation Essay (500 words).....	10%
In-Class Midterm Essay (500 words).....	10%
Grammar Midterm.....	5%
Speculating About Causes Essay (750 words).....	10%
Problem/Solution Essay (750 words).....	10%
Position Essay (750 words).....	15%
Grammar Final Exam.....	5%
In-Class Final Essay (500 words).....	10%

Grading Policy:

Grades on Papers:

A+ = 97	A = 94	A- = 90
B+ = 87	B = 84	B- = 80
C+ = 77	C = 74	C- = 70
D+ = 67	D = 64	D- = 60
F = 50		

Semester Grades:

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

You must earn at least a C- for the semester to pass this course.

You must earn at least a C for the semester to qualify for the spring dual enrollment grant.

Departmental Grading Criteria for English 1010 and 1020

C Paper (Satisfactory):The "C" paper satisfactorily/competently meets all of the requirements of the assignment and responds to the assignment in a satisfactory, focused, and organized way, but it lacks intellectual rigor. It includes a clearly recognizable introduction, thesis, body (that supports the thesis), and conclusion, but the organization of the material may be weak or the development and / or strength of the support for the thesis is only adequate, weak, or commonplace. There will be few mechanical errors, for "satisfactory" or "competent" denotes an understanding and ability to write standard American English. Stylistically, the "C" paper may have a weak opening paragraph, a perfunctory conclusion, strained transitions, or choppy and monotonous sentence patterns, or diction marred by repetition, redundancy, and imprecision. Occasionally, a paper may rate an "A" or "B" in content and receive a "C" because of errors of form. Just as often, a paper may be relatively correct in form, but its content may be uninspired or thin, thus warranting a grade no higher than "C."

B Paper (Very Good): The "B" paper possesses these same basic parts, but is significantly more than competent. Besides being almost free of mechanical errors, the "B" paper delivers substantial information--that is, substantial in both quantity and relevance. Its specific points are logically ordered, well-developed, and unified around a clear organizing principle that is

apparent early in the paper. It has positive value that goes beyond the avoidance of error, but it lacks one or more qualities that would bring it close to perfection. It may develop an idea fully and accurately but lack elements of originality. It may have all the qualities of an A paper except naturalness of organization, or it may be marred by improper form, inappropriate style, or occasional obscurity. Stylistically, the opening paragraph draws the reader; while the closing paragraph is both conclusive and thematically related to the opening. The transitions between paragraphs are, for the most part, smooth; the sentence structures are varied. The diction is more concise and precise than that of the "C" paper. In general, a "B" paper offers substantial information, shows a mastery of grammar and mechanics, and has few distractions.

A Paper (Superior): The "A" paper is written far above the minimum standards outlined for the assignment. It includes all the positive qualities of the B paper listed above. In addition, it displays originality, imagination, vitality, and a personal voice for the author. However, the principal characteristic of the "A" paper is its rich content and analysis. The quality, quantity, clarity, and density of the information delivered are such that the reader feels significantly taught by the author, sentence after sentence, paragraph after paragraph. The "A" paper is also marked by stylistic finesse: the title and the opening are engaging; the transitions are artful; the phrasing is tight, fresh, and specific; the tone enhances the purpose of the paper. The "A" paper, because of its careful organization and development, imparts a feeling of wholeness and clarity.

D Paper (Unsatisfactory): The D paper is largely faulty, often because of errors of form or mechanics, but it does not warrant complete disregard. It may contain little or no content, it may simply restate arbitrarily selected material from the sources, or it may lack cohesive organization. It does, however, have some saving graces: a spark of originality, some mastery of sentence skills, or relative grasp of organization. An essay that contains errors in grammar and mechanics which impede the sense of the sentences is never higher than a "D".

F paper (Not acceptable): The F paper may have superficial treatment of the subject; its theme may lack discernible organization; its prose may be garbled or may lack clarity or style. Mechanical errors are frequent. A paper that is too short or otherwise does not meet the stipulations of the assignment will receive an F. In short, the ideas, organization, and style of the paper fall far short of acceptable college writing.

Adapted from Christopher D. Green's website (<http://www.yorku.ca/christo/courses/grades.htm>) where he admits that it is adapted from Chuck Huff's website (<http://www.stolaf.edu/people/huff/>).