**English 2010 Course Syllabus**

Intermediate Writing: Research Writing in a Persuasive Mode

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| **USU Logan Campus Land Acknowledgement***"We recognize that Utah State University in Logan resides on the ancestral, traditional, and contemporary lands in the Sihivigoi (Willow Valley) of the Northwestern Band of the Shoshone Nation. The university resides on land ceded in the 1863 Treaty at Fort Bridger and other lands within our state. Today we recognize Utah's eight federally recognized Native nations, historic Indigenous communities in Utah, Indigenous individuals and communities past and present. In offering this land acknowledgment, we affirm Indigenous sovereignty, history, and experiences."**-This statement is provided with permission for use by Darren Parry, Northwestern Band of the Shoshone.* |

# Instructor Contact Information

Writing, research, and inquiry are collaborative and social processes we'll engage in throughout the semester. I welcome you to contact me outside of regular class time as you participate in these processes by emailing me at the address below. We can also chat during my office hours (location below). You are welcome to schedule another time to chat with me if you are unavailable during the times I've listed.

**Instructor:** Insert your name and pronouns
**Email:** Insert your USU email
**Office Hours**: Insert your office hours; you must hold at least two hours a week and offer office hours by appointment
**Office Location:** Insert your office location; you may also include a Zoom link for office hours in addition to your office’s physical location

**Class Librarian:** Insert your librarian’s name and email; our class librarian is one more resource you are welcome to call on while you engage in the research process.

**Course fee:** $16 to support the USU Writing Center

# Welcome to English 2010: Intermediate Writing

This class is based on the belief that everyone can write and communicate something meaningful. You'll engage in thought-provoking conversations, make evidence-based claims, listen to the views of others, and test both your own and other's assumptions. Creating a successful class means that you will approach your classmates with kindness and encouragement as we all work together to write and communicate successfully.

## **Course Outcomes**

The phrase "course outcome" refers to the primary concepts you will practice throughout the semester. Our course outcomes focus on four concepts that we'll practice both in class and in our writing projects using a mixture of writing, oral communication, reading, lecture, and discussion:

* ***Rhetorical Awareness***. You will compose and analyze a variety of texts for different rhetorical situations as you negotiate purpose, audience, context, and textual conventions.
* ***Critical Thinking***. You will analyze, synthesize, interpret, and evaluate ideas, information, situations, and texts.
* ***Information Literacy***. You will practice the process of critical inquiry while considering the influence of power on texts as you integrate information from various sources into your own arguments.
* ***Composing Processes***. You will employ multiple composing processes to conceptualize, draft, write, revise, and finalize projects. This process will be flexible and recursive.

For a more detailed outline of how you’ll practice these four outcomes, check out the full list on Canvas.

## **Idea Objectives**

At the end of the semester, the university will ask you to complete an evaluation of the course called the IDEA Course Evaluation. You will evaluate the course on several objectives, but the following two are the most relevant for our class:

* Learning to analyze and critically evaluate ideas, arguments, and points of view (Objective 11)
* Developing skill in expressing oneself orally or in writing (Objective 8)

*Completion of English 2010 with a C- or better fulfills the university’s Communication Literacy 2 (CL2) general education requirement.*

## **Communication Literacy 2 (CL2) Outcomes**

English 2010 fulfills the university's Communications Literacy 2 (CL2) general education requirement. The sequence of [general education communication courses](https://catalog.usu.edu/content.php?navoid=3849) (CL1, CL2, and CI) is meant to help students achieve proficiency in written and oral communication. General education in communication will teach students to:

* Develop and write with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.
* Develop oral communication with purpose and consideration of various audiences in accordance with genre and disciplinary conventions.
* Engage in the iterative process of improving communication based on feedback from an informed audience.
* Develop an ability to intentionally craft language for one's purposes.
* Engage with credible and relevant texts and sources appropriate to audience and purpose.

## **Course Catalog Description**

**CL2** Communications Literacy
**3 credits**

Writing of reasoned academic argument supported with appropriately documented sources. Focuses on library and Internet research, evaluating and citing sources, oral presentations based on research, and collaboration.

**Prerequisite/Restriction:** Fulfillment of Communications Literacy CL1 requirement through coursework (C- or better in ENGL 1010) or examination

# Required Texts and Materials

We’ll use the following materials beginning in the second week of classes. Our course anthology is free and online. Our course textbook can be purchased or rented at the USU Bookstore. If you have any difficulty accessing the texts, please let me know.

* *Voices of USU: An Anthology of Student Writing* (available for free download on Canvas)
	+ Our course anthology is free and available for download on Canvas. It contains English 2010 essays written by previous USU students. At the end of the semester, you'll have the opportunity to submit your writing for publication
* *From Inquiry to Academic Writing: A Practical Guide,* 5th edition, 9781319244040, Greene and Lidinsky
	+ We'll complete weekly readings from our course textbook beginning the second day of class; you can rent/purchase a copy (ebook or paper--you choose) at the USU Bookstore

# Class Expectations

Throughout the semester, you will have opportunities to read, write, and think about ideas and issues that affect you in school and your life. To accomplish our course outcomes, you can expect the following about attendance, communication, submitting assignments, and late work. Please keep in mind that being a student requires you to divide your focus in many different directions; I am here to help as you navigate your many commitments. Don't hesitate to reach out if you have any questions about the class expectations.

## **Attendance and Class Engagement**

You are a valued participant in this class. I've carefully planned this semester so that all our work—what we do in class and at home as homework—will help you achieve your learning goals. Therefore, attendance and participation are worth 10% of your grade. Participation includes listening, responding, and taking notes for later. During class, you'll engage with your classmates in a variety of formats, including discussion and group work.

***If You Cannot Attend Class***

Plan on attending class when physically and mentally able. However, attending class is not always possible for a variety of reasons. **You may miss up to three class days**without impacting your grade. If you miss class, please email me; you do not need to provide a reason for or details about your absence, but keeping in touch when you are absent helps me better support you. Please keep in mind, however, that I cannot convey the content of an entire class session over email.

If you miss more than two weeks of class (consecutive or non-consecutive days), you will need to meet with me before I can grade assignments submitted on Canvas.

## **Class Preparation**

Come to class having completed the assigned reading and writing tasks. Check the course schedule (linked on the Canvas homepage) for a detailed outline of what to prepare for each class. Please communicate with me if you are experiencing challenges.

Sometimes in class we may engage in challenging readings or ideas. You may disagree with various things we read or with the perspectives of other people in the class. This type of intellectual rigor is a dynamic and important part of how we learn. We can disagree and still treat others respectfully, which is my expectation for each person in the class. I am committed to ensuring that perspectives are respected and honored. However, no language that degrades a person's race, gender/gender identity, sexuality, class, country of origin, disability, and/or religion will be permitted in class or assignments.

## **Submitting Assignments and Late Work**

Each assignment in the class has a due date and an "available" date. To receive maximum credit on an assignment, you must submit it by the due date. The available date for each assignment extends one week past the due date. You may submit late assignments until the available date for reduced credit. **After the available date has passed, no late work will be accepted. No exceptions.**If I don't have an assignment from you, I enter a zero in the gradebook the next day. Entering the zero can help alert you that you have a missing assignment. You can submit the assignment late through the availability date, and I will update your grade accordingly.

For me to meet the university's grading deadlines, no late work will be accepted after the first day of finals (April 27). No exceptions.

## **Feedback and Grading**

I provide assignment feedback through various methods, including rubrics, comments, annotations, and voice/video responses. I grade shorter assignments within 1-3 days of submission. For longer essays, I take up to one week. You are welcome to discuss your feedback with me during my regular office hours or through email. Feedback is an integral part of the writing process; I encourage you to seek additional input as you write.

## **Communication**

Maintaining an open line of communication helps me better support you. An "open line of communication" can mean anything from bringing questions to class, emailing me if you miss a class session or have questions, to coming to office hours when you'd like additional input on your writing or research. If you have concerns about assignments, due dates, attendance, or anything else, please don't hesitate to contact me (email, office hours, or in class) so we can work together to find solutions and strategies.

I will communicate with you respectfully and promptly. During the school week (Monday through Friday, 8:00 a.m. to 5:00 p.m.), I reply to emails within 24 hours. If you send an email over a weekend, you will receive a reply on the following Monday. If, for some reason, 24 hours have passed without a response, please email me again or reach out to me in class.

# Assessments

"Assessments" refers to the work you will complete throughout the semester that will be assessed as part of your final grade. Each assignment we complete, whether a writing project, a class discussion, or a peer review, works to help you achieve our course outcomes. Please consult the following table for an overview of how the work you will do will contribute to the final grade. For a complete list of our assignments, visit the assignments page on Canvas

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| **Assignments** | **Percentage of Final Grade** |
| Argument Analysis *(Peer Review and Essay)* | 15% |
| Minding the Gap Essay *(Peer Review and Essay)* | 15% |
| Researched Argumentative Essay *(two Annotated Bibliographies, Peer Review, and Essay)* | 30% |
| Oral Presentations *(Minding the Gap Presentation and Synthesis Presentation)* | 15% |
| Researcher’s Notebook *(10 entries)* | 10% |
| Writing Center Tutoring Session *(one tutoring session)* | 5% |
| Class Discussions*(attendance throughout the semester)* | 10% |

# Grading Scheme

The following grading scheme is used to calculate your grade in the course.

A = 100% to 93.0%

A- = < 93.0% to 90.0%

B+ = < 90.0% to 87.0%

B = < 87.0% to 83%

B- = < 83.0% to 80.0%

C+ = < 80.0% to 77.0%

C = < 77.0% to 73.0%

C- = < 73.0% to 70.0%

D+ = < 70.0% to 67.0%

D = < 67.0% to 60.0%

F = < 59% to 0.0%

# Mental Health Resources

**Utah State University provides free services for students** to assist them in addressing various concerns. Mental health is critically important for success. As a student, you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating, and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce your ability to participate in daily activities.

You can learn more about the broad range of confidential mental health services available on campus at Counseling and Psychological Services (CAPS). Students are also encouraged to download the “SafeUT App” to their smartphones. The SafeUT application is a 24/7 statewide crisis text and tip service that provides real-time crisis intervention to students through texting and a confidential tip program that can help anyone with emotional crises, bullying, relationship problems, mental health, or suicide-related issues.

Please see our Additional Resources page on Canvas for more links that can connect you to resources.

# University Policies

## **Academic Honesty**

The University expects that students and faculty alike maintain the highest standards of academic honesty. The Code of Policies and Procedures for Students at Utah State University (Student Conduct) addresses academic integrity and honesty and notes the following:

**Academic Integrity**: Students have a responsibility to promote academic integrity at the University by not participating in or facilitating others' participation in any act of academic dishonesty and by reporting all violations or suspected violations of the Academic Integrity Standard to their instructors.

**The Honor Pledge**: To enhance the learning environment at Utah State University and to develop student academic integrity, each student agrees to the following Honor Pledge: "I pledge, on my honor, to conduct myself with the foremost level of academic integrity." Violations of the Academic Integrity Standard (academic violations) include, but are not limited to cheating, falsification, and plagiarism.

## **Plagiarism**

Plagiarism includes knowingly "representing by paraphrase or direct quotation, the published or unpublished work of another person as one's own in any academic exercise or activity without full and clear acknowledgment. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials." The penalties for plagiarism are severe. They include warning or reprimand, grade adjustment, probation, suspension, expulsion, withholding of transcripts, denial or revocation of degrees, and referral to psychological counseling.

## **Students with Disabilities**

USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435‐797‐2444, drc@usu.edu). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.

## **Sexual Harassment**

Utah State University is committed to creating and maintaining an environment for students and employees that is free from [discrimination](https://www.usu.edu/equity/non-discrimination) and [sexual misconduct](https://www.usu.edu/equity/sexual-misconduct/Sexual-Misconduct-Terms), and to fostering an atmosphere of respect and dignity for all members of the USU community. If you experience sexual misconduct (sexual harassment, sexual assault, relationship violence, or sex-based stalking) or discrimination at any point during the semester inside or outside of class, you are encouraged to contact the [USU Title IX Coordinator](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator) via Old Main room 161 in Logan, 435-797-1266, titleix@usu.edu, or at [equity.usu.edu/report](https://www.usu.edu/equity/report). You can learn more about the USU resources available for individuals who have experienced sexual misconduct at [sexualrespect.usu.edu](https://www.usu.edu/sexual-respect/). Resources for individuals who have experienced discrimination are listed at [equity.usu.edu/resources](https://www.usu.edu/equity/resources).

Because I am an instructor, I have been designated as a Reporting Employee. This means that if you tell me about an experience of sexual misconduct that occurred while you were a student at USU, or if you share that information with me in an email, I am obligated to share that information with the [USU Title IX Coordinator](https://www.usu.edu/equity/sexual-misconduct/Title-IX-Coordinator). I will also, per my obligations, tell you about [designated confidential resources](https://www.usu.edu/sexual-respect/resources), [supportive measures](https://www.usu.edu/equity/Supportive-Measures), and how you can [file a report](https://www.usu.edu/equity/report) with the USU Title IX Coordinator. You are welcome to talk to me about these kinds of experiences, but know that I will not be able to keep them confidential. The exception to this required reporting policy is if you write about your experiences in response to an assignment prompt; in that case, I am not required to report, though I will reach out to you to ensure your safety and to make sure you have access to the resources you need. I may also choose to report, depending on the nature of what you write. If you would rather talk to a confidential resource, you can contact the [USU Sexual Assault and Anti-Violence Information (SAAVI)](https://www.usu.edu/saavi/) office, [USU Counseling and Psychological Services (CAPS)](https://www.usu.edu/aggiewellness/), or the Logan-based organization [CAPSA](https://www.capsa.org/).

## **Withdrawal Policy, "I" Grade Policy, and Dropping Courses**

If a student does not attend a class during the first week of the term or by the second class meeting, whichever comes first, the instructor may submit a request to have the student dropped from the course. (This does not remove responsibility from the student to drop courses which they do not plan to attend.) Students who are dropped from courses will be notified by the Registrar’s Office through their preferred email account.

Students may drop courses without notation on the permanent record through the first 20 percent of the class. If a student drops a course following the first 20 percent of the class, a W will be permanently affixed to the student’s record (check General Catalog for exact dates).

Students with extenuating circumstances should refer to the policy regarding Complete Withdrawal from the University and the Incomplete (I) Grade policy in the General Catalog.

*\*For additional University policies, see the following page from the Provost’s Office: http://www.usu.edu/provost/faculty-life/syllabus.cfm*