

Instructor: Tiffany Rousculp

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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 Canvas website (so plan your budget accordingly, about \$5.00).

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 one part of the EN Composition requirement for General Education.

Course Description

As the second part of “Connected English 1010/2010,” English 2010 continues the study of writing. (Note: In this sequence of courses, “writing” means both print and digital/on-line writing.) In this course, students will continue with the concepts that were introduced in English 1010: rhetoric, genre, and process. We will still focus on the fact that all writing is situational (which means that situation—or context—affects how to go about writing within it), and that effective writers analyze and respond to the particular situations in which they are writing.

The difference in English 2010 is that students will use their analytical abilities to move into arguments. These arguments will take place in different genres of writing: public, academic, print, and digital. As in English 1010, students will work through a series of informal and formal reading and writing assignments that move from familiar writing situations to those frequently found in college settings to those found in public environments.

What is “Connected English 1010/2010”?

The goal of “Connected English 1010/2010” is to improve student writing success. Writing effectively is a complex and difficult task that requires extended study and practice. We believe that taking English 1010 and English 2010 early in college, and taking them back-to-back, will improve students’ abilities to succeed as effective writers and learners.

To make this possible, many students enrolled in this section of English 2010 have taken English 1010 in the fall semester with the same instructor. Because of this, there are certain expectations for what students will “know” coming into this class. **If you find that you are unfamiliar with these concepts, you need to notify me immediately so I can get you up to speed, or can direct you to external resources.**

What You Should Already Know

Below is a list of concepts/abilities that you should be familiar with upon entering this class.

Concepts

- All writing is situation-based. This means that “good writing” depends on the contexts or situation that it occurs in: there is no such thing as “universally good writing.”
- Reading and writing are rhetorical acts. Rhetorical acts are based upon the relationships between the writer, reader, text, and contexts in a given situation.
- Reading and writing include a variety of processes that we select from to effectively complete a

writing task.

- Texts/writing can be categorized into genres. Genres differ from each other based on the following:
 - Rhetorical Conventions/Expectations
 - Purposes
 - Contexts
 - Relationships between writers and audiences

Abilities

- You should know how to use the Canvas course management system to read the syllabus and schedule, follow modules, message the instructor, read assignments and content pages, submit assignments, and access/read feedback on assignments.
- You should be able to summarize a reading or research
- You should have basic skills in analyzing a text or a genre for its rhetorical strategies
- You should know how to use internet resources to correctly create a citations page (Works Cited or Bibliography)
- You should be able to ask questions of, and talk to, your teacher when you are confused, uncertain, stressed, or frustrated.

Course Outcomes

By the end of English 2010, students who satisfactorily complete its requirements should:

- Feel confident in their understanding that all writing is situation-based.
- Clearly understand the rhetorical nature of arguments and positions.
- Effectively use rhetorical analysis to craft a plausible argument.
- Feel increasingly comfortable reading and writing in multiple genres.
- Have deepened an ability to draw on a variety of processes in their writing.
- Be able to use research effectively to enrich the complexity of their writing.
- Ask specific questions in order to respond well to writing tasks.
- Have increased their ability to provide and receive useful feedback on writing.

Course Philosophies

Reading and Writing

- Reading and writing are incredibly complex acts that are intimately connected with each other. However, in school systems, reading and writing tend to be “separated” into distinct educational areas—often with the assumption that we have to learn “how to read” before we learn “how to write.” Beyond the very beginning stages of learning to read (that young children experience¹), this way of organizing education does not reflect the reality of how our brains deal with these acts. Reading and writing cannot be separated from each other. When we write, we also read. When we read, we are also, in a sense, “writing” in our minds.

Writing Requires Consistent Analysis

- I've heard it stated that the act of writing activates more areas of your brain than any other cognitive act

¹ There is a significant difference in how young children learn to read/write and how adults learn to read/write. If someone begins to learn to read as an adult, it is often useful to include writing in the learning process from the very beginning. Our brains just don't separate reading and writing like educational systems do.

you can engage in (luckily, your brain is pretty awesome). To work towards becoming a better writer (which, in my world means a confident and flexible writer, not necessarily someone with perfect grammar), you need to first understand a key concept about writing that may be new to you: **there is no such thing as "universally good" writing.**

This means that the perceived value of writing is subject to the situation in which it takes place. What might be "good" writing in one situation would be terrible writing in another. You could write a terrific essay for your history class, but then use the same strategies for a finance class and find yourself with a failing evaluation. If this doesn't quite make sense, think of submitting a resume for a job through the 140-character limit of Twitter. You probably won't get the job.

In other words, writing is not an objective clump of grammatically-correct words on a page or a computer screen; it is an act that takes place amongst real people. That, in a nutshell, is why it is so hard. Writing well requires continual thinking, continual analysis, continual reflection, continual revision. Some people who have long researched how to teach writing say, **"the study of writing involves consistent analysis of relationships between contexts, purposes, audiences, genres, and conventions"** (Adler-Kassner, Majewski, and Koshnick).

Writing is Hard—But Fun

- Writing is tough. Writing is tiring. Even for people who find writing enjoyable, writing is terribly exhausting. [Look at this image for just how exhausting it is. And, then look at what else you have to do!](#) No wonder it is hard.

At the same time, writing can also be terribly exciting and engaging...that is, once you get past the idea that objectively "good" writing exists. When you do, writing becomes a puzzle or a problem to be solved, to be explored, to be uncovered. It can even develop into playing a type of game. It really can become fun!

So, what's our purpose? I'm not going to teach you how "to write well." That's not possible over the course of one (or two) semesters. There are an infinite number of writing situations, and I can't teach you "how to write" for each one of them. **But, I can teach you how to think about writing; I can teach you how to analyze writing; I can teach you that you already know a lot more than you think you do.** In English 2010, we extend this analysis into argument. I can't teach you how to argue in every situation, but I can teach you how to analyze the situation so you can argue effectively.

Course Requirements and Evaluation Options

You have two options available to you to determine your grade in this class. The first is a "Grading Contract" system, and the second is a "Percentage" system. Both systems are broken into two distinct categories: participation and performance. This course places a huge importance on your participation, so both systems have participation as a significant part of your evaluation. Your performance is also important; all performance assignments (as listed below) are required to be completed in order to pass the class.

Participation consists of attendance (being in class on time), being ready to work with homework completed, willingness to try, and a series of informal reading and writing assignments. You'll find these assignments (and their relative value) on the Canvas website in the Modules, in Assignments, or under Discussions.

Performance consists of a series of more formal and in-depth assignments of which you will work through drafts and revisions before submitting them for evaluation. They are listed below and their relative value can be found on the Canvas website.

Performance Assignments

- Argue a position in a print genre that you are familiar with (accompanied by Rhetorical Analysis)
- Argue a position in a digital genre that you are familiar with (accompanied by Rhetorical Analysis)
- Research and uncover a position that you do not already hold, then argue it in an academic genre
- Research the discourses of your academic field or intended career area. Argue a position within a genre relevant to that field/area (accompanied by Rhetorical Analysis)

The chart below explains the processes for the two grading systems. You need to decide by your second day in class which one you will use.

Grading Contract	Percentage Grades
<ul style="list-style-type: none">• A Participation grade of 85% guarantees a “B” grade in the course, regardless of Performance evaluations (this is known as “passing the grading contract”).• An “A” grade is achieved by passing the grading contract, and earning 85% in the Performance evaluation.• A “B” grade is achieved by passing the grading contract, but earning less than 85% in the Performance evaluation.• A “C” grade is achieved by NOT passing the grading contract, but by earning at least 75% in the Performance evaluation.• A “D” grade is achieved by NOT passing the grading contract, and earning less than 75% in the Performance evaluation.• An “E” grade is achieved by NOT passing the grading contract, and earning less than 60% in the Performance evaluation.	<ul style="list-style-type: none">• Participation is worth 1/3 of your final grade• Performance is worth 2/3 of your final grade

Course Policies and Procedures (in alphabetical order):

In addition to the policies in the SLCC Student Code of Conduct, the following apply to everyone in this class:

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 the student services area or you can call them at 957-3258 (voice/TTY). The DRC at the Taylorsville-Redwood Campus can be reached at 957-4659.

Attendance: 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. In this course, participation accounts for more than 10% of your final grade. Attendance is a big part of participation, **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.)

Communication: The #1 irritation I have as a teacher is students who don't talk to me. If you have to miss class, if you are struggling with an assignment, if you are frustrated, if you just can't get something done...talk to me! Send me an email, leave a message for me, slide a note under my door, or even talk to me in class! **You will find that I will treat you and your situation with respect, and I will work with you to address whatever needs you have. On the other hand, if you think that avoiding me will make your problems go away, I assure you that it won't.** Just talk to me.

In terms of me communicating with you, I will use the course Canvas website to communicate with the entire class and 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. (Note: 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 performance assignments.

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. If you are unsure, check with me.)

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

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. You may revise your assignments (participation and performance) after they are evaluated. **Assignments can be revised as many times as you would like for up to a month after the original due date.**

Risk Management Announcements: If you have any questions about what to do in an emergency, [click on this link for information.](#)  

EMERGENCY EVACUATION PROCEDURE

Should we have to evacuate in an emergency, we will meet on the west side of the building below the steps. You must make sure that I have accounted for you, and you should not return to the building until I get approval from the appropriate authorities to do so.

STUDENT CODE OF CONDUCT

The student is expected to follow the SLCC Student Code of Conduct found at <http://www.slcc.edu/policies/docs/stdtcode.pdf>

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 3-180. 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.

SLCC ePortfolio Requirement*

Each student who is enrolled in General Education (GenEd) courses at SLCC should maintain an electronic portfolio (ePortfolio). Each semester, you will be asked to submit at least one assignment from every GenEd course to your ePortfolio; each submission will be accompanied by a brief piece of reflective writing that describes your overall work for the course and briefly introduces your ePortfolio submission. **FYI:** You only need to create **one** ePortfolio; the same site can then include work from all of the GenEd classes you will take at SLCC.

Additionally, your ePortfolio also provides a place where you can include commentary on your educational goals, describe your extracurricular activities, and post your resume. When you leave SLCC, the ePortfolio will then be able to help to showcase the diversity of your educational experiences.

When you are ready to submit work to your ePortfolio, please make sure that you format the files as either doc or PDF documents; for some reason, we often have trouble opening docx files on these sites.

For additional details about creating your ePortfolio, please refer to SLCC's ePortfolio help site: <http://www.slcc.edu/gened/eportfolio/students.aspx> (Links to an external site.)

- **FYI:** Your SLCC ePortfolio site is an external site (ex. Weebly, Wordpress, Google, etc.), NOT the ePortfolio link on Canvas.
- **Once you have created your ePortfolio, please follow these steps to upload a link to your site on MyPage:**
 1. Log into MyPage.
 2. Click on the "Student" tab.
 3. Scroll down towards the bottom of the screen; on the right-hand side under the bold heading "ePortfolio" you will see a space to upload a link to your ePortfolio site.
 4. Copy and paste the full URL link to your ePortfolio site into this space and click "Save" to upload the link. This will connect your ePortfolio site with your personal SLCC information (your S#), allowing each of your instructors to access your work directly from their online course rosters. The link you upload must go directly to your own individual ePortfolio site, not just to the general page for Weebly, Wordpress, etc. If you choose to create a private/password protected

site, you will need to provide access information directly to your instructors. Without such information we are unable to access any of your ePortfolio files.

To represent your work in English 1010 this semester, you need to submit the following items:

- a short self-reflection which introduces your annotated bibliography and exploration essay/position synthesis, briefly discussing your overall participation and learning in English 1010 with respect to the outcome goals above; **and**
- your revised annotated bibliography and issue exploration essay/position synthesis.

*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+”).