

English 1010/2010 Springville High School ~UVU Concurrent Enrollment

*“A life filled with meaning is worthy of rest”
- Chiam Potok (The Chosen)*

Course Overview

carrie.ashcraft@nebo.edu

English 1010: “Teaches rhetorical knowledge and skills, focusing on critical reading, writing, and thinking. Introduces writing for specific academic audiences and situations. Emphasizes writing as a process through multiple drafts and revisions. In addition to major essay assignments, [the course] includes in-class writing and collaboration, research writing, journals, and portfolios.”

–from UVU 1010 Syllabus

English 2010: “Emphasizes academic inquiry and research in the humanities and social sciences. Explores issues from multiple perspectives. Teaches careful reasoning, argumentation, and rhetorical awareness of purpose, audience, and genre. Focuses on critically evaluating, effectively integrating, and properly documenting sources. In addition to major essay assignments, may include in-class writing and collaboration, an annotated bibliography, oral presentations, and portfolios.”

–from UVU 2010 Syllabus

*This course **will not** satisfy requirements for the *Regents* scholarship if you are not registered for Concurrent Enrollment through UVU.

*English 1010 and 2010 is accepted at BYU as fulfillment of required English courses at this time. ***Check with BYU for details specific to your desired department major-accepted courses change from year to year.***

Grade Considerations

- You will receive the same grade for your high school course as you receive for your college course.
- Your grade for this class will become part of your permanent college transcript and will affect your GPA. A low grade in this course may affect college acceptance and scholarship eligibility.
- Utah Valley University [and Springville High] expects all students to maintain integrity and high standards of individual honesty in academic work, to obey the law, and to show respect for others. Students of this class are expected to support an environment of academic integrity, have the right to such an environment, and should avoid all aspects of academic dishonesty. Examples of academic dishonesty include plagiarizing, faking of data, sharing information during an exam, discussing an exam with another student who has not taken the exam, consulting reference material during an exam, submitting a written assignment which was authored by someone other than you, and/or cheating in any form. Additional information on this topic is published in the student handbook and is available on the UVU website.

Grades-Weighted Categories

Daily Write (10%)

The 'daily write' will take place as soon as the bell rings. This cannot be made up if you are late. You will summarize, synthesize, evaluate, and use critical thinking to respond to topics. You will be asked to read aloud and/or turn in your responses for a grade daily.

Appropriate Participation (20%)

You will receive a grade daily based on your level of **appropriate participation**. This course requires students to **work together, share ideas, and participate in structured discussions**. Ten points are available each day. Points will be deducted if students are not participating, off task, absent, or creating a hostile environment for students, teachers, or guests. If you are uncertain about what constitutes off-task or 'hostile' behavior make an appointment and we will discuss real-world examples. This will not change past deductions-but it may help you in the future. I reserve the right to determine daily participation points.

Class Assignments (20%)

All assignments relate to the end goals of the class and are required to be turned in for a grade.

Assessments (50%)

Assessments will include projects, papers, presentations, speaking/listening activities, and tests.

*Be kind~ for everyone you meet is
fighting a hard battle. ~ Ian Mac Laren*

Class Policies

Attendance & Tardiness:

See Springville High handbook for school attendance policies.

Late Work:

Work turned in after the due date immediately drops to 50%. Students may complete additional assignments to offset late work deductions. This means double the work-do not turn work in late.

Extra Credit:

No extra credit is offered. A grade adjustment will be made each term if you meet four requirements: Good attendance (no unexcused absences/limited excused absences), on time for class, all assignments turned in on time, 90% or better in participation point category.

Media:

All media devices put away and silenced (this is school policy)

General Behavior:

Follow all school rules

Participate appropriately

Be polite, civil, and cooperative

*"It is the mark of an educated mind to entertain a thought
without accepting it." ~Aristotle*

1010-Required Papers

Paper 1: Problematizing a Topic- Students are introduced to the habits of mind valued in college writing, specifically, the writer's ability to engage an idea in complex ways to resist rushing to easy, simplistic answers or pursuing a single thesis or claim.

Paper 2: Solving a Local Problem-Students build upon the problematizing skills learned in Paper #1 and begin to develop skills of critical inquiry.

Paper 3: Summary/Strong Response- Students are introduced to strategies for reading and summarizing difficult material, and then learn to analyze and respond to that material, entering the scholarly conversation in which their text participates.

Paper 4: Proposal/Annotated Bibliography-Students explain a research question, the academic field in which they're doing research, what they've found so far, and a plan for completion of research. The paper (1) cites each source in MLA style, (2) summarizes the source, and (3) analyzes/discusses the source for their specific project needs.

Paper 5: Exploratory Research-Students execute the project they proposed in paper #4. Write a first person narrative depicting the of research process. The paper leads to a tentative, considered thesis or claim based on the evidence examined, and carefully details the complexity of research issue.

2010 – Required Papers

Paper 1: Analysis paper(s): Analyze scholarly articles (relating to research topic).

Paper 2: Synthesis Paper(s): Analyze, compare, and contrast scholarly articles (relating to research topic).

Paper 3: Research Proposal: Relevance, and details of project. Week 10-11

Paper 4: Annotated Bibliography: Summarize and analyze sources, explain connection to research project, citations.

Paper 5: Researched Paper (Argument): Multiple drafts and revisions, research based, includes a claim supported by research which drives the argument throughout the paper.

Paper 6: Reflection Essay: Reflect on writing, progress, and writing process.

UVU Addendum:

Dear Parents,

This letter is to inform you that your student is enrolled in an English course with prerequisites. Students must be seniors and have a minimum 3.0 GPA in 10th and 11th grade English classes. Student must also have an English ACT score of 19 and a Reading ACT score of 19. Students may substitute these scores with a UVU *AccuPlacer* Reading and Sentence Skills Assessment Test.

English 1010/2010 College Writing and Research Writing is intended as a concurrent course and is required to follow UVU English Department curriculum. Regardless of whether or not the student registers for UVU English 1010 or 2010 credit, the instructor will teach the course as if it were a course on UVU campus. She will be assigning and evaluating work as if it were a college-level course. As a result, your student may feel the course is too rigorous, moves too quickly, and requires much more self-motivated study and work than he or she would expect from an English 12 course. Another consequence is that his or her grade may reflect that he or she is not prepared for the accelerated course.

Please sign below indicating that you understand that the course your student is enrolled in is college-level and that you understand that subsequent progress and grades may reflect entering the course with inadequate preparation.

Student _____ Date _____

Parent _____ Date _____