



ENGL 2010

Intermediate College Writing (EN)

Course Syllabus

Fall 2024

Classroom: [REDACTED]
 Schedule: [REDACTED]

Instructor: [REDACTED]

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Office Hours: [REDACTED]

Course Description

Students continue to develop composition skills to prepare for academic reading and writing experiences across the disciplines. Emphasizes academic inquiry, research, and persuasion. Students continue to practice writing and revision processes, collaborate with peers, and write for specific purposes and audiences. May be taught with a CEL component.

Credit Hours: 3

General Education Designation: Composition - EN

Prerequisite: ENGL 1010 with a C- or better or passing ENGL 1010 CLEP Test

Required Materials

1. Open Educational Resources (OER):

All required readings are accessible through Canvas and Open English @ SLCC, which includes course readings provided for free. No textbook purchases are required

2. Additional Readings (specific articles vary by section):

- A. *Academic Writers: Responsible Researchers First*
- B. *Open-Ended Conversations: Moving Beyond "Pro" and "Con" and into Inquiry*
- C. *Reading Games: Strategies for Reading Scholarly Sources*
- D. *The Ethics and Importance of Debate Across Ideological Divides*
- E. *Adapting to Disciplinary Literacy Conventions*
- F. *Annotated Bibliographies Explained*
- G. *Possibilities for Persuasion*

- H. *Annoying Ways People Use Sources*
- I. *Student Example Project 2*
- J. *Fitting It All Together: Strategies to Organize Your Writing*

Course Learning Outcomes

Upon successful completion of the course, students will be able to:

1. Identify academic literacy norms.
2. Explain the centrality of inquiry and conversation to academic study.
3. Plan and implement a variety of iterative research practices for deep inquiry.
4. Produce sustained, researched, and academic genres of writing.
5. Adapt composing choices for a different purpose, audience, and context (public, professional, or disciplinary).
6. Demonstrate proficiency in citing information within different genres.
7. Self-assess the effectiveness of composing choices based on purpose, audience, and context.

Course Requirements

1. Attendance and Participation

Active participation and attendance are critical. Each student must engage in discussions and activities to ensure a collaborative learning environment.

2. Reading and Annotating

Weekly readings and annotations support critical analysis. Students must submit annotated notes for selected readings to foster a comprehensive understanding of research and writing strategies.

3. Notebooks

Notebook entries help build skills progressively, leading up to major assignments. Entries may cover topics like inquiry questions, research notes, and annotated bibliographies.

4. Major Projects

Projects include a literacy narrative, a research-based argument, and a final portfolio reflection. Drafting, peer reviews, and revisions will enhance writing quality.

5. ePortfolio Reflection

At the semester's end, students will reflect on their learning journey and submit a revised assignment to their ePortfolio along with a reflective essay on their growth.

Grading Breakdown

Component	Weight (%)
Attendance and Participation	10%
Reading and Annotating	20%
Notebooks	20%
Major Projects and Peer Review	40%
ePortfolio Reflection and Revision	10%

Final Grade Distribution

A	A-	B+	B
100 to 94	<94 to 90	<90 to 87	<87 to 84
B-	C+	C	C-
<84 to 80	<80 to 77	<77 to 74	<74 to 70
D+	D	D-	E
<70 to 67	<67 to 64	<64 to 60	<60 to 0

Important Dates

Student Academic Calendar:

The "Student Academic Calendar" contains important dates including registration, tuition payments, holidays, and significant deadlines. Refer to the webpage for the most up-to-date information. [website link: <https://www.slcc.edu/academiccalendar/index.aspx>]

Final Exam Schedule:

The "Final Exam Schedule" lists information about when each course section will hold its final exam period. Refer to the webpage for the most up-to-date information. [website link: <https://www.slcc.edu/schedule/final-exam-schedule.aspx>]

Institutional Statements and Policies

General Education at SLCC:

This course fulfills the second part of the composition requirement of the General Education Program at Salt Lake Community College. It is designed to teach you the core knowledge and skills of the discipline while also developing essential professional competencies and strategies for lifelong learning. General Education

courses broaden your foundational skills and expand your understanding across diverse subjects. By integrating insights from various disciplines, you will learn to apply knowledge meaningfully, enrich your life, develop broader perspectives, deepen your understanding of the world, and challenge your assumptions.

E-Portfolios:

All General Education courses include a “Signature Assignment” that comprises part of each student’s e-Portfolio. For more information, see the statement about e-portfolios in Simple Syllabus.

Institutional Syllabus:

The “Institutional Syllabus” on Canvas includes important statements and information on a range of institutional policies, learning support and tutoring services, and student support resources. These sections provide guidance on student rights and responsibilities, grading policies, and various support services available to assist with academic advising, counseling, accessibility, student engagement, and more. For detailed information, please refer to the “Institutional Syllabus” on Canvas.

Course Schedule

Week	Topic	Assignments
1	Introduction to College Writing	Syllabus Quiz, Introduce Yourself Discussion
2	Literacy and Inquiry	Annotation: Academic Writers: Responsible Researchers First
3	Rhetorical Situations and Inquiry	Reading: Open-Ended Conversations
4	Academic Research and Ethics	Notebook: Developing Inquiry Questions
5	Understanding Scholarly Sources	Reading: Reading Games: Strategies for Scholarly Sources
6	Drafting and Revising for Research	First Draft Peer Review
7	Completing Project 1	Project 1 Final Submission
8	Developing Research Questions	Notebook: Research Notes
9	Engaging in Debate and Ideology	Reading: The Ethics and Importance of Debate
10	Working with Disciplinary Conventions	Notebook: Adapting Research Conventions
11	Annotated Bibliographies	Notebook: Annotated Bibliography
12	Planning and Organizing Arguments	Drafting Project 2: Research-Based Argument
13	Revision Techniques	Peer Review Workshop
14	Reflective Writing	Draft ePortfolio Reflection
15	Course Wrap-Up	ePortfolio Submission, Final Reflections
16	Final Exam	Comprehensive Reflection and Exam