

ENGL 110: Intensive Writing

Fall 2022

Mon— Zoom @9:35am
Wed/Fri—JRC 301 @9:35am

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Course Description and Focus

ENGL 110 is a course designed to provide students with the types of writing experiences that will prepare them for success in college writing through various assignments, exercises and readings. Paired with, THEO 100, Foundations: Care for Creation, ENGL 110 will focus on aspects of literacy: your own and within communities that focus on Care for Creation.

Classroom COVID Procedures

Officially, the University of St. Thomas states that face coverings are no longer required indoors except at the Center for Well-Being. However, campus face covering requirements may be reinstated based on numerous contingencies including:

- If the number of on-campus cases is 3% or more over a two-week period
- If the community level for COVID-19 is rated “high” by the CDC in either Ramsey or Hennepin Counties
- If city leaders require face coverings in city buildings or put other mitigation policies in place

That said, you may see me wearing a mask throughout the semester, particularly before going on and after returning from trips and out-of-state conferences. I encourage you all to do the same and to wear a face covering if you feel more comfortable doing so.

Website and Hotline

You can access the University of St. Thomas's COVID-19 site: <https://www.stthomas.edu/covid19/index.html> for additional information, including our official response plan, the university's weekly cases dashboard (which is updated every Monday), quarantine and isolation guidelines and other resources. You can also call the COVID-19 Info Line at (651) 962-6133 for nonmedical questions.

Course Goals

1: The primary goal of the course is for you to develop skill in expressing yourself in writing.

In order to meet this goal, you will come to understand and practice writing as a process that includes the following elements:

- Using writing to think and learn about readings, ideas, and experiences
- Working with feedback and revising drafts
- Addressing rhetorical elements of writing such as audience, purpose, voice, and genre

- Reflecting on your processes as writer; using those reflections to learn about writing, and about yourself as a writer; taking steps based on that learning
- Acquiring skill in proofreading and editing

2: Secondary, but also very important goals of the course are the following:

--Learning to apply course material (to improve thinking, problem-solving, and decisions)

- You will meet this goal by applying what you explicitly learn about reading and writing to your reading and writing processes in this class.

--Learning to analyze and critically evaluate ideas, arguments, and points of view

- You will meet this goal through your library research process as well as your work on critical reading—of the texts we read, of the writing of your classmates, and of your own writing.

Writing Intensive

This class has been designated as a *Writing Intensive* (WI) course in the Writing Across the Curriculum program at UST. You will receive substantive and direct instruction in the writing process (e.g., using writing to generate and think through ideas, writing and revising drafts, giving and receiving feedback on writing, editing, and proofreading). You will also have multiple opportunities to practice writing as a means of acquiring the knowledge and skills specific to English and theology. Your final grade for the course is based primarily on writing.

Texts

Everyone's an Author, by Andrea Lunsford (3rd edition). 978-0393885699

Various PDFs on Canvas

+ Note: please return all other books.



Class Format

We will meet in person on Wednesdays and Fridays. We will meet synchronously over Zoom on Mondays in varying formats: as a whole class; in groups; individually; etc) as necessary. Once the course roster is set, I will have more information on what to expect on each Monday for the duration of the semester.

Assignments

We have four types of assignments in this class: (1) Notes and Reflections; (2) Low Stakes Assignments; (3) Major Projects; and (4) Drafts of Major Projects. I will elaborate on each below.

(1) Notes and Analyses (12%)

1. Every week, take notes on our readings. Try to follow Dr. Scheurer's advice for taking notes in college, which we will read in class.

2. Upload your notes. These can be pages that you take a picture of with notes written on them, separate pages with hand written notes on them, or word documents with typed notes (include the corresponding pages in your notes), etc.
3. Write a 300-word analysis of what you notice going on in your notes. Please quote your notes directly. Did you avoid taking certain kinds of notes above? Did you try something new? What patterns do you see in your note-taking? How effective are they this week to help you? What might you try next? This is where you should rely on Scheurer's points to help you.
4. Upload the analysis.

(2) Low Stakes Assignments (15%)

Throughout the semester, we'll have minor assignments that you should complete to help you move along in your writing process. Some of these will be responses, others will be thinking exercises. We also have at least one quiz. These will mostly be due on Canvas.

(3) Major Projects (55% Combined)

We will have three major projects in this course, and each will require you to submit a **self-assessment** to showcase you have applied what we covered in class to the final projects. In other courses, reflections usually don't count significantly towards the final grade. However, because these reflections will serve as your justification of your work, they will heavily influence the final grade that you receive on the major projects.

- The first project will be a literacy narrative in which you explain your history in developing a set of interrelated literacies. (Final draft and self assessment = **15%**)
- The second project will be a research proposal. (Final draft and self assessment = **20%**)
- The third project asks you to investigate the practices of a discourse community that centers on care for creation. This project will be completed in partnership with Dr. Amy Levad as part of THEO 100, and we will be drawing on readings from that course to inform our work. Dr. Levad and I will discuss your work and agree to assign you the same grade, but keep in mind that this project will be worth 10% in her class and **20%** in mine. (Final draft, annotated bibliography, and self assessment).

(4) Drafts (18%)

Drafting is a huge part of the writing process and you will be asked to submit various drafts for each project in different stages of completion. Certain assignments that count as "drafts" will also be video or audio recordings of you going through your writing. There are not that many of these assignments so missing one could have larger implications on your grade.

Meetings with Writing Mentor

We will have a writing mentor this semester who is a highly trained advanced student that works in the Center for Writing. You will make an appointment to meet with our mentor at least 2 times during the semester. This will help you in your drafting, writing, and revising. **Please take notes during these meetings and include them with your final draft self-assessments, as it will help me better understand the trajectory of your work.** Your grade will be reduced on your final projects if you do not meet with our writing mentor and take notes on your meeting at least twice this term.

Of course, you may schedule meetings with other peer consultants at the CFW as well. They provide free individualized conferences at any stage of the writing process to share strategies for:

getting started	focusing and organizing your ideas
understanding the assignment	incorporating and documenting evidence
revising and editing	gaining confidence

Please make plans to meet with our mentor early. They are students themselves and are under no obligation to fit 3 meetings the last 2 weeks of the semester when the semester is chaotic for them too.

Grades

Every assignment has its own rubric on Canvas. That said, in general, you can assume that the following descriptions relate to a particular score range that you receive.

A+ (96-100); A- (90-95); B+ (87-89); B (83-86); B- (80-82); C+ (77-79); C (73-76) C- (70-72); D+ (67-69); D (63-66); D- (60-62); F (Below 60)

70 to 79 (C- to C+)—You did what the assignment asked of you. Work in this range tends to need some revision, but it is complete in content and the organization is logical. The style, verbal and visual, is straightforward but unremarkable.

80 to 89 (B- to B+)—You did what the assignment asked of you at a high quality level. Work in this range needs little revision, is complete in content, is organized well, and shows attention to style and visual design.

90-100 (A- to A)—You did what the assignment asked for at a high quality level, *and your work shows originality and creativity*. Work in this range shows all the qualities listed above for a B; but it also demonstrates that you took extra steps to be original or creative in developing content, solving a problem, or developing a verbal or visual style.

Try to avoid the following score ranges. See me if you have any questions.

60-69 (D to D+)—You did what the assignment asked for at a low quality level. Work in this range tends to need significant revision. The content is often incomplete and the organization is hard to discern. Verbal and visual style is often non-existent or chaotic.

Below 60 (F)—The work does not meet the requirements or is not submitted completely or with care.

If you are a person who wants or *needs* a particular grade in this course, start working toward that grade right now. Don't wait until the end (or even the middle) of the semester to decide that you need a B or an A.

If you think I have misjudged or misinterpreted your work, come to my office and talk to me about it. I will not discuss grades in the classroom, but I don't mind if you come to my office and talk to me about your paper.

Due Dates

Everything that is due is listed in the Canvas Calendar. You must submit everything before the due date. Generally, assignments will be due on Wednesday and Friday mornings before class, but you should work on them with sufficient time beforehand. That is, even if something is due at 9am, you probably need to devote more time than you can give the morning of.

Please note that even though assignments are listed on Canvas for the semester, it is subject to change based on our needs.

Late Work

My general policy is that I do not accept late work. Given how quickly we have to move through this semester, we don't have time for late work. If you need more time, please ask for an extension ahead of time. I am able to accommodate most requests, just make sure you request an extension 48 hours prior and that you let me know when you are hoping to turn in an assignment. Note that some assignments like drafts and certain low stakes assignments can't get much of an extension due to time constraints.

Attendance and Lateness

Missing more than three of our class sessions—including when you are scheduled to meet online—is the equivalent of missing one week of class. This is an absence rate of 7% and would be considered excessive barring extraordinary circumstances.

The following absences will be excused, subject to the verification and documentation requirements of this policy:

1. Acute illness of the student or a student's dependent;
2. Acute medical conditions related to pregnancy;
3. Medical appointments for non-elective procedures and Veteran's Administration medical appointments that cannot reasonably be scheduled at an alternate time;
4. Participation in intercollegiate athletic events sponsored by the St. Thomas Athletics Department (not including club sports);
5. Personal appearances in connection with subpoenas and other court orders;
6. Jury duty;
7. Military service including, but not limited to, National Guard and Reserves;
8. Bereavement leave in connection with the death of a family member, including travel related to bereavement leave;
9. Religious observances, whether or not they are formally acknowledged on the St. Thomas Academic Calendar, including travel related to the observance;
10. Participation in formal meetings of the Faculty Senate, Student Senate and Board of Trustees by students selected as representatives to those bodies; and
11. Activities sponsored by St. Thomas if identified by the executive vice president and provost or the provost's designee as the basis for excused absences (e.g., research presentation at a refereed scholarly conference, music performances).

To mitigate any issues,

1. Please attend every class day.
2. Let me know if you will be absent ahead of time when you can.
3. It is up to you to determine what you miss during a class period, so be sure to---
4. Exchange emails with at least two people in class. If you are sick or need to miss class, be sure to contact them for information on what you missed.

I will speak to you if you are persistently late to or absent from class. This may result in a lower score, but such instances will be taken on a case-by-case basis.

Disability Statement

Students with a disability who anticipate or experience challenges adhering to class attendance or coursework requirements for reasons related to their disability are expected to contact Disability Resources promptly after the student first identifies the need for an accommodation with respect to class attendance or coursework requirements. Disability Resources will work with the student and the faculty member to determine whether the student is eligible for accommodations and to obtain appropriate supporting documentation. Accommodations will be determined on an individual, case-by-case basis depending on the particular facts and circumstances. Accommodations are not retroactive.

Academic accommodations will be provided for qualified students with documented disabilities including but not limited to mental health diagnoses, learning disabilities, Attention Deficit Disorder, Autism, chronic medical conditions, visual, mobility, and hearing disabilities. Students are invited to contact the Disability Resources office (Murray Herrick, room 110) about accommodations early in the semester. Appointments can be made by calling 651-962-6315 or by requesting a virtual appointment by emailing drscheduling@stthomas.edu. For further information, you can locate the Disability Resources office on the web at <http://www.stthomas.edu/enhancementprog/>.

Title IX

I am a responsible employee when it comes to reporting **sexual violence**. That means I am required to report certain incidents to the Title IX Coordinator. Our school cares about the safety of our students and has created this requirement because sexual violence, in all its forms, is unacceptable, and we're committed to holding perpetrators accountable and keeping survivors safe. Your privacy is of utmost importance and this institution will do everything possible to keep all reports private and only share with those who need to know. You will never be forced to share information and your level of involvement will be your choice.

Recording Policy

Any recording (audio, visual, or otherwise) of classroom activities, including lectures and classroom discussions, is prohibited without my prior written consent. If I allow a student to record classroom activities, the recording is for that student's personal educational use only. No part of the recording can be disseminated, distributed, copied, or broadcast in any form or manner.

Incompletes

If students are unable to finish coursework within a term or semester due to illness, they may be eligible for an incomplete grade based on current policy. The policy for incompletes can be found at: <https://www.stthomas.edu/catalog/undergradinfoandpolicies/bacinfoandpolicies/grades/>.

Academic Integrity

Honesty and trust among students and between students and faculty are essential for a strong, functioning academic community. Consequently, students are expected to do their own work on all academic assignments, tests, projects and research/term papers. Academic dishonesty, whether cheating, plagiarism or some other form of dishonest conduct related to academic coursework and listed in the Student Policy Book under "Discipline: Rules of Conduct" will automatically result in failure for the

work involved. But academic dishonesty could also result in failure for the course and, in the event of a second incident of academic dishonesty, suspension from the university. Here are the common ways to violate the academic integrity code:

Cheating

Intentionally using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term academic exercise includes all forms of work submitted for credit

Fabrication

Intentional and unauthorized falsification or invention of any information or citation in an academic exercise.

Facilitating Academic Dishonesty

Intentionally or knowingly helping or attempting to help another to violate a provision of the institutional code of academic integrity.

Plagiarism

The deliberate adoption or reproduction of ideas or words or statements of another person as one's own without acknowledgment. You commit plagiarism whenever you use a source in any way without indicating that you have used it. If you quote anything at all, even a phrase, you must put quotation marks around it, or set it off from your text; if you summarize or paraphrase an author's words, you must clearly indicate where the summary or paraphrase begins and ends; if you use an author's idea, you must say that you are doing so. In every instance, you also must formally acknowledge the written source from which you took the material. (This includes material taken from the World Wide Web and other Internet sources.)

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Students are encouraged to report incidents of academic dishonesty to course instructors. When academic dishonesty occurs, the following procedures will be followed:]

Consequences

a) Sanctions

The instructor will impose a minimum sanction of failure for the work involved. The instructor also will notify the student and the appropriate academic dean in writing of the nature of the offense and that the minimum sanction has been imposed. The instructor may recommend to the dean that further penalties be should imposed.

If further penalties are imposed, the dean will notify the student immediately and the student will have five working days to respond to the intention to impose additional penalties. The student has the right to respond to the charge of academic dishonesty and may request in writing that the dean review the charge of academic dishonesty as fully as possible.

If the dean determines that no further sanctions will be applied, the instructor's sanction will stand and the instructor's letter to the dean and student will be placed in the student's file. If no further charges of academic dishonesty involving the student occur during the student's tenure at St. Thomas, the materials will be removed from the file upon graduation.

b) Previous Incident

If the student has been involved in a previous incident of academic dishonesty, the dean will convene a hearing, following guidelines listed under "Hearings and Procedures" in the Student Policy Book. During the hearing, all violations of academic integrity will be reviewed. The student and the faculty member charging the most recent incident will be present at the hearing.

IN EITHER SITUATION, A OR B

If the dean determines that further sanctions are warranted, the student will be informed in writing. Among

the sanctions considered by the dean will be the following: failure for the course in which the incident occurred; suspension from the university for the following semester; expulsion from the university; community service; a written assignment in which the student explores the principles of honesty and trust; other appropriate action or sanctions listed under "Sanctions" in the Student Policy Book. The materials relating to the incident, including the instructor's original letter to the student and dean and the dean's decision following the hearing, will become part of the student's file.

COMMITTEE ON DISCIPLINE

The Committee on Discipline shall have the authority to investigate the facts of the particular case that has been appealed and the committee may:

Affirm the original decision and sanction.

Affirm the original decision and reduce or increase the original sanction.

Reverse the original decision.

Disallow the original decision and order a new hearing by the dean (or designee).