

## Course Information

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### **Intermediate Writing (WC)**

ENGL 2010-001

Fall 2025

## Course Section Information

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**Days:** TR

**Time:** 11:30 - 12:50

**Campus:** Herriman

**Classroom:** JNPR 324

## Course Description

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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.

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

Semester(s): All

## Course Prerequisites/Co-requisites

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ENGL 1010 with a C- grade or better, or appropriate placement score

## Textbooks, Readings, and Course Materials

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### Title: Open Educational Resources

For more information on textbook accessibility, contact Accessibility & Disability Services at [ads@slcc.edu](mailto:ads@slcc.edu).

## Course Student Learning Outcomes

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

## Assignment Schedule

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Due Date	Assignment Name	Assignment Type	Points
	<a href="#">Roll Call Attendance</a>	Assignment	100
8/27/25	<a href="#">[In Class] Finding an Exigence</a>	Assignment	0
8/29/25	<a href="#">Attendance and Participation 1</a>	Quiz	0
9/2/25	<a href="#">Style Sketch 1</a>	Assignment	10

Due Date	Assignment Name	Assignment Type	Points
9/5/25	<a href="#">Attendance and Participation 2</a>	Quiz	10
9/9/25	<a href="#">Style Sketch 2</a>	Assignment	10
9/19/25	<a href="#">GE - Signature Assignment 1: Situation Map</a>	Assignment	120

## Coursework & Assignment Descriptions

- Major Projects (150pts x 3)
  - Situation Map: Students will research a relevant rhetorical situation and create a visual map showing the relationships between various sources that contribute to the ongoing conversation
  - Academic Argument: Students will build on their initial research to contribute an original argument to the conversation of their choice
  - Adapted Argument: Students will adapt their argument to a new audience and medium
- Attendance and Participation (10pts x 15): Students will grade their own attendance and participation in weekly quizzes
- Style Sketchbook (10pts x 15) and Reflection (50pts): Each week, students will complete a small exercise to develop and refine their writing style
- Midterm Conference (50pts): Partway through the semester, students will meet with the instructor individually to discuss their projects and ensure they are on track
- Peer Review (50pts x 2): Twice in the semester, students will review each other's projects, providing thoughtful feedback for revision
- Final Reflection (50pts): At the end of the semester, students will reflect on their learning

## Grading Scale

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94-100% = A

90-93.9%=A-

87-89.9% = B+

84-86.9%=B

80-83.9%=B-

77-79.9% = C+

74-76.9=C

70-73.9%=C-

60-69.9% = D

0-59.9% = F

## How to Navigate to Canvas

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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.

## General Education Information

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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.

## Additional Class Policies

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### **Attendance & Participation**

Attendance and participation are important to your success in this class and to your development as a writer. Attendance and participation are expected, and I will be recording attendance for administrative purposes. Your attendance and participation score will be derived from weekly quizzes that will ask you to provide a grade for yourself and a brief rationale for your evaluation.

### **Late Work**

Most assignments will be accepted if turned in late. Completion assignments will be accepted for full credit. Graded assignments will be accepted with a 1.5% deduction for each day (not each class period) after the due date that the assignment is turned (as calculated by Canvas, rounded to the nearest full day). Because of the time-sensitive nature of peer-review assignments, peer reviews will not be accepted late.

### **Communication**

I will communicate with you through Canvas announcements and email, so please make sure that you have your notifications set in order to receive important updates about the class. Federal privacy law (FERPA) and Salt Lake Community College policy require me to correspond with students only through their official Salt Lake Community College email accounts (@bruinmail.slcc.edu). Please ensure that you are communicating with me and your other professors through your student email. I will not respond to messages sent

through other personal email accounts, nor will I correspond with anyone other than you about your status in my class without written consent filed through the college. Please refer to Institutional Policies regarding FERPA for more information.

### **Class Cancellation**

If class is canceled due to emergency, weather, etc., I will contact you via email/Canvas. In addition, I will contact you as soon as possible following the cancellation to let you know what will be expected of you for your next class meeting.

### **Artificial "Intelligence"**

Generative artificial intelligence in the form of large language models like ChatGPT, Claude Sonnet, or Google Gemini are discouraged because they are not capable of producing the kind of writing that this class will ask you to do. Our job this semester is to make you a better writer than AI, and it's not going to take much (even the latest version of ChatGPT fails standardized high school writing exams).

Other tools like AI-powered grammar checkers or translators are also discouraged. For most writers, things like grammar or punctuation are not the most significant issues, and tools like these are prone to misunderstanding your intent and misrepresenting your voice. This class is designed to help you to become a more capable, confident, and deliberate writer, and that's much harder to do if I'm not seeing your actual writing.

In short, turning in papers written by AI (in whole or in part) won't help you—and it will prevent you from learning what you're here to learn.

## Course Content Advisory

Please be advised that this course may include discussions, readings, and other content that some students might find distressing or triggering. Specifically, the course may cover topics such as:

- Violence or traumatic events
- Sensitive social and political issues
- Discussions of mental health, including depression and anxiety
- Graphic or explicit descriptions and imagery

- Any other specific content relevant to the course

Our aim is to explore these topics thoughtfully and respectfully, understanding their importance in our field of study. However, we recognize that such material can be challenging. If you have concerns about your ability to engage with certain course materials due to past experiences or personal reasons, please feel free to discuss this with me privately. We can explore alternative ways for you to engage with the material while ensuring your educational experience is not compromised.

Your well-being is important, and support services are available through the college's counseling support services should you need them.

## Institutional Policies

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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.

## Academic Integrity

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Plagiarism is the presentation of another's work as your own. It also applies to the appropriation of a person's ideas, which you state are your own. Direct quotations and/or paraphrasing (including information taken from the Internet) must be documented. Plagiarism includes turning in a paper for which you plan to receive credit or for which you have already received credit in another course. Plagiarism is a serious breach of honesty and academic integrity; the penalties for plagiarism are serious, up to and including an "E" in this course.

## Learning Support and Tutoring Services

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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.

## Transfer, Certification, Licensure, and Employment Information

ENGL 2010 transfers to all Utah System of Higher Education (USHE) institutions.

## 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.

# Intermediate Writing (WC)

ENGL - 2010 001

## 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](#)