

English 1010 Syllabus - Spring, 2009

Salt Lake Community College

*"Writing today is not a frill for the few but
an essential skill for the many."*

– National Commission on Writing

Instructor: Emily Parrish (eparrish@graniteschools.org)
Taylorsville High School, H211

Course Description:

English 1010 is composition for college freshman. This class is taught with the same assignments and textbook as English 1010 at Salt Lake Community College, and the credit on your transcript from SLCC will go with you to any further education you pursue. In this course, we will focus on reading and writing non-fiction with the necessary skills for many of the literacy skills you will need in college. My hope is that you will be more prepared for college and for the advanced academic skills which will be required.

You have chosen to take this course—a college-level course with college-level workloads and expectations—while still in high school. This opportunity for earning college credit in high school comes with certain responsibilities that are separate from your other high school tasks. You are expected to conduct yourself as a college student by taking responsibility for your classroom behavior, completing both the assigned reading and the written homework in a timely fashion, and acting as a collaborator in the assigned group activities. We will be using the college textbook and will complete the same assignments that the college class does. And, just to make things interesting, the grade you earn in this class will follow you to college on your transcript. A failure here could have a negative impact on your future financial aid applications, as well as your college GPA.

Of course, though, you won't fail here. As a high school student, you are ready to take on this challenging material. And as a teacher, I am pleased to offer you the opportunity to prepare yourself for next stage in your academic life.

My syllabus should answer most questions that you have about my policies and procedures, so read it carefully. I hope that you will have a better idea of what you can expect from this class.

I follow the four major expectations of the SLCC English 1010 course:

- ➔ **Rhetorical Strategies:** If you can recognize the rhetorical strategies of others and then use these models to teach yourself how to adapt your writing tasks to their own situations, you will be a more versatile and skilled writer. You should be able to recognize a task's purpose, audience and genre before you begin, and then you should be able to see how different rhetorical strategies will allow you to accomplish your goals effectively. (This sounds easy, but it is no small task. It takes a great deal of thought and practice to make this look effortless.)
- ➔ **Critical Thinking:** Writing gives you an avenue to practice your critical thinking skills and then a forum for sharing your critical thought processes with others. The specific critical thinking skills we will focus on are summary, analysis, synthesis, and argumentation. (Again, no small skill set.)
- ➔ **Composing Processes:** The writing process that you have been studying throughout your school experiences will be following you into all stages of your post-high school writing tasks as well. We will look at invention, drafting, revision, editing, peer feedback, and self-assessment as methods that you can and will use to become a stellar writer.

Freshman English 1010 1011 Annotated Syllabus Book

Hurst Robins Anderson



Freshman English 1010 1011 Annotated Syllabus Book:

Freshman English Syllabus James Paul Stoakes, Kellogg Wesley Hunt, Griffith Thompson Pugh, 1948 **Syllabus for Freshman English (English 1a, 1b, 1c) of the Department of English, University of Utah, 1924-25** University of Utah. Department of English, 1924 **Freshman Course in Oral and Written English** Hurst Robins Anderson, 1938

Freshman English and Theme-Correcting in Harvard College Charles Townsend Copeland, Henry Milner Rideout, 2023-07-18 Freshman English and Theme Correcting in Harvard College is a guidebook for writing instructors that provides advice on teaching composition to first year college students The book includes recommendations for course structure assignments and grading approaches It also includes sample student writing and suggestions for error correction This work has been selected by scholars as being culturally important and is part of the knowledge base of civilization as we know it This work is in the public domain in the United States of America and possibly other nations Within the United States you may freely copy and distribute this work as no entity individual or corporate has a copyright on the body of the work Scholars believe and we concur that this work is important enough to be preserved reproduced and made generally available to the public We appreciate your support of the preservation process and thank you for being an important part of keeping this knowledge alive and relevant **Freshman English** ,1989 **Freshman English and Theme-Correcting in Harvard College (1901)** Charles Townsend Copeland, Henry Milner Rideout, 2008-06-01 This scarce antiquarian book is a facsimile reprint of the original Due to its age it may contain imperfections such as marks notations marginalia and flawed pages Because we believe this work is culturally important we have made it available as part of our commitment for protecting preserving and promoting the world s literature in affordable high quality modern editions that are true to the original work **Themes and Exercises** University of Minnesota. Department of English, 1961 *The Harbrace Omnibus* Harry B. Reed, 1942 *Instructions for Students Taking Freshman English* Louisiana. Southeastern Louisiana College, Hammond. Department of English, 1950 *Freshman English I* ,2015

Freshman English 1010 1011 Annotated Syllabus Book Book Review: Unveiling the Magic of Language

In an electronic digital era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its capability to stir emotions, provoke thought, and instigate transformation is truly remarkable. This extraordinary book, aptly titled "**Freshman English 1010 1011 Annotated Syllabus Book**," written by a highly acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound affect our existence. Throughout this critique, we will delve in to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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