

Syllabus, English 2010

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Hours: T 11-noon, 1:30-2:30; W noon-2; R 11-1. I will be available in my office, as well as online, during these regular hours. I am also available at flexible hours for online chat (Wimba or other) and phone consultations. Please e-mail or call to set up an appointment for this kind of consultation, outside of my regular office hours.

Required textbook: Johnson-Sheehan, Richard and Charles Paine. **Writing Today.** Boston: Pearson-Longman, 2010. (this book is available in both print and e-book formats.)

Course Description (catalog): English 2010 extends principles of rhetorical awareness and knowledge-making introduced in English 1010 and increases the ideological engagement within the classroom. Interrogates socioeconomic and political issues.

What will you know at the end of the course? English 2010 builds on what you learned in English 1010—how to read critically; how to use sources ethically;

how to assert your own voice while evincing knowledge about the relevant views and data others have written; how to write in stages and revise using feedback.

The English Department agrees that students who successfully complete English 2010 will be able to do the following:

- Adapt strategies of argumentation for a given writing situation.
- Adapt style and design for a given writing situation.
- Write in multiple genres.
- Conceive, draft, and revise many kinds of documents, and manage these processes independently.
- Approach reading and research critically, analytically, and rhetorically, choosing appropriate research strategies for a particular writing task.
- Cite sources appropriately for the writing situation, including using an academic system of citation with a high degree of proficiency.

- Understand and respond critically to a civic conversation and become a legitimate participant in that conversation.
- Work collaboratively on writing tasks with other writers.

All the writing assignments and other activities of the course are designed with these outcomes in mind. If you fully engage with the course—which means taking up all the writing assignments and activities with serious intent—you should make substantial progress toward these outcomes, and you’ll probably own some level of proficiency at all or most of them.

How this course works: This course is fully online. This means that you need to have a high degree of self-discipline and self-motivation to be successful in the course. Each week, you will have a number of activities to complete and participate in. In a typical week, you will

- view a short presentation or two that I will post in the Blackboard course;
- read a chapter or two in the textbook;
- read an ancillary reading that I will post for you;
- post your comments about our shared reading to the discussion board;
- post a draft of an assigned writing project; and
- comment on the work of your peers.

As I think you can see, this is roughly equivalent to the work you would do in a face-to-face version of the course, where the class meets 150 minutes a week and you do approximately five or six hours of homework outside of class.

I think students in online courses sometimes let the weeks slip away, because there’s no mandatory face-time, and it’s easy to convince yourself that you can make things up later. I would like to urge you to resist this way of thinking. There’s enough going on in this course that you will need to keep up-to-date; otherwise, you will not be able to produce the quality of work you need to give me evidence that you’ve substantially achieved the course outcomes.

Therefore, you should plan on checking into the course several times a week: to post your own work, to view presentations, to do your reading, to comment on the work of your peers. You will also do some work offline—drafting and revising your writing projects, reading the print assignments (from your textbook), researching, etc. Please always check for e-mails from me—often, I will send out updates or slight changes, which are unavoidable in the day-to-day of teaching and learning.

I will respond to your work a couple of ways. When you post drafts, I will read them; generally, I will respond to these drafts via audio comments. I will send these comments to your SLCC (mymail) account, attached as an mp3 file. You should be able to open these files in iTunes, which is free.

All the course content will be accessible in the learning modules. I have tried to be as descriptive as possible about what is in each module, but I encourage you to roam around in the course to see what's in each module.

Finally: remember to read and re-read this syllabus! There is crucial information here, as well as information about how to get in touch with me. As your teacher, I would like very much to help you be successful in the course, so don't hesitate to contact me in one of the several ways available—phone, dropping by my office during my hours, e-mail, and chat.

Writing Projects & Grading Breakdown:

Genre Projects 1-4 (with microgenres)	75 pts each x 4 = 300 pts.
Draft portfolio/consultation	100 pts
Analysis of a public site	100 pts
Community Writing project	200 pts.
Participation in discussion forums	100 pts.
Final portfolio	200 pts.
	1000 pts.

Course Policies and Procedures

Late work. You are responsible to turn your work in on time, which in this class generally means posting it by the date and time listed on the schedule. If you must turn in work late, you must also let me know ahead of the deadline. If your work is posted late, you must also arrange for peer review. After five days, you may not post late work.

Peer review. Part of learning to write means learning to pay attention to writing. When I ask you to review the work of your peers, it is in part so that you can learn to be more attentive to writing in general. You are responsible to respond to the work of your peers by the deadline listed on the schedule. Any exceptions to this must be approved by me ahead of the deadline.

Plagiarism. Plagiarism is the presentation of another's work as your own. This term applies to the appropriation of a person's ideas, which you state or imply are your own. Direct quotations and/or paraphrasing (including information taken from the internet) must be documented. You can look in our textbook for information and strategies for avoiding plagiarism, and you are always welcome to consult with me if you fear you have verged on that territory. As a college student, you must acquaint yourself with the definition of plagiarism, and you must avoid it. Plagiarism is a serious matter. The penalties for plagiarism can range from failure on a specific assignment to failure of the course.

Participation/Attendance. I expect you to engage in this class. The course is fully online, thus your participation there must be full and complete.

Incomplete. You must be passing and have completed the majority of the course work in order to be considered for an incomplete grade.

Writing Center

SLCC's Writing Center is multi-functional. In addition to computers for class use, the Writing Center also offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty writing advisor. The Writing Center advisor can help you think about your writing process by sharing impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide an experienced reader for your work. The Writing Center is not simply a place to go to get a paper "fixed" or "corrected." Be prepared with questions for your advisor. Ask yourself what you want to work on, whether it's understanding an assignment, having an advisor give you his/her impressions of a passage you've written, or to talk about "what you want to say." You may sign up for an appointment in AD 218. Advisors are available to help you with any writing assignment for any class you take. You may also send a draft to an advisor through e-mail. The address is ET@englab.slcc.edu. Be sure to include questions and concerns you may have and a copy of the writing assignment.

General Education Statement

This course fulfills the Composition requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a

student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

Accommodation for Disabilities

Students with medical, psychological, learning or other disabilities desiring accommodations or services under ADA, must contact the Disability Resource Center (DRC). The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college." Please contact the DRC at the Student Center, Suite 244, Redwood Campus, 4600 So. Redwood Rd, 84123. Phone: (801) 957-4659, TTY: 957-4646, Fax: 957-4947 or by email: linda.bennett@slcc.edu