English 2010: Fall 2013
Section 37: T/R 1:00-2:15 WB 106
Section 48: T/R 2:30-3:45 WB 103

Instructor: Dr. John C. Goshert
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Office Hours: W 3:30-5:00 and by appointment

Required Texts

Entering the Academic Conversation: Strategies for Research Writing (Boston: Longman, 2011)
A different—equally comprehensive—writing handbook may be substituted.

Reading notes

- Per UVU catalog, this course focuses on learning and enhancing academic inquiry and research skills; you are responsible not only for writing assignments, but also for completing assigned readings (and there will be reading assigned almost every day of the term); you must be prepared to discuss reading selections thematically and formally, both in terms of content and in relation to course projects. Each student must have a physical (print) copy of the primary course text.
- This is a class focused on developing strategies of critical thinking, analysis, and writing. Reading selections are thus determined by standards of academic inquiry and a commitment to the exchange of ideas; materials will not be “rated G” or censored in any way.
- Note that the Pocket Style Manual is not assigned reading at any particular time in the semester; rather, it is your responsibility to purchase the book and to use it as a resource for grammar, spelling, and format conventions (among others). Students may purchase electronic copies of the course handbook. This is not a grammar course.

Course Description, Advice, and Policies

—In order to register for this course, you will have already passed—by taking the course, AP credit, or testing out—English 1010. You should be relatively proficient in basic college writing skills as described in the college catalog.

—Like all sections of 2010/2020, this course will help you transition from basic college writing skills to more advanced writing of the kind you will practice through the rest of your college career and perhaps beyond (in your profession, in graduate school, in simply leading an informed life, etc.). Your main goals this semester are to learn and to enhance your abilities to read and respond to academic writing by professional scholars working on one or more fields, and you’ll have the opportunity to explore scholarship related to your personal interests, your academic major, and/or your anticipated profession. Your success in the course depends on completing the assigned reading and writing and on participating actively in the class—in developing conversational, process-based strategies for writing.

—Because we will take a discussion/workshop approach to the course, attendance and participation will weigh significantly in your grade. In order to facilitate class participation, laptop computers, cell phones, and other electronic devices may not be used during class time. More than four absences in the term can result in failure of the course.
Summary: There will be four major papers assigned in the semester:

1. **Summary/Critical Engagement** (about 4-6 pages): describe and respond to a piece of scholarship—either self-selected or chosen from samples in the textbook.

2. **Research Proposal/Annotated Bibliography** (about 4-6 pages): prepare for extended research project by developing a research question and performing preliminary research in the library and/or through appropriate research databases. Document preliminary research, providing descriptive and evaluative annotations of key scholarly and general audience texts.

3. **Issue Narrative** (about 6-8 pages): narrate initial efforts in scholarly research.

4. **Formal Research Essay** (about 10-12 pages): argue a substantial claim, demonstrating ability to develop a research question, perform academic research, respond to scholarship, incorporate source material, and document sources.

**Reflective statements** will be included with each major writing project. In about one page summarize your experiences with the project and related textbook chapters. Consider describing new skills you acquired, challenges you overcame, and challenges that remain after completing the assignment.

**Additional projects** will be assigned occasionally throughout the term.

**Revision:** Students may revise papers 1 and 2 for better grades. Papers will be resubmitted with the following:

1. original graded draft;
2. a brief (one half to one page) narrative statement on improvements;
3. a list of changes made on the revised draft.

Due within one week after the date papers are returned.

**Style:** Papers will be computer generated in black ink on white paper. Use a book-type font such as Times, and a reasonable type size. Papers will follow MLA guidelines (to be discussed), unless another format is approved prior to submission. Save copies of your papers in case there is a question about a missing assignment; it will be your responsibility to provide a duplicate.

**Late work** will not be accepted. If you’re not going to be in class on a due date, either turn your work in early or arrange for someone to turn it in for you.

**Bookkeeping** is your responsibility. Keep a portfolio of all of your writing—from prewriting through your final drafts—throughout the semester.

**Plagiarism** will bring dire consequences, which may include failing the course and expulsion from the University. We’ll discuss this in detail, but for reference, see the last section of Chapter 6 in *Entering*, and/or relevant chapters in *A Pocket Style Manual*.

**Resources:** If you ever have questions about the class in general or your work in particular, take advantage of office hours; they are there for your benefit. It is your responsibility to make sure assignments and class activities are clear. Meet a couple of people in class who can give you notes, peer reviews, assignments, etc. on the days you can’t make it.

Take advantage of **tutoring services** in the writing center (LI 201). Students of all levels will benefit from advice, readings, and discussions, in individual and small-group settings, which are provided free of charge by tutors.

Students will activate their **UVU email accounts** and check email regularly.
Per UVU policies: “Each student is expected to take an active role in the learning process by meeting course requirements as specified in written syllabi” (VII.A). Thus, the course syllabus comprises a contract between instructor and students, who will be held to its terms and expectations, cumulating in “academic credit and/or academic degrees when all specified requirements and course work have been satisfied” (V.I). In other words, the student will receive credit for work that meets or exceeds satisfactory performance; however, the student also has the right to fail based on those same conditions.

It is both your right and your responsibility to ask questions, to raise challenges, to discuss readings, and to otherwise participate in the class as it unfolds over the semester.

If you have any disability that may impair your ability to successfully complete this course, please contact the Accessibility Services Department located in LC 312. Academic accommodations are granted for all students who have qualified documented disabilities. Services are coordinated with the student and instructor by the Accessibility Services Department (tel: 801-863-8747; TDD: 801-221-0908).

Grade Distribution

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper #1 (summary/engagement)</td>
<td>15%</td>
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<tr>
<td>Paper #2 (proposal/bibliography)</td>
<td>15%</td>
</tr>
<tr>
<td>Paper #4 (issue narrative)</td>
<td>15%</td>
</tr>
<tr>
<td>Paper #5 (formal research project)</td>
<td>25%</td>
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<tr>
<td>Final Portfolio</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and participation</td>
<td>20%</td>
</tr>
</tbody>
</table>

Grading Standards—Per UVU catalog:

A: “an honor grade indicating superior achievement”
B: “a grade indicating commendable mastery”
C: “indicates satisfactory mastery”
D: “indicates substandard progress and insufficient evidence of ability to succeed in sequential courses”
F: “indicates inadequate mastery of pertinent skills or repeated absences from class”

TENTATIVE SCHEDULE OF ASSIGNMENTS

Additional readings may be assigned as appropriate

August

Tu 26  course introduction
Tr 28  EAC Introduction & Ch. 1

Self-assessment due (activity #1 p. 10)

September

Tu 2   EAC Ch. 3 (35-45)
Th 4   EAC Ch. 3 (45-60)

Tu 9   Complete EAC Ch. 3
Th 11  EAC Ch. 5 (91-109)

Class meets in computer lab LI 207
Paragraph/section response due (activity #6, p. 65)

Tu 16  Complete EAC Ch. 5

Class meets in computer lab LI 207

Th 18  EAC Ch. 9 (196-209)
Tu 23  Complete EAC Ch. 9

Draft summary due

Th 25  EAC Ch. 6 (120-139)

Tu 30  Complete EAC Ch. 6

Peer Review: Bring typed, complete draft

October

Th 2  EAC Ch. 4 (70-81)

Summary/Critical Engagement Essay due
Include —Reflective statement
—Final draft
—Two (or more) peer reviews
—Peer review draft
—Photocopy of source

Tu 7  Complete EAC Ch. 4
EAC Ch. 10 (237-43)

Draft scale of abstraction (activity #2, p. 81)

Th 9  Complete EAC Ch. 10
EAC Ch. 7

Tu 14  Revision strategies
Th 16  No class

Tu 21  Sign up for individual conferences

Research Proposal due

Th 23  Conferences: LA 114G
—Bring Paper #1
—Paper #2 returned
—Consultation

Tu 28  Conferences (cont.)
Th 30  No class

November

Tu 4  Conferences (cont.)

Th 6  EAC Ch. 11 (255-74)

Tu 11  EAC Ch. 11 (275-80)
Th 13  complete EAC Ch. 11

Tu 18  Bibliography troubleshooting

Peer Review: Bring typed, complete draft

Th 20  EAC Ch. 12 (305-321)

Issue Narrative due
Include —Reflective statement
—Final draft
—Two (or more) peer reviews
—Peer review draft

During this week, students will spend time in independent research locating required sources for remaining projects. Be sure to ask questions during your conference time.
Tu 25  No class
Th 27  No class

December

Tu 2   EAC Ch. 12 (321-334)
      Bring one or more outlines to class (activity #1, p. 321)
Th 4   Complete EAC Ch. 12
      Draft introduction due

Tu 9   Peer Review: Bring two typed, complete copies of draft
Th 11  Formal Research Essay due
      Include —Reflective statement
                 —Final draft
                 —Two (or more) peer reviews
                 —Peer review draft
                 —Photocopies of all scholarly sources

Tu 16  Exam week
      Course Portfolio due
      Response paper #6 due