2014

101-10 Academic Reading and Writing

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Eng 101-10: Academic Reading and Writing
“Read everything and make lots of amazing mistakes”
– Neil Gaiman

Instructor: Stephen Bush                                          E-mail: bushs1@xavier.edu
3:00 – 4:15 WF                                                      Phone: 317-698-2871
Linder Hall 103         (do not call after 7 p.m.)
Hinkle 243          Office Hours: 2-3 WF

Course Focus: This is a course in rhetoric and academic writing, which includes doing academic research, reporting on that research, and creating academic arguments. We’ll also attempt to find a personal definition and criteria for good writing, which we’ll change and develop as the semester goes on.

Texts and Materials:
Money for printing.
A computer [preferably a laptop] for accessing Blackboard, in class exercises, and other materials.

Attendance: Be in your seat, ready to begin when class starts. Tardiness is half an absence. If this is going to be a consistent problem (work schedule, having to run across campus, etc.) come talk to me. You have four absences in this class. For every absence after the fourth, you will lose a letter off your final grade.

If there is an emergency and you must miss class, let me know beforehand. This does not guarantee I will excuse anything, but it shows you are responsible and care about the class, which is a good start. If there is an emergency and you need to call or text me, you may do so after 8p.m. if it means you will miss class the next day.

Late Work: I do not accept late work. If you will not be in class, let me know before class and we will arrange for you to turn it in beforehand.

Format of Drafts: Word processed, 12-point font, 1” margins, double-spaced. Name, date, and assignment in upper left-hand corner. Held together by a paperclip or staple. A running last name and page number should be in the upper right header of each page. Informal assignments and daily work may be legibly handwritten on loose-leaf paper. Please ensure that all edges are smooth and torn along the perforation for my own sanity.

Journal: Once a week, you will do a short journal entry, either in class or as homework. The journal should show the work of ten minutes of ceaseless writing. Your fingers/pen should not stop moving. If you get stuck, repeat the same word until a new thought comes to mind. The journals will help prepare you for discussions in class and help your reflections throughout the semester.

Workshops/Peer Review: These are special classes designed to allow other students to deliver feedback in order to improve your writing. Sharing a work in
a workshop is required and expected of all students. Because sharing unpolished work can be intimidating, all students are expected to share equally in order to develop an open and trusting environment. **If you come to a workshop class without a text, you will be expected to work on that text in class for the duration of the workshop and will be given half an absence.** Occasionally, you may find that you are not getting as much feedback as you are providing. Take this as an opportunity to take a critical eye to someone else’s text and to teach them what you know. Mastery comes through instruction.

**Academic Integrity and Plagiarism:** The basic concept of academic writing is this: When you write, you present work that is your own, and you acknowledge your use of the work of others so that other scholars may either learn more or evaluate your scholarship by examining the sources on which you base your work. Presenting the work—words or ideas—of others as your own or failing to say where you got the work of others violates both general ethical norms and specific university policies. For more details on Xavier’s policies, go to [http://www.xavier.edu/library/xututor/plagiarism/xavier.cfm](http://www.xavier.edu/library/xututor/plagiarism/xavier.cfm). Bottom line, though? Don’t cheat.

If a do find an instance of plagiarism, that paper will fail, although it may still be revised later. My main goal is not to catch you plagiarizing, but to teach you to write without plagiarizing.

**Revisions:** No first draft of any paper is perfect. In fact, many times the draft you turn in will not be perfect either. Rather than grade the first paper you turn in, this class focuses on revision and conferencing to create papers and writing habits that improve as the quarter moves on. When you turn in your paper, it will receive two marks, as well as my comments.

The first mark will be one of these two:
- “S” for “Satisfactory,” which means it at least meets all the criteria in this syllabus
- “I” for “Incomplete,” which means it is lacking in one or more areas. A paper marked with an “I” will need to be revised until it reaches an “S,” which may take until the final portfolio.

The second mark will be one of these three:
- “B” for “Beginning,” may have an unclear topic or bounce around between a few topics
- “M” for “Middle,” a defined topic, but need more work in the depth of its content.
- “L” for “Late.” near the end of the writing process and has both clearly discussed content and a narrow, specific topic.

When you turn a paper in for revision, it is not due as a final draft. Final Drafts will be due in the midterm or final portfolio. I will not look at a final draft in a portfolio unless I have seen the paper during the revision process.

**Course Outcomes:** These are the course outcomes, taken directly from Xavier’s writing program site. Visit the site to see specific outcomes I will be measuring:
[http://www.xavier.edu/english/Writing-Program.cfm](http://www.xavier.edu/english/Writing-Program.cfm)

**Goal 1: Rhetorical Knowledge and Writing Processes**
Students will be writers who have developed an effective writing process guided by the rhetorical elements of audience, purpose, and cultural context.

**Goal 2: Critical Thinking, Reading, and Writing**
Students will understand writing as an art that helps them solve problems analytically, creatively, and rhetorically and as a means of inquiry, thinking, communication, and argumentation.

**Goal 3: Knowledge of Conventions**
Students will be writers who understand the role and use of information.

**Goal 4: Writing in Community**
Students will be writers who understand the power and ethical responsibility that come with the production of written discourse.

**Assignments/Grade Breakdown:** This class uses a review process as you develop your papers and a portfolio grading system. You will receive feedback on your papers through comments and the rubrics; however, the portfolio, and not the paper, receives a grade. This is to help you focusing on developing and revising your work throughout the semester. It puts an emphasis on your writing as a whole and not on individual papers.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Journals</td>
<td>5pts each (75)</td>
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<tr>
<td>Participation (weekly)</td>
<td>5pts each (75)</td>
</tr>
<tr>
<td>Quizzes</td>
<td>50pts</td>
</tr>
<tr>
<td>Writing Presentation</td>
<td>50pts</td>
</tr>
<tr>
<td>Rough Drafts</td>
<td>20pts each (100)</td>
</tr>
<tr>
<td>Portfolio 1</td>
<td>200</td>
</tr>
<tr>
<td>Portfolio 2</td>
<td>450</td>
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<tr>
<td><strong>1000 total</strong></td>
<td></td>
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If I do not see a paper as a rough draft, I will not grade it.

Failing to turn in any of the assignments will result in a failing grade, regardless of actual points accrued. You must turn in everything.

Participation starts at 5 points for coming to class both days, but will decrease without warning for being a distraction/distracted, not participating in class activities, or being tardy/absent.

**Schedule:** This is a tentative schedule of class activities. Please be flexible; we’ll get it all done.

<table>
<thead>
<tr>
<th>Week</th>
<th>Subject</th>
<th>Readings</th>
<th>Assignments</th>
<th>Journal</th>
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</thead>
<tbody>
<tr>
<td>1 - 1/15 &amp; 17</td>
<td>Course Intro</td>
<td>Syllabus NFG 27-51 Student readings “Evaluation” in NFG (164)</td>
<td>Syllabus Quiz Bring in some piece of writing you enjoy</td>
<td>What do you like about the writing you chose?</td>
</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Notes</td>
<td></td>
<td></td>
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| 2 - 1/22 & 24 | Evaluation    | Student Sample Papers
“Getting Response...” NFG (275)
Select a Writing Work on Criteria Norming Session
Defend the criteria you chose. |
| 3 - 1/29 & 31 | Evaluation    | “Analyzing Texts” NFG (252)
Select a text to analyze
Evaluation Workshop: Tue
Turn-in: Friday
Describe how the advice you take will help your paper. |
| 4 – 2/5 & 7  | Analysis      | Student Samples
Your Chosen text
Reading Strategies
Rhetorical Situation
Thesis/Judgment
Tell me how you feel about the text you chose. |
| 5 – 2/12 & 14 | Analysis      | “Avoiding Plagiarism” NFG (475)
“Quoting...” NFG (462)
Seeing the people behind the analysis
Citing Sources
Describe the people your text is trying to reach. |
| 6 – 2/19 & 21 | Analysis      | “Assessing... Work” NFG (269)
“Compiling a Portfolio” NFG (287)
Turn-in Analysis Friday
How would you change the analysis if you had more time. |
| 7 – 2/26 & 28 | Portfolio     | Two academic articles
Bring a meme to class
Analysis Workshop
Wednesday
Portfolio Due Friday
What is the hardest thing you’ve had to read? |
| 8 – 3/3 - 7 | Spring Break  | Create 5 memes about issues you care about
(see banned topic list) |
| 9 – 3/12 & 14 | Reading Strategies | Find a text you don’t think I can understand
Select a “Stump Stephen” Text
Developing Reading Strategies
Bring Memes Wed
Library Visit
Without using any sources, write out why you hold your view on your topic. |
| 10 – 3/19  | Research      | Annotated Bib Readings
“Evaluating Sources” NFG (453)
“Synthesizing ideas” NFG (457)
Bring Thesis Wed
MLA Citations
Fill out the reading strategies sheet.
Describe the sources you want to look for, based on your thesis and
“Evaluating Sources” |
| 11 – 3/26 & 28 | Research  | “Arguing a Position” NFG (119)
“Beginning...”
Annotated Bib Workshop Wed
Turn in Annotated Bib Fri
Describe how you need to change your reading habits. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Class Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>12 – 4/2 &amp; 4</td>
<td>Researched Argument</td>
<td>Bring Intro and Conclusion Tues “Organizing your Argument” Worksheet Outline of argument w/ quotes from sources</td>
</tr>
<tr>
<td>13 – 4/9 &amp; 11</td>
<td>Researched Argument</td>
<td>Wed Researched Arg. AIC day Fri Researched Arg. Workshop</td>
</tr>
<tr>
<td>14 – 4/16</td>
<td>Researched Argument/ CWA</td>
<td>Turn in Researched Arg Wed</td>
</tr>
<tr>
<td>No class 18th</td>
<td>Researched Argument/ CWA</td>
<td>Tell me your opinion on the first article we read.</td>
</tr>
<tr>
<td>15 – 4/23 &amp; 25</td>
<td>CWA</td>
<td>Class Discussion. Uncovering your own position and reasoning. CWA AIC day.</td>
</tr>
<tr>
<td>16 – 4/30 &amp; 5/2</td>
<td>CWA</td>
<td>CWA Workshop Wed CWA due Fri</td>
</tr>
<tr>
<td>Final – 5/9 2:00-3:50</td>
<td>CWA</td>
<td>Final Portfolio Due</td>
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