

English 1010

Introduction to Academic Writing

Student Handbook
Spring 2007

Editor

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Assignments

Writing improves with practice, so the more you write, the more proficient you will become. You will also improve your writing by reading models of the types of writing you will be completing. Expect intensive reading and writing, and be assured that if you actively engage in these assignments, your writing will improve.

Required Texts

In addition to this handbook, you must obtain the following textbooks:

ReReading America, 6th edition, Gary Colombo, Robert Cullen, and Bonnie Lisle
A Writers Reference, 5th edition, Diana Hacker

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Goals and Objectives

What You Gain by Taking English 1010

Philosophy

English 1010 will teach you processes and techniques to become a proficient writer as you seek to discover and assert ideas in a university setting. In this class you will learn how to develop your ideas; work through multiple drafts; evaluate papers in collaboration with your peers; and read, think, and write critically by engaging in an ongoing academic discussion. Several of this semester's readings will be challenging, but they are meant to be so.

If you engage in this class and do your best work, by the end of the semester you will have developed the following skills. You will then be able to apply those skills in other classes, on the job, and in your personal life.

Critical Thinking, Reading, & Writing

“A critical thinker cultivates the ability to imagine and value points of view different from her own – then strengthens, refines, enlarges, or reshapes her ideas in light of those perspectives” (*ReReading America* 2). The purpose of thinking, reading, and writing critically is to “shape, not merely absorb, knowledge” (2).

Critical thinking is a set of skills and practices that help you better understand your subject. It includes:

- Analyzing and judging.
- Debating and discussing.
- Recognizing and respecting differences of opinion.
- Understanding your own biases.
- Improving your understanding of others' ideas.
- Synthesizing and rethinking.

When reading critically, you don't just let the words wash over you. You enter into a dialogue with the text, doing such things as:

- Actively engaging with and questioning the text.
- Establishing literal meaning.
- Evaluating meaning.

- Determining analytical meaning.
- Comparing your experiences with those in the text.

Critical thinking and reading will underlie all your assignments in this course. *Your assignments will include:*

- Free writes.
- In-class discussions.
- Group work and peer response sessions.
- Reading assignments and graded essays.

Writer-Based Writing

Writing is – or should be – for yourself. When your writing is writer-based, you are able to:

- Formulate, explore, and express your own ideas.
- Find and develop your own academic voice and style.
- Think independently.
- Overcome writer's block, generate ideas.
- Develop writing fluency.
- Analyze your past experiences.
- Practice using writing rituals as learning tools.
- **Be creative and enjoy writing.**

Audience-Based Writing

After writing to explore ideas for yourself, you should then consciously work to shape and present your ideas for your audience's benefit. When your writing has an audience-based purpose you:

- Identify your audience and their needs and biases.
- Anticipate your audience's beliefs or attitudes.
- Anticipate what your audience knows and what it needs to know.
- Organize information in response to your audience's needs.

Audience-based writing helps you:

- Make your writing interesting and understandable.
- Evaluate trustworthiness of written sources.
- Respect other points of view.
- Develop the ability to comment on another's writing.
- Recognize problems in your own writing.
- Practice revision.
- Use academic English.

You will learn audience-based writing through:

- Graded essays.
- Peer responses.
- Reading and responding to model essays.

Collaboration Skills

Research shows that students learn more when they use the information they're learning. In group work, you use and retain information by:

- Talking and writing about writing.
- Responding critically and constructively to others' writing.
- Engaging in learning rather than passively sitting through a lecture.

In order to ensure that your group works well, you need to:

- Understand and respond to group dynamics.
- Develop good communication skills.
- Respect other group members and their opinions.
- Pause to evaluate the group's progress, and adjust when necessary.
- Encourage input from all group members.

Part of your group work will include Peer Responses, in which you will share your drafts with peers and:

- Receive constructive compliments and criticism on your writing.
- Practice clear communication skills.
- See other models of student writing.
- Identify and explain writing problems.
- Articulate the writing process.

You will learn collaboration skills through:

- Writing Center consultations.
- Instructor conferences.
- Group projects.
- Peer responses.
- In-class group work.
- Collaborative presentation.

Essays

You will apply all the writing skills you learn in this class to a series of essay drafts. These assignments have been carefully constructed to allow you to use your critical thinking and reading skills, writer-based and audience-based writing, and revision skills.

Writing to Explore

Academic writing is often perceived as dry and tedious. The purpose of these assignments is to offer a venue for exploring your interests and expressing your creativity and originality.

Discovering your writing style and pursuing topics that have personal relevance will greatly improve the quality of your writing. In the Family Myth Narrative and Reader Responses you will:

- Consider your unique perspective on various issues.
- Develop and write about topics which are important to you.
- Begin to define your personal writing style.

Writing on the Spot

This class will afford you many opportunities to free write about readings and assignments. These free writes will not only facilitate discussion, they may also help you brainstorm for possible paper topics. In your free writes you will:

- Recall the reading assignments and connect them to the current lesson.
- Brainstorm possible topics.
- Demonstrate your knowledge of course material.

Writing Under Pressure

College courses often ask you to demonstrate what you've learned by writing a timed essay. In English 1010 you will learn skills to help you do well on such assignments in other classes. This class will help you learn organizational strategies (outlining, pre-writing) that will enable you to perform better on such essays.

Writing to Inform

When writing to inform, you learn to gather information, and then focus, organize, and present it clearly to your readers. In the Race Connections and Illuminations Paper you will:

- Focus your investigation and shape and organize your ideas.
- Write in a readable and interesting style.
- Become an expert on a topic by consulting outside sources and gathering first-hand information.
- Share knowledge with others.
- Define key terms.
- Give necessary background information by answering a reporter's "Wh" questions.
- Begin your essay with an interesting title and catchy lead sentence.
- Use paragraph transitions and hooks.

Writing for Understanding

Through your writing you should be able to demonstrate that you understand the many aspects of a topic or situation. In ENGL 1010 you will learn how to:

- Understand various viewpoints.
- Make judgments based on criteria.
- Demonstrate that a problem exists and explore workable solutions.
- Evaluate the reliability of claims and sources.
- Identify and avoid logical fallacies.
- Understand your biases and opinions.
- Know not only what you think but why you think the way you do.

Student-Instructor Expectations

Toward a Civil and Productive English Classroom Environment

Student-Instructor Partnership

Much of the work instructors and students do will be in class; therefore the student-instructor partnership is central to a positive learning environment. Both the instructor and the student are responsible for maintaining a classroom atmosphere where courtesy and goodwill prevail. This means that instructors and students are kind, listen to each other, and do not belittle others or show disrespect.

Students and instructors can maintain a positive learning environment by constantly working to improve the quality of interpersonal relationships. If at any time the student or teacher feels that the relationship needs improvement, she or he should approach the problem appropriately, by requesting an appointment to discuss the perceived problem. The university expects that participation in collaborative class-management will contribute to students' development as citizen-scholars.

What Instructors Can Expect from Students

Students are responsible for their own learning. Students create a positive learning environment when they:

- Show courtesy and respect to classmates and the instructor regardless of gender, race, religion, or sexual orientation.
- Ask for assistance when needed.
- Listen attentively when another student or the instructor has the floor.
- Listen to suggestions for improving the class.
- Arrive on time and prepared.
- Make note of changes in the syllabus.
- Work on solving problems if they arise.

What Students Can Expect from the Instructor

Instructors do many things to help set a positive tone in the classroom:

- Show courtesy and respect for students regardless of their gender, race, religion, or sexual orientation.
- Offer assistance to students when needed.
- Listen attentively when students have the floor.
- Listen to suggestions for improving the class.
- Arrive on time and prepared.

Behaviors that Promote Success and Quality Work

Students who succeed and produce quality work in English 1010 and other university classes:

- Read the and the instructor's syllabus thoroughly.
- Read the assignments carefully, critically, and on time.
- Participate in discussions about readings.
- Complete written assignments before due dates to compensate for possible technical difficulties.
- Participate in peer response sessions.
- Offer collaborative assistance to others.
- Come to class on time and with a positive attitude.
- Write down instructor statements about assignments and homework.

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” (*Code of Policies and Procedures for Students*, Article V, Section V-3.A.3). 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.

Turnitin.com

Please be aware that all English instructors have access to [turnitin.com](https://www.turnitin.com), a service provided to screen student papers for plagiarism.

Grading

“Grading is both the responsibility and the prerogative of the individual instructor. . . . The instructor is the ultimate arbiter of grades in his or her course. Changing grades shall be the sole responsibility of the individual instructor, subject to existing procedures of the University Code and administrative procedures for review and due process” (*Schedule of Classes, Spring 2003*).

University Grading Scale

A	100-93%
A-	92-90%
B+	89-87%
B	86-83%
B-	82-80%
C+	79-77%
C	76-73%
C-	72-70%
D	69-60%
F	Below 60%

Grading Scale

See your instructor’s addendum for grading scale and specific class requirements.

Daily Class Schedule

The following pages outline the Spring 2007 semester.

You are expected to be prepared for each class and will be held accountable for daily preparation, which counts toward your overall participation score. Your instructor may give you quizzes (either online or in-class), mini-assignments, free writes, discussion questions, and/or reading assignments in addition to the work outlined in the class schedule.

As you begin the semester, keep in mind that the material we will cover contains a range of sometimes highly charged topics. Be aware that your grade will not be based on your opinions in contrast or similarity to those of your instructor. However, your grade will be based on your involvement in critically thinking and writing about these topics. Challenge yourself. The texts we will read should be looked at as cultural artifacts representing different perspectives, attitudes, and beliefs. Critical examination of the texts and the ideas they present is all that is asked of you. Keep in mind that although you are asked to read and participate, you are not required to agree with or believe what is being explored and examined. For example, if we were reading Dostoevsky's *Crime and Punishment* we would not suggest that you murder two women to pay your tuition.

Notes

As you have seen, I am a
writer who came of a
sheltered life. A sheltered life
can be a daring life as well.
For all serious daring starts
from within.

~ Eudora Welty

Week 1

Wed, Jan. 10th

In Class

- . Introduction to course and text
- . Discuss addendum
- . Classmate introduction activity
Answer personal writing question

- . “Words Lecture”
- . Small groups – share writing
- . Writing Journal – instructor prompt
- . Discuss different genres of writing
- . Introduction to critical thinking

Homework

- . Read Judy Root Aulette’s “From
Changing American Families”
(*Rereading America* 64-83)
- . Read Gary Soto’s “Looking for Work”
(26-31) Read preface of *ReReading
America* (1-15)
- . Read 3-10 in the Writers Handbook
- . Prepare for quiz
- .

Notes

The maker of a sentence
launches out into the infinite
and builds a road into Chaos
and old Night, and is
followed by those who hear
him with something of wild,
creative delight.

~ *Ralph Waldo Emerson*

Week 2

Wednesday, Jan. 17th

In Class

- . Introduce elements of narration
- . Discuss cultural family myths
- . Writing Journal – instructor prompt

Discuss narration paper

- . Pre-writing strategies – review the *Writers Handbook* (3-10)
- . Writing Journal
- . Constructing essays from free writes

Homework

- . Read Roger Jack's "An Indian Story" (109-118)
- . Reader Response – Question 9 on page 118 (see page 43 of this handbook for guidelines)
- . Read *Writers Handbook* (13-16)
- . Read Bebe Moore Campbell's "Envy" (118-131)
- . Finish draft for peer review on Wed.

Notes

Words are, of course, the most powerful drug used by mankind.

~ Rudyard Kipling

Week 3

Wednesday, Jan. 24th

In Class

- . Writing Journal – personal family myths and untold stories
- . Elements of narration
- . Elements of narration
- . Group dialogue activity

- . Introduce peer review
- . Peer review of your draft

Homework

- . Read Stephanie Coontz' article "What We Really Miss About the 50's" (31-48)
- . Revise and complete draft

Notes

Every author in some way portrays himself in his works, even if it be against his will.

~Goethe

Week 4

Wednesday, Jan. 31st

In Class

- Turn in narrative
- Myths of education and empowerment discussion
- Education activity
- Introduce academic writing
- Discuss myths of education and empowerment

- MLA; Evaluating sources for credibility

Homework

- Read introduction for “Learning Power: The Myth of Education and Empowerment” (135-141)
- Read Horace Mann’s “Report of the Massachusetts Board of Education, 1848” (142-152)
- Read *Writers Handbook* on MLA guidelines (65, 329-377)
- Review *Writers Handbook* (329-330)
- Read Richard Rodriguez’s article “The Achievement of Desire” (214-227)
- Reader Response – question 5 (227)

Week 5

Wednesday, Feb. 7th

In Class

- . Academic writing
- . Writing a thesis

- . Reader response discussion
- . Introduction to manifesto
- . Examples of manifestos
- . Introduce and assign Education Manifesto Project

- . Elements of Manifesto

Homework

- . Find a representation of a manifesto and bring it to class on Wed.

- . Read Michael Moore's "Idiot Nation" (153-172)
- . Reader Response – Write a letter to Michael Moore in response to his essay
- . Read Mike Rose's article "I Just Wanna Be Average" (182-194)
- . Brainstorm ideas for Manifesto Project and have group leader email instructor group's thesis

- .

Wednesday, Feb. 14th

In Class

- . Michael Moore discussion
- . Display representations of manifestos
- . Writing Journal – instructor prompt
- . Introduce Education Manifesto assignment
- . Writing Journal – instructor prompt
- . Creating a strong thesis -- *Writers Handbook* 329-330
- . Group work – crafting a more powerful thesis
- . Structuring paragraphs and formulating arguments
- .

Homework

- . Read 23-36 in the *Writers Handbook* “Writing Paragraphs”
- . Read 37-46 in the *Writers Handbook* “Constructing Reasonable Arguments”

Project work

Notes

The artist's only responsibility is his art. He will be completely ruthless if he is a good one.... If a writer has to rob his mother, he will not hesitate: The "Ode on a Grecian Urn" is worth any number of old ladies.

~ *William Faulkner*

Week 7

Wednesday, Feb. 21st

In Class

- Projects

Homework

- Work on your Manifesto and bring a draft to class on Wed.
- Finish final draft of your Manifesto

Notes

The philosophers have only interpreted the world, in various ways; the point is to change it.

~Karl Marx

Week 8

Wednesday, Feb. 28th

In Class

- Hand in Education Manifesto
- Writing Journal – instructor prompt
- Finding race in everyday thought and language
- Discuss categories of racism and what makes us racist

- Historical presentation and discussion of race and racism; Example or possible topics for Race Connections and Illuminations Paper

Homework

- Read the introduction to “Created Equal: The Myth of the Melting Pot” (546-550)
- Read Malcolm X’s “Learning to Read” (243-252)
- Group work – interview a classmate on racism
- Read Thomas Jefferson’s “Notes on the State of Virginia” (551-556)
- Pick a topic for paper, bring it to class on Wednesday
- Reader Response – *Rereading America* #6 (pg 556)

Notes

1. Find a subject you care about. 2. Do not ramble, though. 3. Keep it simple. 4. Have the guts to cut. 5. Sound like yourself. 6. Say what you mean to say. 7. Pity the readers.

~ Kurt Vonnegut

Week 9

Wednesday, Mar. 7th

In Class

- Writing Journal – instructor prompt
- Discuss the construction/deconstruction of education and race myths
- Discuss reader response
- Discuss Affirmative Action

- Instructor presents race examples
- Group work: Think Tanks – How much of a problem is local racism?

Homework

- Read Randall Robinson's "Thoughts about Restitution" (557- 576)
- Read Shelby Steele's "I'm Black, You're White, Who's Innocent?" (602-613)
- Read Leonard Steinhorn and Barbara Diggs-Brown's "Virtual Integration: How the Integration of Mass Media Undermines Integration" (646-660)

Notes

Of all that is written, I love
only what a person has
written with his own blood.
~Friedrich Nietzsche

Week 10 & 11

Wednesday Mar. 14th

No Class

Spring Break

Wednesday, Mar. 21st

In Class

- Writing Journal – instructor prompt
- Writing Journal – instructor prompt
- Discuss *Grammar Project* Assignment
- Get into groups. Begin preparing a multi-media presentation to present to the class on the day of your presentation. Have the rest of class time to get started on projects.

Homework

- Work on projects.

Notes

My task...by the power of
the written word is to make
you hear, to make you feel,
to make you see.

~Joseph Conrad

As knowledge increases,
wonder deepens.

Week 11

Wednesday, Mar. 28th

In Class

- Student Conferences (Meet in my office)
- Race Connections and Illuminations Paper due

Homework

- Group work on Grammar Spotlights

Notes

Research is formalized
curiosity. It is poking and
prying with a purpose.
~ Zora Neale Hurston

Week 12

Wednesday, Apr. 4th

In Class

- Begin Grammar Presentations

Homework

- Read introduction to “Land of Liberty: American Mythology in a ‘New World Order’” (703-709)

Homework

- Read Mark Hertsgaard’s “The Oblivious Empire” (728-741)
- Read Joel Andreas’ “The War on Terrorism” (741-752)

Notes

Facts do not cease to exist
because they are ignored.
~Aldous Huxley

Week 13

Wednesday, Apr. 11th

In Class

- Writing Journal – instructor prompt
- Writing Journal based discussion
- Persuasion and the three appeals
- Introduce the Persuasive Creative Project
- Identifying persuasive tools and rhetoric in speech writing

- Quiz
- Identifying persuasive tools and rhetoric in speech writing
- Examine Inaugural Addresses

Homework

- Read Dinesh D’Souza’s “America the Beautiful: What We’re Fighting For” (716-728)
- Reader Response – identifying and analyzing the three appeals found in D’Souza’s article
- Read Langston Hughes’ “Let America Be America Again” (814-816)
- Read Allen Ginsburg’s “America”
- Project work

Notes

Every act of creation is first
of all an act of destruction.
~*Pablo Picasso*

Week 14

Wednesday, Apr. 18th

In Class

- Writing Journal – instructor prompt
- Poetry reading
- Present Inaugural Addresses and Creative Projects

Homework

- Project work

Notes

The pure and simple truth is rarely pure and never simple.

~ *Oscar Wilde*

We shall not cease from exploration/
And at the end of all our exploring/
Will be to arrive where we started/
And know the place for the first time.

~*T. S. Eliot*

Week 15

Wednesday, Apr. 18th

In Class

- Present Inaugural Addresses and Creative Projects

- **Last Day of Class!**

Assignment Descriptions and Components

Read the best books first, or you may not have a chance to read them at all.
-Henry David Thoreau

Family Myth Narrative

Due Monday, Jan. 22nd

Requirements

- 2-3 pages typed, double-spaced
- 12 point academic font, 1" margins
- Signed Narrative Plagiarism Statement and Scoring Standard attached

Purpose

In class we have been discussing “myths” that surround the idea of the modern family. Some examples may include: women always do the cooking, a “family” only consists of a mother, father, and children, the father provides and the mother helps, families always stay together, a divorced family is known as a “broken home,” etc. A culture that centers around these myths often becomes a culture of exclusion where families that do not fit the proscribed definition are left out. Utilizing your critical thinking skills, look at your own family to find evidence of the myth of the family at work.

Assignment Procedure

This creative writing project requires you to write a story about your family. You will write a narrative essay to convey your ideas concerning the myth of the family. You will need to locate a family myth (untold story) and an experience that shows how you understand this myth and its effects on your family. You will need to analyze the untold story on deep levels and through narration show how the untold story constructs or deconstructs a certain conception of family.

You may choose to write about one of the following:

- A turning point, a key event, or an encounter that reveals some aspect your family and the myths associated with it.
- A meaningful event that you have experienced that impacted the way you see how the myth of the family is affecting your life.

Your essay will focus on a memory of a specific incident in your life. Do not attempt to write about your entire childhood or your entire high school experience. Instead, select a narrower topic.

Tips

- Start working on the paper as soon as you receive the assignment. Please don't leave the writing phase until an hour before the paper is due.
- Keep in mind the elements of narrative we have discussed as a class (i.e. tension, focus, sensory details, character development, and organization) when you explore your untold story.
- Refer to the appropriate scoring standard while writing the paper.

Family Myth Narrative Plagiarism Statement

I understand that plagiarism is an act of academic dishonesty and a violation of University Standards.

Plagiarism: 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 acknowledgement. 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.

I also understand that the penalties for plagiarism are severe. These penalties include:

- 1) warning or reprimand
- 2) probation
- 3) grade adjustment
- 4) designation with a course grade indicating an Honor System violation
- 5) suspension
- 6) expulsion
- 7) withholding of transcripts
- 8) denial or revocation of degrees
- 9) performance of community service

I have read and understand the above, and I affirm that this assignment is my own original work and that any direct quotes, paraphrases, or summaries have been fully attributed.

Signed: _____ **Date:** _____

Permission Agreement

I give my instructor, _____, and the English Department at Utah State University

- permission to use my *Narrative Essay* for grade calibration purposes and as a model for writing. **You may use my name.**
- permission to use my *Narrative Essay* for grade calibration purposes and as a model for writing. **You may not use my name.**
- You **may not** use my *Narrative Essay* for any purpose other than grading.

Signed: _____ **Date:** _____