Syllabus Template for English 1010

For Part-Time Instructors: This is a syllabus template to help you build your syllabus for an English 1010 course. Please do not make changes to the text in black. However, any text in red should be filled in or altered according to your own policies and preferences. **Please do not delete any sections** (especially the University policy sections towards the end). Font changes or stylistic changes are fine, along with course appropriate addition of images or quotes.

Please delete this section and any (red parenthetical notes) before posting the syllabus to Canvas.

English 1010: Introduction to Writing

(Feel free to add additional contact information as desired, but you must use your UVU email address when contacting students—according to UVU Policy 639, Section 5.4.1)

Instructor: Your Name

Section: Section Number

Email: Your UVU Email Address

Required Textbook: *Everyone's an Author*, 3nd Edition
ISBN: 9780393420814—available at UVU bookstore
https://ncia.wwnorton.com/ebook-everyone3

Course Description
According to the Utah Valley University catalog, English 1010 teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. English 1010 introduces writing for specific academic audiences and situations. English 1010 emphasizes writing as a process through multiple drafts and revisions. The course may include major essay assignments, writing and collaboration, research writing, journals, and portfolios.

(Please keep the course catalog description above, but feel free to add a more personalized and detailed course description here underneath.)

Course Outcomes (this outcome working must not be altered in any way)
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.

(If you'd like to add additional outcomes based on your own pedagogy, you are free to do so. But please offset them from the above list. The above list is from UVU's Courseleaf curriculum system and is now required on all instructor syllabi as is.)

Course Assignments
Notes about points:
- The four major papers should be worth between 60% and 70% of the total grade.
- The four major papers should be weighted equally.
- If you choose to assign Norton quizzes or Reading Assignments for points, the total points for *all* quizzes cannot exceed 10% of the course.
- The Reflection Essay should be worth 5% of the final grade.

Paper #1: Thinking about Writing Communities (percentage of grade)
This paper targets a deeper reflection about writing and language in light of personal experiences with writing, reading, and speaking. You will write about a time in your life when you successfully joined a specific community of speakers or writers.

Paper #2: Writing a Summary, Reviewing a Text (percentage of grade)
In this paper you will demonstrate your abilities to carefully read and understand a specific text. You will summarize a text's main points for an outside reader and offer a recommendation and evaluation of the text's effectiveness.

Paper #3: Analyzing a Text (percentage of grade)
The purpose of this paper is to better understand how different situations and contexts affect the ways authors craft their arguments. More specifically, you will analyze the ways in which an author has considered the audience, purpose, stance, context, and medium/design as he or she wrote a particular text

Paper #4: Establishing the Facts (percentage of grade)
The purpose of this paper is to better understand an interesting and relevant issue of our day. This paper has two related sections: a section that responds to a systematic set of questions and a counterpoint that is supported with evidence from an article you locate through library research.

Reflection Essay (5% of grade)

This essay offers you the opportunity to take a good look back at your writing this semester and to evaluate it on your own terms. You will carefully chronicle your learning and how this course has shaped your writing and thinking.

Include other graded assignments here as needed, as well as grade percentages and short descriptions.

Final Grade Distribution (feel free to add a brief grading philosophy statement)

A = 100-94	B+ = 89.9-87	C+ = 79.9-77	D+ = 69.9-67	E = 59.9 and below
A- = 93.9-90	B = 86.9-84	C = 76.9-74	D = 66.9-64	
	B- = 83.9-80	C- = 73.9-70	D- = 63.9- 60	

Course Policies
Much of this section can be worded in your preferred manner, but please include ALL OF THE FOLLOWING SECTIONS:

Online Course Delivery
Explain whether your course is asynchronous or synchronous (live streaming). Give some details about your expectations for synchronous work, but please limit synchronous work to minimal components. In order to give students the flexibility they need at this time, a large part of your course should be delivered asynchronously.

Late Work Policy
Include your late work policy very clearly. Mention:
- When something is considered late
- Distinctions between different kinds of assignments such as major work versus shorter responses
- The exact nature of the penalty for each increment of lateness (for example, docking a full letter grade for each date late)
- The point at which late work will no longer be accepted

Communication Policies
In this section, explain how you expect to be reached and how you will communicate with students. For example, do you expect all communication through Canvas or email? How long will the wait be for a response to a student email (for example, it should be no longer than 24 hours)?

Online Class Etiquette
In this section, outline your expectations about online classroom etiquette and expectations. Examples include:
- In all communications with their peers and the instructor, students are expected to be respectful, to listen carefully, and to avoid personal attacks or rude language.

- Everyone involved is to avoid using sexist, racist, homophobic, or otherwise offensive language.
- Online communication has the potential to cause more misunderstanding than face-to-face interactions; students should keep this limitation in mind and should strive to use clear, detailed, and precise language.

Technology Expectations
The module FOR INSTRUCTORS ONLY from the UVU Library: DO NOT PUBLISH in the Canvas shell includes a page called "Online Learning Best Practices." Drawing on this page, include below the particular expectations for your course. Include some or all of the following:
- Students are expected to regularly check the Canvas course for weekly announcements and other class-related communications from the instructor. A good recommendation is to forward all Canvas communications to a personal email account that is being monitored daily.
- Students should thoroughly familiarize themselves with how the Canvas interface works, in terms of communications, checking course deadlines, and viewing instructor's feedback on their work. See "Canvas Tour" assignment.
- Students are expected to have access to a stable Internet connection and a laptop or desktop computer. To be successful in this class, working on one's phone will not be sufficient. If interested, students may check out webcams and headphones from the UVU Library. In addition, laptops can be checked out for an entire semester. More information: https://www.uvu.edu/library/services/equipment/
- UVU has been taking thorough COVID-19 precautions on campus; thus, students may complete course work in computer labs at the Fulton Library on open-access computers located on every floor. Students must decide the COVID-19 risk level on campus for themselves.

Style, Documentation, and Citation
Briefly mention the style and citation expectations for the majority of the work done in the class (i.e., size of margin borders, line spacing, font, page numbers, MLA or APA citation, etc.). You may also want to mention that these requirements may change based on the rhetorical nature of a specific assignment and that those alterations will be clearly explained on those assignments' instructions.

Plagiarism

Plagiarism may be intentional or unintentional. Unintentional plagiarism, or incidental use of another's ideas or words without proper attribution, arises from a lack of understanding of the rules of citation and quotation.

One commits intentional plagiarism (academic fraud) when one does any one of the following:

1. represents as one's own the work or knowledge of another person, regardless of the form in which that work or knowledge had originally appeared (e.g. in the form of a book, article, essay, lecture, web site, speech, photograph, chart, graphic, or any other form)

2. incorporates into one's work the words or ideas of another person without clear attribution that appears at the point the words or ideas have been incorporated, to an extent substantial enough that the origin of the words or ideas has been misrepresented
3. fails to acknowledge clearly the partial or full authorship of someone else when submitting work
4. consistently fails to cite or quote textual resources properly, despite the instructor's attempts at educational intervention.

A person who knowingly allows his or her work to be copied, or submitted by another student as course work without the work's proper authorship clearly identified, is an accomplice to plagiarism, and the sanctions outlined below, as relevant, will be applied to this person as well.

If evidence shows that intentional plagiarism, as defined above, has occurred, the following sanctions shall be imposed:

1. The academic work shall receive a failing grade
2. The student will fail the course, or may elect to drop the course if the last day to drop a course has not yet passed, provided that the instructor's syllabus for the course conveys that intentional plagiarism will result in a failing course grade
3. A written summary of the infraction of this policy, with copies of the relevant evidence, shall be submitted to the Office of the Dean of Student Services to document a violation of the Student Code of Utah Valley University, as outlined in "Student Rights and Responsibilities". This documentation shall also be provided to the student and constitutes both a warning and a reprimand to the student as described in Section M, "Sanctions," of "Student Rights and Responsibilities" (Article IV, Section M in the print version).

For more information and tips on avoiding plagiarism, please visit:
http://www.uvu.edu/english/student-resources/policies-procedures.html

Statement of Accessibility
If you have any disability which may impair your ability to successfully complete this course, please contact the Office of Accessibility Services (OAS). Academic accommodations are granted for all students who have qualified, documented disabilities. Services are coordinated with the student and instructor by OAS.

Students who need accommodations because of a disability may contact OAS located on the Orem Campus in LC 312. To schedule an in-person appointment, please call 801-863-8747. To schedule a video conference or phone appointment, please use "Log into Accommodate" on the website or call 801-863-8747. https://www.uvu.edu/accessibility-services/

Waitlist and Add Policy
It is against the policy of Utah Valley University for students who are not registered and enrolled in a class to attend it. Students who are on a class waitlist, even if they are the first on the list, are not enrolled. There is absolutely no guarantee any students on the waitlist will be

enrolled. Students on a waitlist must wait for an email notification that allow registration and enrollment in the course. All adds and enrollments into a course off a waitlist are through the online system. Instructors cannot add students. Department administrative staff and academic advisors cannot add students.

Further Resources

Writing Center:

The UVU Writing Center provides a space where students of all disciplines may further their understanding of writing principles and enhance their writing skills. This is primarily achieved through one-on-one online tutorials focused on specific writing assignments and tailored to the individual student's needs.
https://www.uvu.edu/writingcenter/

First-Year Experience:
https://www.uvu.edu/firstyear/

Multicultural Student Services:
https://www.uvu.edu/multicultural/

LGBT Student Services:
https://www.uvu.edu/multicultural/lgbt/

Veteran Success Center:
https://www.uvu.edu/veterans/

UVU Food Pantry (**includes on-line orders!**):
https://www.uvu.edu/socialimpact/programs/food-pantry.html

UVU Student Health Services:
https://www.uvu.edu/studenthealth/