

# WRTG 1010 Spring 2021 Syllabus

## Grammar & Editing Skills | BIPPES



### 1. COURSE INFORMATION

<b>Instructor:</b> Professor Brandy Bippes	<b>Meeting Times &amp; Locations</b> Sec 302: MWF 10-10:50 p.m. U502 Sec 304: MWF 1-1:50 p.m. U502
<b>Office:</b> U708	
<b>Office Hours:</b> MWF 11:00-12:00 & by appointment	
<b>Phone:</b> +82 32.626.6205	
<b>Email:</b> <a href="mailto:brandy.bippes@utah.edu">brandy.bippes@utah.edu</a>	

### 2. COURSE OVERVIEW

Writing 1010 is designed to prepare students for the kinds of reading and writing expected as a member of an academic community. Joining an academic community means learning and adopting new literacy practices. In other words, even though you have been reading and writing for most of your life, the kinds of reading and writing required in a university setting are different.

When you write in a university setting, you are joining a research conversation. This course provides a set of foundational practices that will allow you to join this new academic conversation and practices that can be adjusted to suit your field/major as you continue your studies. This course is reading and writing intensive, so I encourage you to work ahead whenever possible.

#### Learning Objectives

The assignments in WRTG 1010 are structured to teach students to

- LO1: read and comprehend arguments
- LO2: summarize arguments
- LO3: synthesize (combine) ideas and arguments
- LO4: understand argumentation in terms of complexity rather than opinion
- LO4: use the generic conventions that structure academic writing in appropriate ways and places
- LO5: write an academic report

Along the way, students work on these capabilities

- strategies for reading long, complicated texts
- sentence structure, paragraph structure, and argument organization
- critical reading skills
- drafting tactics
- revision strategies
- vocabulary for evaluating writing (yours and others)
- invention techniques (the process of coming up with an idea to write about)

### 3. REQUIRED TEXTS AND MATERIALS

#### Textbooks

- They Say, I Say*, 4e, with readings. Graff, Birkenstein, Durst. 978-0-393-63168-5
- Rhetorical Grammar*. Kolln & Gray, 8<sup>th</sup> Edition

#### Other Required Materials & Resources

- One college-ruled perforated notebook or loose-leaf paper
- A small notebook for keeping vocabulary
- Pencil & dust-free eraser (recommended)
- Pen/s: black and/or blue
- Access to Canvas
- Access to cloud storage

#### Suggested Materials & Resources

- Ways of organizing your work
- Pen/s: Multiple colors
- Highlighters: Multiple colors
- Canvas student app
- TED app
- Kahoot app

#### 4. ENGLISH IN AND OUT OF THE CLASSROOM

The medium of instruction at the University of Utah and UAC is English. **You are expected to use only English while in the classroom and for related homework activities.** This includes all communication with fellow students both for personal communication and during group activities. This policy starts from the moment you walk into the classroom. This will help your fluency as you begin to *think in English*. Using a language other than English will earn a “tardy” for the day. (See attendance requirements.)

You will be assigned individual and group homework in reading, writing, speaking, and listening to English outside the classroom. You will be assigned homework requiring you to converse and interact with English speakers outside the classroom.

#### 5. ASSIGNMENTS

##### Assignments

In this class, you will complete the following assignments. Specific details of each, along with a rubric, will be available on Canvas. All final drafts of major assignments must earn a passing grade (70% or better) to pass the course. A final reflection of your learning experience is also required to pass the course.

##### Summary Paper (10%)

In the Summary Paper you will show your ability to summarize texts and respond to them. These papers will be brief, but they will demonstrate your mastery of academic style, formatting, grammar, and reading strategies. In it, you will practice the basics of “They Say, I Say” strategies.

##### Opinion Writing (Blog) (20%)

The Opinion Essays will be a chance for you to show your skills at sharing your academic work in an online context with focused academic audiences who will read your blog and offer peer review commentary. In addition to building on the summary and “They Say/I Say” techniques you’ve already mastered, you will share academic research and prose directed toward a specific audience while using outside sources to create and support your research.

##### Synthesis Paper (30%)

The Synthesis paper is the culminating project for this course. To prepare for it, you will read a large number of texts and then summarize them together, creating a sort of overview of the topic. Your essay will also establish an argument, where you will give your claims and reasons with support from your chosen texts.

##### Annotated Bibliography / Reading Journal (20%)

Throughout the semester, you will read a number of articles, textbook chapters, and your peers’ papers. After each reading assignment, you will answer a number of questions to help you retain information. The point of the reading log is to prepare you for class discussion.

##### Participation (20%)

This is a discussion-based class, meaning that your active preparation for and participation in class is essential to your success and the success of your fellow students. This grade will include any number of quizzes, in-class assignments, and any other small homework assignments.

##### Extra Credit

You may visit the Writing Center to receive extra credit, up to .5 points per visit, 1 point total per assignment. When you turn in your final draft of each assignment, attach a 150-word summary of your experience, including a summary of your conversation and discussion of

what you learned and/or how the visit affected your final assignment. You will only receive extra credit if you have the 150-word reflection and a signed note from the Writing Center.

### Course Learning Opportunities

This course includes the following learning opportunities:

- 46 Attendance Opportunities with in-class workshops
- Daily Journals
- 5+ Tutor visits
- 3 Essays (with revisions and edits in 3 drafts)
- 4 Self Assessments
- Workbook practices
- Peer Reviews
- Revising & Editing
- Oral presentations
- Individual & Small-Group Conferences with your instructor throughout the term

### Readings

Assigned readings must be completed before class the day they are due. For example, if Lesson 1 is assigned for March 1<sup>st</sup>, you should have it read (and annotated) *before* class starts on March 1<sup>st</sup>.

### Tests, Quizzes, and Exams

If you miss a class, that day's in-class assignments/quizzes/exams cannot be made up.

### In-Class Writing

Plan to write every day in class.

### Journal Writing

Your attendance will be often be recorded from your daily journal submissions. Submit your writing to me before you leave class each day. Make sure *every* assignment, including your journal writing, has:

- Your Name (as it appears in Canvas)
- Date (using U.S. conventions)
- Assignment Title (e.g. J 1.3)
- Word count (unless I specify otherwise)

### Participation

This course focuses on the 4 aspects of language learning (reading, writing, speaking, and listening).

**Plan to talk A LOT in and out of this class!** You will be expected to engage in many ways in class beyond speaking. Participation is measured through multiple aspects of being present and engaged in class activities, homework, group work, and study.

### Group Activities

Equal participation is required for group activities, and you will be graded accordingly.

### Homework

This is a 3-credit intensive English class. **Be prepared to complete 6 hours of homework per week for just this class.** If you are not able to complete the assigned homework in less than 9 hours in one week, you must speak with your instructor so that she can help you achieve balance.

### Composition Assignments

You will be required to use the information from the readings and lectures to complete three paragraph-level compositions by the end of the semester.

## Vocabulary & Parts of Speech Notebook

You will keep a notebook of vocabulary and parts of speech. We will discuss several organizational strategies in class.

## Oral Presentations

You will present at least two prepared oral presentations and several informal presentations in this class.

## 6. LATE WORK

All assignments must be submitted by the due date. For major assignments, late work will be graded down 15% for each day late. After 2 days, you will automatically be given a 0 for the assignment. Minor assignments should be submitted on time to receive credit. No late work will be accepted for minor assignments.

## 7. GRADE WEIGHTS

Summary Paper	10%
Photo Essay (Blog)	20%
Synthesis Paper	30%
Reading Journal (Annotated Bibliography)	20%
Participation	20%
Total: 100%	

## 8. CLASSROOM TECHNOLOGIES

### Canvas

We will use Canvas regularly in this class: <http://canvas.utah.edu>

### Phones

Phones are welcome during approved activities only.

Writing activities must be completed with a pen/pencil and paper or using desktop publishing software (e.g. Word), as assigned. **You may not complete academic-level writing activities on your cell phone** such as drafting paragraphs and papers.

When you look up English words in the dictionary, please use an English dictionary so you're learning English definitions in "English. Your instructor will discuss this in class.

### Computer Labs

UAC computer labs are equipped with the software required for this course.

### TV / Podcasts / Radio / Audio Files

Your homework will include watching American TV or movies, YouTube, TED talks, and other audio-visual texts. You will listen to texts such as podcasts, online radio, and other audio files that accompany some of your assigned readings. **You will write about every text you read, watch, or listen to.**

## 9. CONFERENCES W/ INSTRUCTOR

Conferencing is cool and expected! This is an opportunity to meet with your instructor 1:1 for individualized feedback on your work. You will conference with your instructor as often as once per week as part of your required coursework.

## 10. SOCIAL NORMS & U.S. EDUCATION

We will discuss many social norms of U.S. education throughout this class so that you will be fully prepared for U.S. education. **You will be asked to talk A LOT in class.** You will be asked to share your opinion and to discuss topics such as current events and politics.

If you have any questions about an assignment or class, the appropriate action is to speak to your instructor right away. It is respectful to resolve issues with the classroom instructor before approaching higher authorities. (See Conflict Resolution below.)

### 11. EMAIL COMMUNICATION

When sending an email to the instructor, you must use your university Umail account or Canvas. Your instructor will not respond to email outside the Umail or Canvas system.

### 12. CLASS PARTICIPATION

You must complete the assigned homework and come to class prepared to participate. Arrive on time, contribute to general class discussions, contribute to small group discussions, seek feedback from other class members on work in progress, and provide thoughtful feedback to other class members.

### 13. ATTENDANCE

Attendance counts toward your grade (see Grade Weights below). Assignments, tests, quizzes, and exams given in class cannot be made up if you miss class. For in-person, online, or hybrid classes, attendance is based on your presence and participation. Simply put, the way this course is designed and taught, you won't learn what I'm teaching if you're not present and engaged. I design each class meeting for *you*, so I hope you will be present and engaged each class.

### 14. ABSENCES & TARDIES

After you miss three classes, your grade will be reduced by 1/3 of a letter grade for each subsequent absence. For example, if you have a B+ and you miss a fourth class, your grade will be reduced to a B. If you miss a fifth class, your grade will be reduced to a B-. If you miss seven classes or more, you will automatically receive an E for the semester and will be required to take the course again.

If you miss a class, you should talk to one of your peers to get the information you missed. You are responsible for the material and information you missed in a class.

#### Tardiness (coming to class late)

If you arrive after class begins, you are late. It is polite to arrive a few minutes early.▪

**Four "tardies" = 1 absence. More than 10 minutes late = absent.**

▪ *Students will also be counted late for any of the following reasons:*

1. Speaking any language other than English during class
2. Leaving class for more than 3 minutes
3. Coming to class without the main textbook, a pen or pencil, and a notebook to take notes.
4. Using any technology during class without permission (e.g. looking at your phone)
5. Not participating in group activities, discussions, or being unprepared for class
6. Sleeping during class time

**There are no excused absences.** If you have an emergency, Assistant Dean of Students Kevin D'Arco [kevin.darco@utah.edu](mailto:kevin.darco@utah.edu) may permit an excused absence in very rare circumstances. **Before you contact Kevin**, read the following carefully to determine if your situation qualifies for an excused absence:

- Activities such as work, internships, visiting an embassy, and participation in a student club are not excused absences.
- Not feeling well on the day of the exam, including having a headache, stomach ache, or a cold is not sufficient to be allowed a make-up exam. In order to be excused from an exam due to medical condition, a student's illness must be severe and require hospitalization.
- In addition, a scheduled or unscheduled doctor appointment is not an excused absence. A note from the IGC medical clinic does not qualify a student for an excused absence. Emergencies that arise on the day of the exam will also need official documentation, including:
  - auto accidents (police report)
  - health emergencies which require hospitalization (note from the attending physician)

- death in the family (copy of the obituary)

#### 15. TUTORING & eTUTORING (L.01) (L.02) (L.03) (L.04) (PL.05a) (PL.05b) (PL.05c) (PL.05d)

You must work with the Writing Center, eTutoring, or the language lab at least five (5) times this term. Failure to do so will result in an overall reduction of your course grade by a full grade letter.

#### eTutoring

Online/eTutoring is available at <https://www.etutoring.org/login.cfm?institutionid=416>

#### 17. ASSIGNMENT AND FINAL COURSE GRADES

**A:** 94-100; **A-:** 90-93 | **B+:** 87-89; **B:** 84-86; **B-:** 80-83 | **C+:** 77-79; **C:** 74-76; **C-:** 70-73 | **D+:** 67-69; **D:** 64-76; **D-:** 60-63 | **E:** <60

**Note: Students whose final grade is below a C- will be required to retake EAS 1040.**

#### 18. SPRING HOLIDAYS

The following days, this class will not meet Spring Semester 2020. It is your responsibility to know these dates and check them on the [UAC Academic Calendar](#) this and every term:

- Independence Movement Day: Sunday, March 1
- Spring Recess: Wed Mar 31-Fri Apr 2
- Reading Day: M-W May 3-5
- Buddha's Birthday: Wed, May 19

#### 19. CONFLICT RESOLUTION (PL.05d)

Building professional relationships with your instructors and peers is important for your university success.

It is professional to address any issues you have with a class or an instructor, directly with the instructor herself before you escalate them with other authorities. The best way to resolve issues is to build a relationship with mutual respect:

1. First, **talk to your instructor in person**. You can talk to your instructor before or after class or during office hours (listed above).
2. If you are unable to meet with your instructor in person, **send her an email**. This is easiest using the Canvas Inbox.
3. Your instructor will **make a plan together** with you to resolve the issue.
4. If you're not satisfied with the resolution, **talk to your instructor again**.
5. Never escalate an issue to higher authorities until you have worked with your instructor.

## 20. UNIVERSITY POLICIES

1. The Americans with Disabilities Act. The University of Utah Asia Campus seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the UAC Office of the Dean of Students – [randy.mccrillis@utah.edu](mailto:randy.mccrillis@utah.edu). The UAC Office of the Dean of Students will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in an alternative format with prior notification to the UAC Office of the Dean of Students.

2. Sexual Misconduct. Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the UAC Office of the Dean of Students – [randy.mccrillis@utah.edu](mailto:randy.mccrillis@utah.edu). For support and confidential consultation, contact the UAC Mental Health Counseling, 3052 Multi-complex Building, 032-626-6142.

3. Student Code of Conduct. All students are expected to maintain professional behavior in the classroom setting as outlined in the Code of Student Rights and Responsibilities, Policy 6-400 of the University Regulations Library (<http://www.regulations.utah.edu/academics/6-400.html>).

4. Wellness Statement. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive at the University of Utah Asia Campus. For helpful resources, contact the UAC Mental Health Counseling Center; [asiacampus.utah.edu/mental-health-counseling-center/](http://asiacampus.utah.edu/mental-health-counseling-center/); 0326266142. You can make an appointment using this link: <https://appointmentwithjan.as.me/schedule.php>

5. Language Policy. The University of Utah Asia campus is committed to providing and fostering an environment that is safe and free from prohibited discrimination. The following language policy applies to all academic and administrative units of the University and to all members of the University community, including faculty, staff, and students. English is recognized as the official language of instruction, assessment, and curriculum. In addition, English is the official language for all administrative and business related matters of the University.

Finally, you must make sure you that you are addressing this policy in your syllabus, "The University expects regular attendance at all class meetings. Instructors must communicate any particular attendance requirements of

the course to students in writing on or before the first class meeting. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor."

If you are requiring that students obtain an official excuse for their absences please note this in your syllabus, you do not have to require this from students. In order for a student to receive an official excused absence, they must complete a request form in the Office of the Assistant Dean of Students ([kevin.darco@utah.edu](mailto:kevin.darco@utah.edu)) and provide any accompanying documentation with the request. If their request is approved, the Assistant Dean of Students will email all appropriate faculty with this notification.

If a student will be absent from an exam, they must email the Assistant Dean of Students at [kevin.darco@utah.edu](mailto:kevin.darco@utah.edu) prior to the exam.

### COVID Related Absences:

If you have COVID-19 symptoms, including fever or respiratory symptoms such as cough, phlegm, sore throat, and nasal congestion, you should notify your instructor immediately, call the KCDC for testing guidance, and stay home based on the KCDC's directive. You can return to class if you are clear from COVID-19 symptoms. In order to be excused from your courses, you will need an official medical certification.

### Self-quarantine Statement

The University of Utah Asia Campus expects regular attendance at all class meetings. Given the current situation with COVID-19, we have created the following guidelines.

1. If a student has completed less than 50% of the course and is required to self-quarantine, we suggest that the student withdraw from the course. In this situation, all tuition will be refunded with appropriate medical documentation

2. If a student has completed 50-75% of the course and is required to self-quarantine, the Assistant Dean of Students Office will work with the faculty and student to determine the best scenario. If the decision is to withdraw from a course, all tuition will be refunded with appropriate medical documentation.

3. If a student has completed over 75% of the course and is required to self-quarantine, the student and faculty will work together to ensure that the student is able to complete the course. If the student is unable to finish all coursework during the course, a student may receive the mark "I" (incomplete) and work to complete all remaining coursework in consultation with the instructor.

1. The Americans with Disabilities Act.

## 21. UAC COVID-19 POLICIES

### **Official Excused Absences**

If you have COVID-19 symptoms, including fever or respiratory symptoms such as cough, phlegm, sore throat, and nasal congestion, you should notify your instructor immediately and stay home for three days. You can return to class if you are clear from COVID-19 symptoms. In order to be excused from your courses, you will need an official medical certification.

### **Self-quarantine Statement**

The University of Utah Asia Campus expects regular attendance at all class meetings. Given the current situation with COVID-19, we have created the following guidelines.

1. If a student has completed less than 50% of the course and is required to self-quarantine, we suggest that the student withdraw from the course. In this situation, all tuition will be refunded with appropriate medical documentation
2. If a student has completed 50-75% of the course and is required to self-quarantine, the Dean of Students Office will work with the faculty and student to determine the best scenario. If the decision is to withdraw from a course, all tuition will be refunded with appropriate medical documentation.
3. If a student has completed over 75% of the course and is required to self-quarantine, the student and faculty will work together to ensure that the student is able to complete the course. If the student is unable to finish all coursework during the course, a student may receive the mark "I" (incomplete) and work to complete all remaining coursework in consultation with the instructor.

### **Statement for Orange Level**

If the University of Utah Asia Campus commences Level Orange, this course will be operating in a hybrid method. For this course, the hybrid option entails:

**OPTION C HYBRID: This course will move all course content online (synchronous Zoom meetings at our usual class time).**

### **Zoom Session Statements**

If this course must host Zoom sessions, the University of Utah Asia Campus requires that all students turn on their cameras during the entire course and post their full name in English. If a student has financial difficulty obtaining the appropriate equipment for online courses, the UAC can help provide resources.



## 22. SPRING 2021 WRTG 1010 TENTATIVE SCHEDULE

**TENTATIVE.** Exact due dates and times will be given in class.

TSIS = *They Say, I Say*

AB/RJ = Annotated Bibliography / Reading Journal

DATES	ACTIVITIES & READINGS	TOPICS
<b>WEEK 1</b> <b>2/22-</b>	Introductions Reading Journals TSIS 1 “They Say” pp. 19-29 Discovering common interests <b>Article: *TBA</b>	Listening to the conversation. Summarizing & Paraphrasing.
<b>WEEK 2</b> <b>3/1-</b>	<b>Article: TBA</b> <b>Blog 1: Cats vs. Dogs</b>	Creating an online blog site Writing first blog entry Diving into TBA article
<b>WEEK 3</b> <b>3/8-</b>	Workshop: Style Guides TSIS 1 “They Say” pp. 19-29 TSIS 2 “The art of summarizing” pp. 30-42 <b>Article: [Opinion]</b> <b>Article: TBA</b> <b>Blog 2: Higher Ed. Costs</b> <b>Begin Summary Paper</b>	How to read TBA Evaluating credibility  How to write summaries  Style Guides and APA style
<b>WEEK 4</b> <b>3/15-</b>	TSIS 3 “The art of quoting” pp. 43-52 TSIS 14 “What’s motivating this writer? Reading for the Conversation” pp. 176-186 <b>Article: TBA</b> <b>AB/RJ How to + entry</b> <b>Blog 3: American Dream</b> <b>Peer Review of Summary Paper</b> <b>Summary Paper Rough Draft 1 Due</b>	How to write opinion / Opinion writing  Library research skills  <i>Grammar13: Punctuation. Syntax, prosody, semantics</i>
<b>WEEK 5</b> <b>3/22-</b>	TSIS 4 “Three ways to respond” pp. 53-66 <b>AB/RJ entry</b> <b>Blog 4: Social Class [TBD]</b> <b>Self Review of Summary Paper</b> <b>Summary Paper Rough Draft 2 Due</b>	<i>Grammar1: Key Terms</i> <i>Grammar13: The hierarchy of punctuation</i>
<b>WEEK 6</b> <b>3/29-</b>	<b>AB/RJ entry</b> No Blog (Holiday) <b>Summary Paper Due</b>	Elaborating, Expounding, & Explicating <i>Grammar2: Sentence Patterns</i> <i>Grammar13: The rhetorical effects of punctuation</i>