

**English 1010: Spring 2019**

Section 35: MW 11:30-12:45 (LA 125) / Section 43: TR 1-2:15 (GT 618 E)

Instructor: Dr. John C. Goshert  
Office: CB 410F Phone: 863-6288  
Email: gosherjo@uvu.edu  
Office Hours: R 10:00-11:00 and by appointment

**Required Texts (To be Purchased)**

Lunsford, et al. *Everyone's an Author*. New York: Norton, 2016. ISBN 978-0393603163

**Required Texts (Canvas "Files" Section)**

William Deresciewicz, "The Neoliberal Arts." *Harper's*, September 2015. pp 25-32.

Bell Hooks, "Keeping Close to Home: Class and Education." *Talking Back*. pp 73-83.

Kristen Neuschel, "Teaching and the 'Telescoping' of History." *French Historical Studies* 34.1 (2011), pp 47-55.

**Reading notes**

- Per UVU catalog, this course focuses on strategies for success in college writing<sup>1</sup>. Throughout the semester 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.

**Course Description, Advice, and Policies**

Like all sections of 1010, this course will help you transition from basic writing skills to those that will be valuable as you begin college. The purpose of this course is to provide a foundation for the kinds of writing you will practice through the rest of your college career, and your main goals for this semester are learning various means of presenting your ideas and opinions based on personal experiences and encounters with texts. These texts will at first be common for the entire class, and then later, open to your independent selection; in these later texts 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 participating actively in the class—in developing conversational, process-based strategies for writing.<sup>2</sup>

Because we will take a discussion/workshop approach to the course, attendance and participation will weigh significantly in your grade. 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. *Analysis of a Discourse Community* (about 4-5 pages): describe an event that represents your entry into a personally relevant discourse community and reflect on the event's significance.
2. *Summary and Review* (about 3-4 pages): read, summarize and review a brief piece of academic literature about the challenges of helping students effectively transition from high school to college. Write an MLA style bibliography entry.
3. *Rhetorical Analysis* (about 5-6 pages): locate, read, evaluate, and respond to a self-selected piece of academic literature.
4. *Stasis Interrogation* (about 6-7 pages): compare two sources—one, a general audience text that clearly supports your position on a current issue, and two, a piece of academic literature that examines the same issue.

**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 your writing—from prewriting through your final graded drafts—throughout the semester.

**Plagiarism** will bring dire consequences, which may include failing the course and University sanction/expulsion. We'll discuss this in detail, but for reference, see Chapter 26 in *Everyone's an Author*.

**Resources:** If you ever have questions about the class in general or about 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 (FL 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.L). 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 successfully completing this course, “Students who need accommodations because of a disability may contact the UVU Accessibility Services Department (ASD), located on the Orem Campus in LC 312. To schedule an appointment or to speak with a counselor, call the ASD office at 801-863-8747. Deaf/Hard of Hearing individuals, email [nicole.hemmingsen@uvu.edu](mailto:nicole.hemmingsen@uvu.edu) or text 385-208-2677.” Appropriate Academic Accommodations are granted for all students who have qualified documented disabilities.

### **Grade Distribution**

Paper #1 (discourse community)	10%
Paper #2 (summary/review)	15%
Paper #3 (rhetorical analysis)	20%
Paper #4 (stasis interrogation)	25%
Final Portfolio	10%
Attendance and participation	20%

### **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 assignments and/or date modifications made as appropriate

### **January**

- T 8 course introduction
- R 10 *Everyone’s an Author* Intro (xxxv-xl)  
Deresciewicz (Canvas)
- T 15 *Everyone’s* Ch 1 (5-17)
- R 17 *Everyone’s* Ch 12 (159-174)

- T 22 *Everyone's* Ch 12 (179, 185-189)  
Hooks (Canvas)
- R 24 *Everyone's* Ch 17 (389-400)
- T 29 WP #1 Peer Review (Bring 2 copies of complete paper)
- R 31 *Everyone's* Ch 15 (297-313)

**WP #1 Due:**

- 1. Reflective Statement**
- 2. Final draft**
- 3. Peer Reviews (x2)**
- 4. Peer Review Draft**

**February**

- T 5 *Everyone's* Ch 15 (317-318, 325-330)  
Neuschel (Canvas)
- R 7 Draft 1-1.5 page summary for Peer Review (Bring 2 copies)
- T 12 WP #2 Peer Review (Bring 2 copies of complete paper)
- R 14 WP #1 Returned: Review Strategies

**WP #2 Due:**

- 1. Reflective Statement**
- 2. Final draft**
- 3. Peer Reviews (x2)**
- 4. Peer Review Draft**
- 5. Summary Peer Reviews (x2)**
- 6. Summary Draft**

- T 19 Conferences: Meet in CB 410F
- R 21 Conferences: Meet in CB 410F

- T 26 Conferences: Meet in CB 410F
- R 28 Conferences: Meet in CB 410F

**March**

- T 5 *Everyone's* Ch 2 (18-24)  
Class meets in Library FL 207 (**Laptops OK**)
- R 7 *Everyone's* Ch 3 (25-39)  
Class meets in Library FL 205 (**Laptops OK**)
- T 12 Rhetorical analysis strategies  
Bring print source (8-12 pages) to class
- R 14 Draft 2 page summary for Peer Review (Bring 2 copies)

T 19 No Class  
R 21 No Class

T 26 *Everyone's* Ch 26 (539-546)  
Rhetorical analysis and response strategies  
R 28 WP #3 Peer Review (Bring 2 copies of complete paper)

### April

T 2 *Everyone's* Ch 17 (379-389)  
**WP #3 Due:**  
**1. Reflective Statement**  
**2. Final draft**  
**3. Peer Reviews (x2)**  
**4. Peer Review Draft**  
**5. Summary Peer Reviews (x2)**  
**6. Summary Draft**  
**7. Copy of Source**  
R 4 Class meets in Library FL 207 (**Laptops OK**)

T 9 Draft 2 page stasis report for peer review (Bring one copy)  
R 11 Open office hours/consultation

T 16 *Everyone's* Ch 24 (515-521)  
Draft 2 page academic source summary for peer review (Bring one copy)  
R 18 Stasis interrogation strategies

T 23 WP #4 peer review (Bring 2 copies)  
R 25 Portfolio guidelines  
**WP #4 Due:**  
**1. Reflective Statement**  
**2. Final draft**  
**3. Peer Reviews (x2)**  
**4. Peer Review Draft**  
**5. Academic Source Summary Peer Review (x1)**  
**6. Academic Source Summary Draft**  
**7. Stasis Report Peer Review (x1)**  
**8. Stasis Report Draft**  
**9. Copy of Sources**

T 30 Exam Week  
**Course Portfolio Due (Deadline, 3pm)**

1. Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. Includes major essay assignments, writing and collaboration, research writing, journals, and portfolios

2. Upon successful completion of English 1010, students should be able to:

- Demonstrate rhetorical awareness of audience, purpose, context, and genre in written and oral forums (papers and class discussion).
- Demonstrate critical reading, writing, and thinking skills, learning to inquire into issues and problems, explore and interrogate multiple perspectives, negotiate meanings across a diverse array of positions, and problematize oversimplifications.
- Demonstrate use of process as an integral component of college-level writing.
- Demonstrate knowledge of conventions of academic writing and research.
- Craft well-reasoned written and oral arguments derived from personal and public inquiry.
- Demonstrate the ability to complicate problematic, clichéd notions of interpretation and articulation.