

English 2010: Intermediate Writing in the Humanities and Social Studies

Instructor: Mark Pepper

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Office: CB 402H

Office Hours: TR 12:00-1:00 (or appointment)

Textbook: Greene & Lidinsky's *From Inquiry to Academic Writing* 3rd edition.

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Course Description:

This course **IS** about:

- How language works and how meaning is made
- How language use shapes our culture, our personalities, and our interaction with others
- How we make communicative choices in different contexts/environments
- How to write better by analyzing how others have written their own texts
- How visuals and technology help us communicate in the 21st century
- Developing skepticism and curiosity
- Understanding how modern discourse/communication operates in the public sphere
- Interrogating education, college, and why you're here and what you're expected to do
- How to use research to understand an issue and increase your own awareness

This course is **NOT** about:

- Any one type of writing as "better" than any other (i.e., literature, academic essays, etc.)
- The academic essay as the end-all-be-all pinnacle of college writing
- Staying in your comfort zone
- Predetermined positions or thoughts on the topics we discuss
- Staring into your phone waiting for the 75 minutes to pass
- A general ed requirement hoop that you just have to leap through (hopefully)

Grade Breakdown:

We will proceed with the standard grade breakdown and your individual assignments are graded on a weighted scale.

900-1000 points: A

800-899 points: B

700-799 points: C

600-699 points: D

0-599 points: E

Projects:

Project #1: Abstract Word (50 points)

Project #2: Juxtapositions (150 points)

Project #3: Articles Review (200 points)

Project #4: Researched Uncomfortable Ethnography (300 points)

Reading Responses (50 points each)

You will have **6 reading responses** due throughout the first half of the semester. Each one contains a number of questions, and they are designed to get you thinking more deeply about the readings in the course. **Make sure to answer all the questions on the response prompt.**

Responses should be printed and brought to class which will provide you with talking notes during our discussions.

Reading responses should be **double spaced** and there is no need to retype the question you're answering (I know the question). But please do **number your answers** with the corresponding question number you're answering.

- **Reading responses cannot be turned in late under any circumstances.**
 - This includes emailing it later even if it's done but you forgot to bring it with you.
- **Each one should be roughly 3-pages double spaced to be eligible for full credit.**
 - This means 2 full pages and some writing crawling onto a third. This is not trying to reach a page count for page count's sake. The questions I'm asking you are complex and I want you to consider them deeply. Frankly, five to seven pages would be totally possible. I'm only asking for three.

- **They can be written in a more casual tone and I encourage this. Write loose. Write in your normal, human voice, as long as you're addressing the questions in depth.**

Formatting:

Later in the semester, there will be all kinds of knit-picky MLA formatting to follow. Until then, I'm happy if things have 1" margins all around, your name/course/date at top, and are ALWAYS double-spaced. Staples are nice, but this seems to prove hard for people sometimes.

Lateness Policy/Missed Projects:

My lateness policy is fairly straightforward and reflective of the importance of getting your work in on time to both an academic and professional environment. **Projects are considered late the second they're not in class on the day they are due. At that moment, the project is graded down one full letter if I receive it later that day. Days we don't have class do count.** For each subsequent day late, the grade will go down another full letter. **An assignment is still eligible to be turned in up to a week past its due date for an F amount of points. After a week, the assignment will automatically receive zero points.**

Finally, **it is not possible to pass the course if you don't turn in the final paper.** You will receive an automatic F no matter how much hard work you did all semester long.

Absence Policy:

You may miss up to four class periods with no penalty. I don't necessarily need to be alerted that you're not going to be there (but feel free to send an email if you wish). Every absence after the fourth will lower your final course grade by 1/3. **If you reach seven absences you will not be able to pass the course.** I make no distinction between "excused" or "unexcused" absences except in the most extreme circumstances (child birth, physical harm).

In addition, 3 tardies will equal an absence, so be on time.

Expectations:

Participation: This is one of my primary expectations. Much of our class will involve class discussions or group activities – there will be comparatively little of me just standing there and lecturing at you. These discussions will be more enjoyable for everyone if we all participate and do our parts to keep the conversation going in an intelligent and productive manner. If you haven't done the reading for the day, or haven't brought your book, it's like you're not there. Students who continually appear to be unprepared for discussion will eventually be marked absent even if their bodies are in the room.

Respect: We may be discussing touchy subjects from time to time. Disagreement, challenging questions, and debate are good. Outright disrespect, insults, or meanness are not. Listen to other students openly and respond in productive manners. **I also have zero tolerance for any expression of racism, sexism, or homophobia.**

*This is a straightforward statement to me, but let me contextualize. Sometimes, this statement makes students afraid to discuss matters of race, gender, or sexuality because they fear they might be come off, or be judged as, racist, sexist, or homophobic. My goal is not to shut down conversation, especially since these topics will come up. My goal is to make sure everyone feels safe and protected in this classroom. **So a good rule of thumb is this: if you say something that could make another person in the room feel lesser, judged, or assaulted based on their gender, race, or sexual orientation—that's when we have a problem.** Have some empathy, step outside of your own life experiences, and we should be fine.*

Unplug: I get it. This is the digital age of constant connectivity to our computers, to our phones, to our iPads, to our etc., etc., etc.. I also get that multi-tasking is technically possible. But from my perspective up front, it's hard to see you texting, or being on the computer (when we're not supposed to be) as anything but tuning out. I don't care what you're doing before class begins, but once it does, please unplug for the duration of our class and give your undivided attention to the day's activities.

Disabilities:

If you have any disability impairing your ability to successfully complete this course, please contact the Accessibility Services Department (LC 312, www.uvu.edu/asd). 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.

Academic Honesty:

The Statement from the UVU "Students' Rights and Responsibilities Code" reads: "Each student is expected to maintain academic ethics and avoid dishonesty in all its forms, including but not limited to, cheating and plagiarism, and fabrication as defined hereafter."

We will be discussing plagiarism in all its forms. I know it's a cliché, but it's true – you're only cheating yourself if you turn in work that is not your own. Instances of plagiarism will certainly lead to a failing grade on the project. From there I will consider the extent and the intent, and I reserve the right to take further action.

In short though, you can guarantee it counts as plagiarism when:

1. Students buy papers or hire others to write papers for them
2. Students quote, copy, paraphrase, or summarize a source without proper documentation
3. Students submit work from other courses without CONSIDERABLE alterations or modifications.

Writing Center:

The Writing Center is a free service to you. Tutors are available to give you one-on-one help with writing assignments from any class. Sign up for an appointment at the desk in LI 208 or call 863-8936. Help is also available through the Online Writing Lab at www.uvu.edu/owl