Instructor: Tiffany Rousculp
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Office: N324K   **Hours**: M/W: 12:00 – 12:50pm and by appt.
Book: You do not have to buy a text for this class, but you will need to download (and sometimes print) readings, papers, and handouts from the course website at http://slcceng2010tr.wordpress.com.

General Education Statement

This course is part of the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. This course fulfills the EN Composition requirement for General Education.

Course Description

English 2010 will expose students to a number of different genres of writing that will be appropriate in academic contexts and in public writing situations. This course will focus on three related aspects of rhetoric and composition: public writing, writing from sources, and document design. The course will ask students to enter ongoing conversations about public issues and to become legitimate participants in those conversations by informing themselves through research.

Course Objectives

Below are the expectations that the English Department has for students who complete English 2010 satisfactorily. By the end of the course, you should be able to:
- Work collaboratively on writing tasks with other writers.
- Approach reading, research and writing critically, analytically, and rhetorically.
- Write in multiple genres.
- Adapt strategies of argumentation for a given writing situation.
- Adapt style and design for a given writing situation.
- Conceive, draft, and revise many kinds of documents, and manage these processes independently.
- Cite sources appropriately for the writing situation, including using an academic system of citation with a high degree of proficiency.
- Understand and respond critically to a public issue in an informed and thoughtful manner.

Course Philosophy in Seven Key Terms

- **Innate Ability:** Writing is a form of human communication. Because we generally communicate successfully with others (talking, listening, texting, etc.), we can also write—and write well—with effort and with support from others.
- **Rhetorical Expertise:** We cannot become experts in every genre of writing, but we can become experts in figuring out what a particular writing task requires. In fact, our innate ability to communicate already provides us with the tools to do this.
- **Genre***:* This is a genre-based writing course that explores different forms or types of writing that are more or less appropriate to a given situation.
- **Process:** Producing effective writing takes time and revision. This course assumes that your writing will improve if you are given time to draft, to share your writing and to revise. You will have many opportunities for each of these processes.
- **Collaborative Problem Solving:** Every writing task is a problem to be solved. By collaborating with others, we can solve writing problems we may not be familiar with or feel confident approaching.
- **Writing from Sources:** Writing from sources means being able to integrate research into your own

writing effectively and ethically.

- **Design**: Readers today expect documents to use design elements that help them to understand and engage with what they are reading. Successful writing means successful design application.

Course Policies and Procedures (in alphabetical order):

Accommodation for Disabilities: If you need accommodation, please talk with me and/or someone at the Disability Resource Center (DRC) at the beginning of the semester or as soon as you are aware that accommodation is necessary. The DRC is in W138 or you can call them at 957-3258 (voice/TTY).

Communication: I will use the course website to communicate with the entire class via posts. Be sure to subscribe to the website (see directions on front page of site). Also, I will use your BruinMail to communicate with you individually. If you don't check your BruinMail regularly (every couple of days), please set it up to forward messages to your personal email address. You can also find instructions on how to do this from the front page of the course website. (If you email me from your personal address, that address may become the "default" address for you if I send you an individual message.)

Completion of Assignments: To pass this course, you must complete all major requirements (those noted above).

Late Work: I don't like late work, but would rather receive something late than something that you rushed through to a semblance of completion. However, I need to know before the due date that you are going to be turning in something late. If you don't let me know prior to the due date, your evaluation will be reduced. (This opportunity only applies to work you are turning in to me, not work that you are sharing with other students. Also, there are some assignments that are time-dependent and cannot be made up. See "Assignments" on the website for more details.)

Incompletes: Students must be passing and have completed 80% of the course work in order to be granted an incomplete.

Participation: The collaborative nature of this class necessitates that everyone be here (on time), be ready to participate with your assignments done, be willing to fully engage with the task at hand, and treat your group members with respect and share your intelligence with them. We will work on strategies that help individuals work well in groups, and how to resolve the inevitable problems that will arise. The English Department believes that attendance and active participation in class contribute to success. Therefore, department policy stipulates that at least 10% of your final grade will be based on your involvement in class, as the framework of the course demands that you participate. Therefore, more than 10% of unexcused absences will result in a reduction of one full letter grade. (We meet 30 times, so no more than 3 absences.)

Plagiarism: Students intentionally or unintentionally commit plagiarism when they submit another author's work as their own. Plagiarism also includes the failure to attribute unique phrases, passages, or ideas to their original source. Plagiarism is a violation of the SLCC student code of conduct.

Revision: Revision is a central part of the process of successful writing. This class is built around sharing your writing with other students and with me. You will have plenty of opportunities to revise your work throughout the semester.

Figuring Grades

This class has two methods for evaluation: a grading contract and a percentage option. You will choose which method you wish to use for your course evaluation on the second day of class. (This is also outlined on the course website under the "Grades and Grading Teams" tab.)

Grading Contract Option:

- **Grading Contract:** If you pass the Grading Contract, you will be guaranteed a "B" grade. You will also be eligible for an "A" grade (see below). If you fail the grading contract, the highest grade you can get is a "C," even if you have earned high grades on the formal assignments. "D" or "E" grades will be considered if you do not pass the grading contract and your writing assignments do not meet the minimum criteria.

- **Earning An "A" Grade:** The difference between an "A" and a "B" under the Grading Contract is based on the evaluations of the formal writing assignments. These are broken into two categories: the Group Project and Individual Writing:

  - Group Project (Report): To be eligible for an "A" in the class, the report needs to earn an "A" or a "B." Your contribution to the project will be evaluated by your group members as well, from which you need to earn an "A" or a "B." A "C" or below in either will result in a "B" in the class.

  - Individual Writing: To earn an "A" in the class, you need to earn an A/A- on two of the three individual assignments below and at least a "B-" on the third. Otherwise, you will earn a "B" grade.
    - Position Paper/Proposal
    - Memoir/Profile
    - Activist Writing Document

Percentage Option:

- Report: 25% (15% product, 10% group members' evaluation)
- Position Paper or Proposal: 25%
- Memoir, Profile or Review: 20%
- Activist Writing Document: 10%
- Participation (described under student responsibilities in the Grading Contract): 20%

Important Note: You will have the opportunity to revise any and all assignments after receiving a grade on them.

Grading Contract Rationale and Process

This course is one of the three SLCC English department composition courses. Composition courses can differ from other college courses that rely on lecture, testing and labs to educate students. Composition courses are based in workshop strategies and are often highly collaborative. The **processes** that you go through to learn in this class are equally important to the products that you produce. In this class, your **efforts** and **participation** have real effects on your own and other students' abilities to learn and develop new writing abilities.

Because of this, I have established a set of responsibilities that are expected of you in this class. **If you consistently demonstrate these responsibilities, you will earn a B grade in this class.** In other words, **process**, by itself, can ensure that you receive a certain grade, without regard to the writing that you produce. Grades higher than a B will be based on how your writing meets evaluative criteria for each assignment.

You will need to let me know by the next class meeting if you are going to participate in the Grading Contract Option. If you do not, your grade will be determined by percentages (see "Figuring Grades" above).

Student Responsibilities
According to the Grading Contract, your responsibilities in this class are to:
- Be fully prepared for every class so that you can engage with the work of that day; have all assigned reading, writing, and/or research completed.
- Actively engage with the class discussion: listen attentively to what others are saying; respond respectfully and thoughtfully to others' ideas; be willing to offer input on a regular basis; and work to resolve hindrances to your participation.
- Complete all formal assignments.
- Complete at least 85% of informal assignments. You can use the "Checklist of informal assignments" to keep track of them. This is found on the course website.
- Give thoughtful feedback during class workshops and contribute your full efforts to other collaborative tasks (e.g., sharing papers, commenting on drafts, peer editing, on-line discussion boards, answering questions);
- Make substantive revisions if you take the opportunity to do so—extending or changing the thinking or organization—not just editing or touching up, and provide a description of your revision work with new drafts.
- Copy-edit all final drafts of main assignments until they conform to the conventions of standard edited English (English-as-a-Foreign-Language writers and writers with language processing disabilities should revise their work until it is easily understandable by native English readers.)
- Be on time consistently and miss no more than 10% of the classes. Necessary exceptions can be dealt with on an individual basis
- Communicate with me when you are confused, frustrated, and or concerned about your work in this course.

Teacher Responsibilities
Along with your responsibilities, my responsibilities as your teacher, in addition to teaching, are to:
- Provide you with a written document detailing any formal, high-stakes assignments
- Ensure that you have clear evaluative criteria for any formal writing assignments
- Provide you with strategies to help you analyze and understand expectations of different types of writing.
- Provide you with opportunities to revise your writing
- Assist you in developing effective collaborative work processes with your peers
- Respond to your questions/concerns by the following class meeting
- Help you problem-solve when your best efforts are not producing the work you intend.
- Appreciate that you have other obligations besides this class and work with you in good faith to resolve concerns
- Communicate with you if I think you are not meeting your responsibilities to this class.

Grading Team Process
In this class, students will evaluate (including assigning grades) two of the four assignments you will complete. I have three reasons for following this process:

- In my experience, Peer Response Groups, in which students give feedback to each other on drafts, don't seem to be very meaningful learning experiences for anyone. Because the teacher is the one doing the grading, no one feels very committed to giving or receiving comments or suggestions.
- If the teacher does all the grades, he or she is the only one who matters and you are only writing for one person. A good writer is able to adapt to different audiences. Also, this can cause a problem when you and the teacher never quite see eye-to-eye with your writing. If the teacher gives your writing a lower grade than you think you deserve, there is very little you can do about it.
- I think teachers hold too much power over students. While I cannot get rid of this power difference completely, this process may even it out a bit more.

Benefits and Drawbacks
Based on two semesters' worth of doing grading teams, I have learned the following:
- Almost everyone hates the Grading Teams at some point, but by the end of the semester, the overwhelming majority of students think they should be continued. **End-of-semester surveys have shown 98 students in favor of Grading Teams and 6 not in favor.**
- Students learn more about their own writing by participating on Grading Teams.
- Students don't like to be graded by other students; they want the teacher to have control of the final grade.
- It's easier to know that a piece of writing needs revision than it is to explain what revision it needs.
- Grading Teams are stressful.
- It can be frustrating to learn that different people interpret the same piece of writing in different ways, but, in the long run, that is a great lesson to learn.
- Students gain a better understanding of how their teachers interpret their writing.

How It Will Work
We have four assignments this semester. I will grade the first (Report) and the last (Activist Writing). Teams of students will grade the second and third assignments: the Position Paper/Proposal and the Memoir/Profile. Each student will grade one assignment.
1. **Evaluative Criteria:** As a class, we will set the evaluative criteria for each assignment. Everyone will have the same criteria to work from as they draft and as the Grading Teams grade.
2. **Teacher Conference:** I will conference with you on a draft of your writing. These are not required, but highly recommended. I also highly recommend that you take notes during the conference so you can communicate with your Grading Team what we discussed.
3. **Submission**: You will submit your papers electronically to DropBox following the Submission Instructions.
4. **Socialization**: I will provide Grading Teams with a range of previous papers that I have evaluated so they can get a sense of "A," "B," "C," and "Not Passing" papers.
5. **Review**: Grading Team members will read and evaluate the papers prior to class.
6. **Discussion and Evaluation:** Grading Teams will meet during class and determine whether students need to revise using the Grading Team Evaluation.
7. **Feedback:** Grading Teams will meet with students to give feedback on their assignments.
8. **Revision:** Students will have the chance to revise their papers if they choose to. Grading Teams will evaluate revisions at the end of the semester.

Process to Ensure Fairness
There will be four - five people on each grading team. This means that grades will need to be discussed, rather than assigned by a single person who may or may not like your writing. Teams will work with Evaluative Criteria that everyone will have prior to submitting your assignments. I will use this criteria also as I conference with you on your drafts.

If you feel your assignment has been graded unfairly or capriciously, you should make an appeal to me. I will review their evaluation of your assignment, and if I see cause for concern, I will ask the Team to explain their assessment. If their explanation is unsatisfactory, I will ask another Grading Team to evaluate your assignment.

I will not change a Grading Team request for revision because revision is an essential part of becoming a better writer. Even if you disagree with the request, revision will not harm you. (You cannot earn a lower grade by participating in the revision process—though you could earn the same grade).

Upon revision, at the end of the semester, if I disagree with a Grading Team evaluation, I reserve the authority to override that evaluation, either up or down.

Creating a DropBox Account

To distribute assignments, we will use Dropbox.com. If you do not have a Dropbox account, you will need to sign up for one. In the third week of class, I will invite you via your MyPage email address to join a particular folder in my Dropbox account. Then, follow the instructions below:

1. Click on the link in the mail and go to https://www.dropbox.com/
2. Register for DropBox with your SLCC email address. (Note, you do not need to download DropBox onto your computer. You can use the Internet version only.)
    a. To register for an online account, go to "Log In" in the upper-right-hand corner and select "Create an Account."
    b. If you wish to download the program, follow the instructions.
3. Once you are registered, go to the folder that I have shared with you, and read the file I have put there.

Student Writing Center

SLCC's Student Writing Center offers an advising program where you have the opportunity to discuss your work with a peer tutor or faculty writing advisor. The Student Writing Center advisor can help you think about your writing process by sharing impressions of your materials, offering revision strategies, discussing different ways to approach an assignment, as well as to provide an experienced reader for your work. The Writing Center is not simply a place to go to get a paper "fixed" or "corrected." Be prepared with questions for your advisor. Ask yourself what you want to work on before you go. You may sign up for an appointment in N308. You may also send a draft to an advisor through the SWC's website: http://www.slcc.edu/swc/submitwriting.asp. Be sure to include questions and concerns you may have and a copy of the writing assignment.

General Education ePortfolio

General Education ePortfolio—Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include.* Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit http://www.slcc.edu/gened/eportfolio. After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own: http://slcceportfolio.yolasite.com http://slcceportfolio.wordpress.com   http://slcceportfolio.weebly.com

If you would like to start your ePortfolio in a computer lab with a person there to help you, sign up online for one of the **free workshops** at the Taylorsville-Redwood, South, and Jordan libraries: http://libweb.slcc.edu/refilt/forms/eportfolio. You may also visit the **ePortfolio Lab** in the basement of the Taylorsville-Redwood Library during business hours, and staff will help you without an appointment. Finally, questions regarding the ePortfolio can be directed to eportfolio@slcc.edu.

*In this class, you will receive extra credit if you submit a document produced in this class to your ePortfolio (along with a reflection statement about it). In order to receive this credit, you must send me a link to your ePortfolio, or provide me with an off-line version of it. (An off-line version is available to students who do not wish to put their materials on-line, contact David Hubert for this "waiver" at david.hubert@slcc.edu.) The extra credit will be the equivalent of a 1/3 increase in your final grade (i.e. a "B-" will become a "B," a "C" will become a "C+").