

Course Information



Intro to Writing (WC)

ENGL 1010-008

Fall 2025

Course Section Information

Days: Wednesday

Time: 8:30 AM 9:50 AM or 10:00 AM to 11:20 AM

Campus: Jordan Campus

Classroom: HTC 213

Course Description

Students develop composition skills to prepare for college reading and writing experiences. Emphasizes rhetorical knowledge and skills; critical thinking and reading; information literacy; and adapting to college. With peers, students read and write for specific purposes and audiences, develop flexible writing processes, and meaningfully revise drafts. May be taught with a CEL focus.

Prerequisite(s): English 0990 with a C or better, or appropriate SLCC placement

Semester(s): All

Textbooks, Readings, and Course Materials

Title: All course materials are found in CANVAS

For more information on textbook accessibility, contact Accessibility & Disability Services at ads@slcc.edu.

Intro to Writing (WC)

ENGL - 1010 008

Course Student Learning Outcomes

- Interpret college institutional discourse(s).
- Explain the centrality of revision to critical reading and effective writing practices.
- Use a variety of reading and composing processes (heuristics, planning, drafting, design, revision, and editing) for comprehension and production.
- Critically read information for rhetorical patterns and genre conventions.
- Choose reading and writing strategies based on purpose, audience, and context.
- Evaluate information for qualities of authority, credibility, and bias.
- Provide and use meaningful collaborative feedback during the composing process.

Requirements and Expectations

Course Overview

Writing matters. We use it every day to make things of value in the world. We compose grocery lists to purchase food that then forms the meal we share with our loved ones, and we develop lab reports that document our research processes and findings and then submit them to demonstrate our ability to participate in scientifically valid forms of knowledge making. Because writing underlies so many activities in our personal, academic, and civic lives, it's worthy of our attention.

Threshold Concepts

At SLCC, we've identified six threshold concepts that provide an understanding of writing that we hope will enrich your current knowledge and serve you well as you encounter new writing situations, whether you're studying English or welding, working as an engineer or historian. The concepts that we want you to think about and explore throughout the semester are as follows:

1. Writing is a resource people use to do things, be things, and make things in the world.
2. Meaningful writing is achieved through sustained engagement in literate practices (e.g., thinking, researching, reading, interpreting, conversing) and through revision.
3. Rhetoric provides a method for studying the work that language and writing do.
4. Writing is a process of deliberation. It involves identifying and enacting choices, strategies, and moves.
5. Writing is a form of action. Through writing people respond to problems and can create change in the world.
6. The meanings and the effects of writing are contingent on situation, on readers, and on a text's purposes/uses.

Course Description

This is a hybrid course which examines concepts of rhetoric, research, and argumentation placing a strong emphasis on the writing process, including invention, drafting, peer review, and revision. This course will encourage you to participate in reading, writing, thinking, and discussing which will allow you to discover ideas, discover meaning and create written texts.

You will be asked to work through modules in CANVAS and also to attend weekly 80 minute workshops face-to-face. The readers for your papers will be your classmates/peers as well as me, your teacher. From this group of readers and other resources you will receive ideas, support and feed-back. Ideally, you will come to understand writing as a process which is worthwhile rather than threatening.

Course Outcomes

The English Department lists the following as its desired outcomes for student writers, who at the completion of English 1010 will be able to demonstrate through writing:

#1 Rhetorical Strategies, including adapting to differences in purpose, audience and genre

#2 Critical Thinking Processes, including summary, analysis, synthesis, and argumentation

#3 Composing Processes such as invention, drafting, revision, editing, peer feedback, and self-assessment

#4 Conventions of Writing, especially the conventions of citing multiple texts and incorporating them into one's own writing.

Course Methods

English 1010 will give you the opportunity to work both through CANVAS and a face-to-face workshop experience, exposing you to instructor explanations, multiple kinds of reading and writing tasks, weekly announcements, and other online learning opportunities.

Attendance and Participation

The experience of participating face-to-face and lending your voice and ideas to our learning community is essential for success in the course. Assignments will be explained during the weekly workshops and in weekly CANVAS announcements. Your participation in workshops and CANVAS is necessary to successfully complete this course.

Student Responsibilities

- You will be expected to attend the weekly 80 minute face-to-face workshops.
- You will be expected to read the weekly CANVAS announcements and weekly CANVAS modules prior to coming to the weekly workshops.
- You will be expected to be prepared to participate in all workshop activities.
- You will be expected to follow the guidelines presented in the Netiquette Policy.
- You will be expected to submit weekly assignments and major writing assignments online on or before the posted due date. Check the Late Work and Completion Policy

page in this syllabus for details.

- You will be expected to ask the questions necessary for you to be successful in this course.

In-Class Cell Phone Policy

No cell phone use will be acceptable during class except for required class use such as doing research or developing assignments. If you must take a call or text please leave the room and return when you are finished.

Late Work Policy

Assignments are due on the due date posted in weekly Announcements and on Canvas.

- Any process assignments not completed during workshop must be uploaded by the due date or you will receive no credit.
- Major writing assignments not submitted by the due date will have a grade reduction of 5 points per day. No points will be given major writing assignments if they are not turned in before next major writing assignment is due.
- Any major assignment submitted before the due date may be revised after receiving feedback. It will need to be submitted as a paper copy with the changes highlighted and an explanation of why this assignment deserves more credit. This includes MLA or APA revisions to in-text citations or Works Cited/References citations.
- Also, note that attendance will be taken weekly through CANVAS. An excessive number of absences will result in a significant grade reduction. CANVAS manages the attendance credit.

Engagement Plan

Example language:

- I will respond to email within 48 hours. I will offer feedback on major assignments within 7 days. The best way to contact me is via the Canvas Inbox, as I will prioritize this email over other modes of communication.

- In this course I will be posting interactive announcements which will offer specific opportunities for class questions and extra credit every other week.
- Additionally, I will be participating in the discussion forums with you to share my perspective within the discipline and to offer some nuances of interpretation that may not be present in your textbook.
- Lastly, we'll be holding small group Q & A sessions, where we can learn from our peers (and faculty) on some of the more difficult units within the course.

General Education Information

EN; WC

This course fulfills the above requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning.

General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life.

While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

How to Navigate to Canvas

This course uses the Canvas course management system. All students must use Canvas to retrieve course readings, access web pages, upload assignments, receive course announcements, and review the class section's syllabus.

Assignment Schedule

Due Date	Assignment Name	Assignment Type	Points
	Introduce Yourself	Discussion	0
	MLA/APA Assignment	Assignment	10
	Roll Call Attendance	Assignment	100
11/13/24	Issue Exploration Project Essay	Assignment	80
9/3/25	Assignment #1: Orientation Quiz	Quiz	5
9/3/25	Class Participation week #1	Quiz	4
9/3/25	Assignment #2: Reflecting on your Personal Writing Process	Assignment	10
9/4/25	Assignment # 4: YouTube Video and Worksheet	Assignment	10
9/4/25	Assignment #3 Analyzing the Writing Assignment	Assignment	10
9/10/25	Class Participation week #2	Quiz	4
9/10/25	Introduce Yourself Assignment	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/11/25	Assignment #5: Effective Use of Detail	Assignment	10
9/11/25	Assignment #6- Revision Assignment	Assignment	10
9/17/25	Class Participation week #3	Quiz	4
9/17/25	In class bonus assignment	Assignment	10
9/18/25	Narrative Peer Response Assignment Sheet	Assignment	20
9/24/25	Class Participation week #4	Quiz	4
9/24/25	Reflecting on Yourself as a Learner Essay	Assignment	80
9/25/25	Invention Template and Planner and Organizer for the Research Proposal	Assignment	20
10/1/25	Class Participation week #5	Quiz	4
10/1/25	In class bonus assignment	Assignment	10
10/2/25	Peer Response for the Research Proposal	Assignment	20

Due Date	Assignment Name	Assignment Type	Points
10/8/25	Class Participation week #6	Quiz	4
10/8/25	Critical Reading Quiz	Quiz	10
10/8/25	The Research Proposal Writing Assignment	Assignment	60
10/9/25	Template for the Scaffolding Research Assignment	Assignment	20
10/15/25	Class Participation week #7	Quiz	4
10/15/25	Peer Response for the Research Scaffolding Assignment	Assignment	20
10/22/25	Class Participation week #8	Quiz	4
10/22/25	Invention Template for Rhetorical Analysis	Assignment	20
10/22/25	Research Scaffolding Assignment	Assignment	60
10/29/25	Class Participation week #9	Quiz	4
10/29/25	Peer Response for the Rhetorical Analysis	Assignment	20
10/29/25	Rhetorical Analysis Writing Assignment	Assignment	80

Due Date	Assignment Name	Assignment Type	Points
11/5/25	Class Participation quiz week #10	Quiz	4
11/5/25	Invention Template for the Argumentative Essay	Assignment	20
11/12/25	Class Participation week #11 quiz	Quiz	4
11/14/25	Peer Response for the Argumentative Essay	Assignment	20
11/19/25	Class Participation week #12	Quiz	4
11/19/25	Argumentative Position Essay	Assignment	80
11/19/25	Invention Template for Reflective Cover Letter	Assignment	20
11/25/25	Class Participation week #13	Quiz	4
12/4/25	Peer Response for Reflective Cover Letter	Assignment	20
12/5/25	Final Portfolio Reflective Cover Letter	Assignment	70
12/8/25	Final Portfolio Including a Reflective Cover Letter	Assignment	70

Due Date	Assignment Name	Assignment Type	Points
12/10/25	Class Participation week #15	Quiz	4

Coursework & Assignment Descriptions

Note to the instructor: Consider adopting this template (or a similar format) for transparent assignment descriptions in the "Assignment Descriptions" section following.

[Name of Assignment or Assignment Category]

Points:

Due Date: [Post the date or week of the semester or refer students to the "Assignment Schedule" section of this syllabus.]

Description: [Brief description of the purpose of the assignment, any skills students will develop, and how the assignment leads students to accomplishing the course's learning outcomes.]

[Describe to students the steps or process involved for them to satisfactorily complete the assignment.]

Grading Criteria: [Briefly list the criteria that students will be graded on and the value each criterion contributes to the total grade of the assignment.]

Grading Scale

Letter Grade Range

A	100% to 94%
A-	94% to 90%
B+	89% to 87%

B	86% to 84%
B-	83% to 80%
C+	79% to 77%
C	76% to 74%
C-	73% to 70%
D+	69% to 67%
D	66% to 64%
D-	63% to 61%
E	59% to 0%

Institutional Policies

As members of our academic community, we would like to invite you to review the Institutional Syllabus which covers important policies and procedures. This document contains important links for students on the code of student rights and responsibilities, academic integrity, and grading policies, Title IX and other important acknowledgements. By familiarizing yourself with this information, you can help us create a safe and respectful environment for everyone.

For more information, navigate to the Institutional Policies tab on the [Institutional Syllabus](#) page.

Learning Support and Tutoring Services

We are pleased to offer a range of tutoring and learning support services to help you achieve your academic goals. Whether you need assistance with a specific subject or want to improve your study skills, you have many options for tutoring or other support.

To learn more about the services we offer and how to access them, visit the [Institutional Syllabus](#) page under the Tutoring and Learning Support tab. We encourage you to take advantage of these resources to help you succeed in your studies. If you have any questions or would like to schedule a tutoring session, please don't hesitate to reach out to us. We are here to support you in any way we can.

Advising and Counseling Support Services

At our institution, we are committed to supporting your academic and personal growth. That's why we offer a range of advising and counseling services to help you navigate the challenges of college life. To learn more about the resources available to you and how to access them, visit the [Institutional Syllabus](#) page under the Advising and Counseling Support Services tab. Our advising team and the support centers across campus are here to support you in achieving your goals and overcoming any obstacles you may face.

Student Academic Calendar

As students you should be aware of all important dates in the semester, such as the day that courses begin and end, as well as the drop date and the last day to withdraw. To learn more about those dates, navigate to the Student Academic Calendar below:

[SLCC Student Academic Calendar](#)