ENGLISH 2010-0 20344  
Monday 5:30 TO 8:20  
FALL SEMESTER 2006 Davis Center  

Instructor: Dr. B. Lee Borup Ph.D.  
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Home Phone: (801) 774-8572  

A Writers Reference, Diana Hacker, 5th Edition  
The Miniature Guide to Critical Thinking, Paul & Elder  
Zen & The Art Of Motorcycle Maintenance, Robert Pirsig  

Course Prerequisites: Completion of English 1010, or equivalent, with a C or better.  

Course Emphasis & Focus  
The theoretical underpinnings of English 2010 include thinking, reading and writing—critically and imaginatively. According to the Weber State English Department, “Its purpose is to provide you with the necessary skills and understanding to enter the intellectual communities of the university and larger society.” It is intended to introduce or deepen your interest and understanding of ideas and issues that are significant to the greater community and should be to you as well. Learning to reason, evaluate and incorporate other voices into your own writing, as well as reach viable and thoughtful conclusions when considering possible future decisions, both personal, local and world effecting, is also one of the goals of this class.  
The most effective way to learn to think is to read and write; to read what others have thought, and think about it, and to organize your own thoughts on paper. We will be doing a fair amount of both reading and writing in this course. Since it is a 3 hour class, you may plan on 6-8 hours a week, outside of class, to be devoted to examining others thoughts and writing your own. The reading is indicated in the calendar below as the first item of each week. The reading indicated is that which is to be completed for class that day. For example you should come to class on August 25 having read Berger and prepared to discuss your reading. Hacker is a style manual and so I have indicated the word “study.” You will write in class, as well as at home for the next class, and be expected to use the things you learned in Hacker for the week effectively.  

Expectations  
To create response groups, we will divide the class into six groups of four each. Each of your assignments will be critiqued by three of your peers and will be due the following week. I will make minimal comments and suggestions about grammar and content, then grade you paper, and hand it back to you. You may revise it and turn it in the next week to improve your grade. I will not correct all your errors and allow you to simply fix what I perceived was wrong. Instead, I will point out types of errors and make suggestions you may choose to accept or to ignore. It is your paper, and you are responsible for its content. Correct spelling, grammar sentence structure
and punctuation will not generally be part of the class discussion, but you will be expected to use Hacker for guidance. We will discuss the rubric I will be using to grade your work the first week of class.

**Attendance** is expected and your class participation is valued. Those who miss class, even for legitimate reasons, lose something that is reflected in their work. In class writing assignments cannot be made up, therefore, attendance/participation will be worth approximately 17% of your grade.

**Late Work** causes unequal consideration in the grading process. Assignments are due at the beginning of class on the dates indicated in the syllabus. In the event of an unforeseeable absence, you may email your paper to me before the appointed class time. Extenuating circumstances can arise which require individual consideration. I reserve the right to decide if that work will be accepted.

**Plagiarism** is a major concern in many college classes. It is unethical, illegal and could cause you expulsion from this university and proscribed from any other. The nature of our assignments curtails plagiarism; however, if you turn in a plagiarized paper, you will receive an “E” for the course.

I’d prefer, however, to focus on the positives, the Intellectual Virtues which will be discussing in class. There are few original ideas. Borrowed ideas, insights, phrasing or information from other sources must be acknowledged. We will discuss methods and necessity of documentation throughout the class.

**Class Attitude** is expected to reflect your interest in the learning experience. I am looking forward to teaching this class. I hope you are looking forward to and will enjoy coming to, and participating in, the class as well. If we each come with that expectation it should be a mutually rewarding experience.

**Point Break Down**

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<thead>
<tr>
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<th>Points</th>
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<tbody>
<tr>
<td>Participation/Attendance/Preparation</td>
<td>300</td>
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<tr>
<td>Class Member Interview</td>
<td>50</td>
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<tr>
<td>Reader Response Berger</td>
<td>100</td>
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<tr>
<td>Personal Narrative</td>
<td>100</td>
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<tr>
<td>Five Paragraphs</td>
<td>50</td>
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<tr>
<td>Ten Sources (Annotated)</td>
<td>100</td>
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<tr>
<td>Writing Between the Lines Essay</td>
<td>300</td>
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<td>Oral Presentation</td>
<td>50</td>
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<td>Fallacy Logic</td>
<td>50</td>
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<tr>
<td>Fictional/Non Fiction Story</td>
<td>100</td>
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<td>Nature Writing</td>
<td>100</td>
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<td>Resume &amp; Cover Letter</td>
<td>50</td>
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<td>Poem</td>
<td>100</td>
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<tr>
<td>Zen Oral Group Presentation</td>
<td>100</td>
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<tr>
<td><strong>Total Points</strong></td>
<td><strong>1550</strong></td>
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Grade breakdown

1400 and above               A
1300 - 1400                   A-
1200 - 1300                   B+
1100 - 1200                   B
1000 - 1100                   B-
  950 - 1000                   C+
  900 - 950                    C
  850 - 900                    C-
  800 - 850                    D+
  750 - 800                    D
  700 - 750                    D-
Below 700                     E

Aug 28  **Critical Thinking**
Critical Thinking Introduction & Discussion (Reasoning & Standards)
Read Berger (PG 104 of Ways of Reading) for Class Discussion (Jig Saw)
Study Hacker (PG 3-54)
Discuss Semester Novel Selection (Read All Assign Presentations)
Class Member Interview & Introduction (**Due Classes End**)
Discuss Readings
Create Peer Reading Groups
**Reader Response (Berger) Assignment Draft Due next week.**

Sept 11 **Personal Voice**
Read Anzaluda (PG 21), Baldwin (PG 49), Firth (PG 274) for Class Discussion
Study Hacker (PG 81-206)
Peer Review 3 Copies of Response Draft
Discuss Intellectual Virtues
Discuss Readings (Read in class - Good, Bad, No Ugly & First Writing)
Introduction of Personal Narrative
**Reader Response Assignment and Personal Narrative Draft Due next week.**

Sept 18  **Discovering Arguable Issues**
Read Coles (PG 175) & Foucault (PG 223) for Class Discussion
  (Evaluate with Intellectual Standards and Virtues in Mind)
Peer Review 3 Copies of Personal Narrative
Dialogues of Borup
Discuss Readings
Peer Group Discussion Create five topics for Research Essay
  (Each topic should include explanations/ideas for exploration & be one paragraph long)
**Personal Narrative Assignment & Five Paragraphs Due next week**
Sept 25  Writing Between The Lines  
Introduction to Research Writing  
Research Due at Classes End.

Oct 2  Reading Arguments – Bridge to Writing Arguments  
Read Hirsch (PG 398) & Jacobs (PG 426)  
Study Hacker (PG 295-377)  
Discuss Readings  
Discuss MLA section of Hacker  
Rough Draft of Writing Between the Lines Due Feb 27

Oct 9  Library Research  
Prepare an Annotated Bibliography – Ten Sources (Due next week)

Oct 16  Documentation, Plagiarism, Research Ethics  
Read Limerick (PG 469)  
Peer Review of Research, 3 copies  
Discuss above topics and review Intellectual Virtues  
Final Writing Between the Lines Essay due next week

Oct 23  Oral Presentation  
Oral Reading of Research Essays

Oct 30  Elements of Education  
Read Freire (PG 258), Percy (PG 587), Rich (624-640) & Pratt (PG 604)  
Discuss Readings  
Hand out Companion Essay to Pools of Time

Nov 6  Fiction & Non Fiction/Audience Accommodations  
Read Munro (PG 552), Rodriguez (P 651) & Wideman (PG 604)  
Introduce Fallacy of Logic Small worksheet on Logic (Due When finished)  
Discuss Readings & Companion Essay  
Write Fiction or Non Fiction story (5-6 Pages) Rough Draft Due next week

Nov 13  Political Statements  
Read Said (PG 674), Tompkins (PG 717) & Griffin (PG 343)  
Peer Review of Story  
Discuss Readings  
Hand out Nature Writing Packet  
Hand out examples of Resume’s & Cover Letters  
Final Draft of Fictional or Non Fictional Story & Rough Draft of Cover Letter & Resume Due next week
Nov 20  Resume’s & Cover Letters  
Read Packet (Duncan, Maclean, Pyle & Borup)  
Peer Review of 3 copies of Resume & Cover Letter  
Discuss Readings & Packet  
Nature Walk (Sample of Short Story - Requiem For A Leaf)  
Writing Response to Walk & Final Draft of Resume/Cover Letter Due next week

Nov 27  Poetry Workshop  
Read Rich Sources (PG 641), Poetry Handout  
Peer Review of 3 copies of Nature Writing  
Select an Essay and write two pages of prose  
Reduce prose to poetry  
Rough Draft of Poem & Final Draft Nature writing Due next week

Dec 4  Poetry Workshop Continued  
Peer Review of 3 copies of Poetry  
Read Poetry  
Poetry and Written Report on Selected Novel Due next week

Dec 11  Oral Report on Section of Zen and the Art of Motorcycle Maintenance  
CELEBRATION OF LITERATURE