2014

101-11/13/15 English Composition

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Course Outcomes:

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.

Outcomes for Goal 1
By the end of the semester, students should demonstrate the ability to:
1) Respond appropriately to different rhetorical situations, varying their approach, format, and structure in recognition of the shifting needs of audience, purpose, and context.
2) Demonstrate familiarity with concepts describing writing processes (invention, drafting, revising, editing) and use them effectively and efficiently in their own writing process.
3) Articulate the rhetorical choices they have made.

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.

Outcomes for Goal 2
By the end of the semester, students should demonstrate the ability to:
4) Understand and use rhetorical vocabulary to analyze writing by others and themselves.
5) Integrate their own ideas with those of others.
6) Explore an issue or question raised by another author and respond to it or challenge it in the service of developing their own view.

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

Outcomes for Goal 3
By the end of the semester, students should demonstrate the ability to:
7) Observe the rules of academic honesty, intellectual property, and citation style(s).
8) Use rhetorically appropriate information from academic and popular sources to corroborate, expand, and alter personal knowledge.

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

Outcomes for Goal 4
By the end of the semester, students should demonstrate the ability to:
9) Engage responsibly with topics that have ethical, moral, and cultural meaning.
10) Acknowledge and show respect for different views/opinions in their writing.
Grading:
In-class work, weekly writing assignments, quizzes and final exam = 12%
Four Essays, with rough draft = 22% X 4 = 88%
5 points will be taken of final paper if there is no rough draft on rough draft day.
Late papers will only be accepted under unusual circumstances pending my approval.
Half-grade penalty each day of the week a paper is late. All papers must be original work
done for this course only. Papers more than a week late will receive zero credit. All work
must be completed in order to pass the course.

Grading Scale :
93-100: A  87-89 B+  77-79:  C+  67-69:  D+
80-82:  B-  70-72:  C-

Format of Papers:
Each essay should have two drafts, the rough and the final. Drafts may be hand written.
The final must be typed or word-processed, double-spaced, 12 font size. No title page is
required; instead, put this information, on separate lines, in the left corner of your first
page: your name, instructor’s name, course name and number, and the date. Make sure
your name is on each page. Put your title, without underlining, in the center of the page.
This format is standard MLA. For my class only: add whether it is a final or rough draft
as well as the name of the assignment, single spaced. Staple pages together; use paper
clip to connect the rough and final.

Drafts and Revisions:
Your rough draft will be checked to see if it's done on due date. You must attend class
rough draft day in order to receive credit. Bring three hard copies of your draft to
workshop that day. At least one rough draft must be turned in with your final. Since
revising is an essential part of the writing process, there should be significant revisions.
You may, but are not required to, revise ONE of your first three papers to improve your
overall grade. This revision will be due at the end of the semester. The revised grade will
replace the initial one. You may not change your topic.

Plagiarism:
Plagiarism is the use of words or ideas as if they were your own. The university considers
this a serious offense, and penalties for plagiarism can include failure of the course. Later
in the course when we use sources, we will discuss how to credit them correctly. If you
have any questions, please ask me.
Attendance Policy:

If you must miss a class, it is your responsibility to check with another student to keep up with what you have missed. All absences are equal: there are no excused or unexcused absences. Still, it is considerate to let me know, when possible, if you will be absent. Three absences will not affect your grade directly, but any missed class work cannot be made up. After the third absence, the final course grade will be lowered by half a grade per absence. On the seventh absence, you will need to drop the course or receive an F. (Sleeping or texting counts as an absence. Tardiness and leaving class early may be counted as absences.) I will pass out an attendance sheet every day--if you forget to sign in, you will be counted as absent. It is your job to keep count of your absences. While I keep them recorded, I do no necessarily warn students when they have passed a certain benchmark concerning attendance. Attendance in class is very important, as the class is less of a lecture and more of a writing workshop. No incompletes will be given.

Unit One: Writing From Your Own Perspective

T 1/14: Hand out syllabus. Course Introduction.
TH 1/16: Discuss reading handouts “Soup” and “The Last Stop.” Read They Say 141-155 and 214-220.

T 1/21: Discuss readings They Say 30-41 and 55-67. Read student examples.
Descriptive writing without adjectives and adverbs due.
TH 1/23: Discuss reading: “Homeplace.”

T 1/28: Rough draft due of "Profile" Essay. Bring three copies to workshop in class.
Bring short example of description.
TH 1/30: Discuss “Bits and Pieces.”

TH 2/6: Final Draft Of “Profile” Essay due.

Unit Two: Analyzing Rhetoric
T 2/11: Discuss “Letter from A Birmingham Jail.” Write a one-paragraph imitation of his style.
TH 2/13: Discuss writing fallacies. Write for an issue you are against.

T 2/18: Discuss “Gnawing at History.” Discuss Kristof column.
TH 2/20: In-class practice of analyzing rhetoric.

T 2/25: Discuss “Politics and the English Language” and euphemisms.
No Class: Spring Break 3/3-3/7


Unit Three: Exploratory Research Paper

T 3/18: Discuss reading handout.
TH 3/20: Discuss reading handout.

T 3/25: Research day. Read They Say 105-146.
TH 3/27: Rough Draft of “Exploratory” essay due Bring three copies and a separate copy of your thesis to workshop in class.


Unit Four: What is the Purpose of a College Education?

T 4/8: Discuss “The Practical University.”
TH 4/10: Discuss selections from Academically Adrift: Limited Learning on College Campuses.

T 4/15: Discuss selections from Our Underachieving Colleges: A Candid Look at How Much Students Learn and Why They Should be Learning More.
TH 4/17: No class: Easter Break.

T 4/22: Rough Draft of "What is the Purpose of a College Education?" due. Bring three copies and a separate copy of your thesis to workshop in class.