2014

101-09 English Composition

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ENGLISH COMPOSITION 101 - 09

Instructor: Brittany Sulzener
Email: wattsb@xavier.edu
Office: Hinkle 212
Office Hours: WF 1:30 – 2:30 PM and other times by appointment

Required Texts:

_the allyn & bacon guide to writing, sixth edition_
_they say / I say: the moves that matter in academic writing, 2nd edition_

Core Curriculum Requirement

English 101/115 fulfills a Core Curriculum Requirement. It particularly reinforces the first goal, “students will be effective communicators in writing and orally,” and its three student learning outcomes: 1) students will organize and express their ideas in writing and orally; 2) students will formulate clear and arguable theses, supported by evidence drawn from appropriate sources; and 3) students will utilize an effective writing process guided by audience, purpose, cultural context, and disciplinary standards.

Summary of Assignments:

Essays: Your work for this course will include five major papers, including a narrative essay, an exploratory research paper, a classical argument essay, a rhetorical analysis and the common assignment. All essays must be typed, double-spaced, in MLA format with 1 inch margins. Essays may be submitted in print or electronically via Blackboard.

Drafts: For each essay you write, you will submit a rough draft. Rough drafts must be double-spaced and at 80% completion (so, if the final draft needs to be 1,000 words, your rough draft should be at least 800 words in length). Rough drafts are obviously not expected to be as polished as a final draft, but since you will be sharing your rough draft with classmates and submitting a copy for my feedback, provide a draft that reflects your best effort.

Peer Revision: Careful revision is key to improving your work. To facilitate this process, you will participate in peer revision with your classmates. During these peer revision sessions, you will receive feedback from your classmates and provide feedback to others. You are not expected to grade each others’ work; rather, think of this as a time to bounce ideas off someone, pick your classmates’ brains or to gain some insight into what it’s like for another person to read your essay.

Informal Writing Assignments: Throughout the semester, you will also participate in various, short, in-class writing assignments based upon provided prompts. These writing assignments will give you a chance to write without the pressure that often accompanies major essay assignments. Sometimes I
will collect these assignments, sometimes I will not. When I do collect these assignments, they will be graded based upon completion and effort.

**Quizzes:** You will take 10 quizzes over the course of the semester. Quizzes will be unannounced and will be used to assess your retention of basic information covered in previous class sessions and in your assigned readings for that day. Each quiz will be worth 5 points each. You may not make up a quiz if you miss it, but opportunities for extra credit will be provided throughout the semester. These opportunities can serve to take the place of a missed quiz grade.

**Final Exam:** Our final exam will be an in-class essay exam. You will be given a prompt and must write an impromptu essay within the time allotted. Your response to this prompt will be based upon your own experience/thinking, so only your brain, a writing utensil and a bluebook will be necessary. Be sure to arrange your schedule so that you will be able to attend the exam during this time. University policy does not allow me to change this time. You may not make up the final exam if you miss it.

**Revisions for Grade Change (optional):** You may choose one of the first four papers to revise for a change of grade. To receive the grade change you must submit the following: 1) The original final draft with my grade/comments 2) The revised draft 3) A brief cover-letter explaining the extent of your revisions. Your essay will be re-graded and the two essay grades will be averaged. This assignment is due no later than our last day of class (not the final exam date).

**Points Per Assignment:**

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<thead>
<tr>
<th>Assignment Type</th>
<th>Points</th>
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<tbody>
<tr>
<td>Narrative Essay</td>
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<tr>
<td>Drafts</td>
<td>25</td>
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<tr>
<td>Exploratory Research</td>
<td>100</td>
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<tr>
<td>Peer Revision</td>
<td>20</td>
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<tr>
<td>Argument Essay</td>
<td>100</td>
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<tr>
<td>Quizzes</td>
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<tr>
<td>Rhetorical Analysis</td>
<td>100</td>
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<td>Inf. Writing</td>
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<tr>
<td>Common Assignment</td>
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<tr>
<td>Final Exam</td>
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**Grading Scale**

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**Plagiarism**

Any time you use someone else’s words or ideas, either in print or from the internet, and fail to give that person due and proper credit, you are guilty of plagiarism. The penalties range from receiving a zero on the assignment, to failing the course, to being expelled from the university depending upon
the severity of the infraction. If you have any questions about what counts as plagiarism or how to cite your sources properly, please contact me at any time.

**Writing Center**

In addition to the work we do in class you may also take advantage of the Writing Center located in the Conaton Learning Commons, Room 400. The university provides this service for free to all students. In the Writing Center you can receive help on any part of the writing process from a tutor. Stop by the Writing Center and they will be happy to make an appointment to spend one-on-one time with you! You may also visit the Writing Center website:  [www.xavier.edu/writing_center](http://www.xavier.edu/writing_center)

**Attendance Policy**

Attendance for this course is mandatory. I will take attendance at the start of each class session. Show up for class on time, having fully read the day’s assigned passages, ready to submit any required assignments and stay for the duration. Share your ideas, ask questions and show respect for the ideas of others.

*Arriving Late:* If you must arrive late for class or leave early, please enter and exit as discreetly and quietly as possible. If you arrive late, it is your responsibility to notify me after class so I can change your absence to a tardy. If you neglect to notify me, you risk being marked absent for the day.

**NOTE:** Out of respect for your fellow classmates, we will not spend extra time rehashing material you might have missed due to tardiness or absence. Thus, it is your responsibility to borrow notes from a classmate and keep up with assigned readings. Arriving late also means that you risk missing quizzes, so make every effort to arrive to class on time.

Students may miss 4 class sessions without direct penalty. **On the 5th absence, and for each subsequent absence, your final grade will be lowered by 10%**. Any student arriving more than 15 minutes late to class is considered absent.

**Late Work:**

Assignments are due by 11:59 PM on the due date if submitted electronically. If submitted in print, assignments are due at class time on the due date. For each day an assignment is late, 10% will be deducted from its grade. Rough drafts will not be accepted if they are more than 2 days late. All other assignments that are more than 5 days late will not be accepted.

**Late Free Pass:** You may submit one (and only one) assignment up to 2 days late with no penalty to your grade. When you do so, write ‘Late Pass’ at the top of the page or in the comments section if submitting the assignment on Blackboard.
Please note: This syllabus is subject to change at my discretion should the needs of the class dictate. All assignments are DUE on the date listed below.

Tentative Schedule

Schedule of Readings and Assignments:

Unit 1: Narrative Writing

1/15 – Introduction to Course

1/17 – *Allyn & Bacon* p. 132 – 138

*Allyn & Bacon* p. 16 – 22

Lamott on Blackboard

1/22 – *Allyn & Bacon* p. 148 – 149, 496 – 507

1/24 – Peer Revision – Bring 3 copies of your Narrative Essay draft to class

1/29 – *Allyn & Bacon* p. 662 – 664

1/31 – Narrative Essay Final Draft Due

Unit 2: Exploratory Research


Sanders on Blackboard

2/7 – Library Orientation, Meet in CLC 207 / Write down 3 potential research questions and bring to class

2/12 – *Allyn & Bacon* p. 164 – 166, p. 169 – 173/ Read 1 source for your essay, take notes on it and bring the source (with the notes) to class

2/14 – *Allyn & Bacon* p. 174 – 176

Blume Censorship Handout

Bring 1 source with publication information to class
2/19 – *They Say* p. 42 – 50

2/21 – Peer Revision/ Bring 2 copies of essay and annotated bibliography to class

2/26 – Quindlen and Ruskin/Schor on Blackboard

2/28 – Final Draft of Exploratory Essay and Annotated Bibliography Due

**Unit 3: Making an Argument**

3/5 – Spring Break – NO CLASS

3/7 – Spring Break – NO CLASS


Powell on Blackboard

3/14 – *Allyn & Bacon* p. 348 (bottom) – 353

*They Say* p. 78 - 90

3/19 – *They Say* p. 129 – 137

3/21 – Peer Revision/ Bring 2 copies of Argument draft to class

**Unit 4: Analysis**

3/26 – Final Draft of Argument Essay due

3/28 – *Allyn & Bacon* p. 51 - 58


4/2 – *Allyn & Bacon* p. 261 – 265 / Bring a copy of your chosen ad to class

4/4 – Peer Revision – Bring 3 copies of your Analysis Essay draft to class
4/9 – *They Say* p. 92 – 100
   Duron on Blackboard

**Unit 5: Common Assignment**

4/11 – Final Draft of Analysis Essay Due

4/16 – No Class / Easter Break
4/18 – No Class/ Easter Break

4/23 – Arum & Roska Reading on Blackboard
4/25 – Brooks and Bok Readings on Blackboard

4/30 – Wallace in *They Say* p. 198 – 209

5/2 – Peer Revision/Bring 2 copies of Common Assignment to class

5/5 – 5/9 Finals Week

Final Exam Time: Friday 5/9, 2:00 – 3:50 PM
In reflecting upon past experiences, we develop a better understanding of who we were and who we are now. Reflection also allows us to explore our past with the insight of our present knowledge. In reflective writing, then, we share the insight of our own discovery with readers.

In this essay, you will write an autobiographical narrative on one of the following themes. Your goal is to discover new insight for yourself in reflecting upon this experience and to share those findings with readers in an interesting way that results in new awareness or understanding for them. The experience(s) you choose could be positive or negative, possibly illustrating moments of clarity and growth as well as times of trial and struggle.

POSSIBLE FOCUSES:
1. Write a story about a time when you let someone down or let yourself down, how all parties involved felt about the situation, how you resolved it and how you changed because of it.

2. Write a narrative about an experience that gave you a deeper insight into your own nature or the nature of someone close to you. You may have discovered, for example, that you (or someone you know) can be surprisingly naïve, compassionate, petty, brave, hypocritical, etc.

3. Write a narrative essay about a chain of events that caused you to become disillusioned about a person or institution you had previously regarded highly and what you learned through the experience.

4. Write a narrative about a time when what you expected to happen and what actually happened turned out to be drastically different.

5. Write about a time when you were criticized or penalized for something you didn’t do.

6. Write about a time when you failed to live up to someone’s expectations of you – OR – conversely, write about at time when you exceeded someone’s expectations of you.

COMPONENTS:
• You will use literary elements of plot, theme, contraries and descriptive language.
• You will describe a series of events connected thematically and in time.
• The events you depict should move to resolve tension or conflict (opposition of contraries).
• You will communicate the insight you gained through these experiences.

CONNECTION
Throughout this course and in your other college classes, you will often be asked to reflect upon and think critically about your experiences in class or with particular assignments. Through writing this
essay, you will learn useful practices to employ in future reflective writing. Telling stories will also help you to connect with your audience in future essays. Moreover, the practice of using vivid and interesting language will be employed in each essay you write in this class, as will your ability to create unity in your essay through clear organization.

SPECIFICATIONS
This essay should be between 1300 and 1700 words in length and formatted using MLA guidelines with Times New Roman, 12 pt. font.

EVALUATION CRITERIA
- **Plot (30):** The narrative depicts tension and movement to resolve that tension in a coherent, unified manner.
- **Style (25):** The narrative uses vivid language, concrete details and varied sentence structure.
- **Theme (20):** The events of the narrative are thematically connected and convey new insight or understanding to the audience.
- **Mechanics (25):** The prose is clear and correct grammatically. Format meets MLA guidelines.

DUE DATES:
3 Copies of Rough Draft Due in Class: 1/24
Final Draft Due: 1/31
Exploratory Research Paper

When researching we need to be curious and open to new ideas that might change the way we view the world, but we should also be critical and discerning about the information we find. Rather than looking for sources that support our already-formed conclusion, we should choose sources that pique our interest, challenge us, or offer a new perspective. This paper will ask you to do just that.

Assignment: Choose a problematic question that genuinely perplexes or intrigues you and that invites a variety of perspectives or answers. For example, you might be wondering whether or not organic food is really worth the price or whether or not illegal immigration is a burden on the United States. You should choose a question that can be researched in a variety of sources, including academic books and journals. Choose a question that genuinely interests you, because you will base your Argument Essay on the same question.

After you have chosen your problem, you will locate eight sources (four of which must be academic books or journals) that will help you learn more about this problem and explore its many facets. To document your engagement with these sources, you will do both of the following:

1. Write an Exploratory Essay – You will write a narrative of your research and thought process. As you write, you will summarize each source you find, one at a time. You will follow this summary with an explanation of how the source shaped your thinking and what new questions it raised for you. This essay should be formatted using MLA guidelines and include full citations, including in-text citations and a Works Cited page.

2. Create an Annotated Bibliography – In addition to your essay, you will also create an annotated bibliography that will evaluate each source you find for future researchers. You will choose five sources from your exploratory essay, cite them and write a three-sentence evaluative annotation of each one following the model on p. 166. You will also include a critical preface, including the information listed at the bottom of p. 166.

Essay:

✓ 1. Quality of Exploration (30): Your essay shows your thoughtful, in-depth exploration of the problem (you are wrestling with complexity, not searching for preconceived answers) and the quality, academic research you used.

✓ 1. Organization (15): Your essay is organized in such a way that your readers clearly understand your problem and your research process.

✓ 1. Clarity and Style (15): Your essay uses appropriate academic conventions, accurate citations and comprehensible prose.

Annotated Bibliography:
Quality of Response (20): You have included a critical preface with the required information. You have included an annotation of each source with the required information.

Citation Accuracy (10): Each source is cited correctly.

Clarity (10): Your writing is clear and free of grammatical errors.

Specifications:

Essay and bibliography must be typed in MLA format with Times New Roman 12 pt. size font, double spaced and 1 inch margins on all sides.

DUE DATES:
3 Copies of Rough Draft Due in Class: 2/21
Final Draft Due: 2/28
Argument Essay

When most of us hear the word ‘argument’ we recall heated public debates, personal attacks, manipulation and anger; however, to classical rhetoricians this manner of argument would be deemed inferior and ineffective. The method of a classical argument is not yelling at or belittling the opposition; rather, the classical rhetorician would present an arguable position on a topic, explain it clearly, support it well with evidence, while fairly acknowledging other positions (but demonstrating why they are not as useful/advantageous). The goal of an argument is to persuade others to agree with, or at least concede the validity of, your position on a topic and possibly to take action as a result.

Assignment: In this essay you will construct a classical argument with the goal of persuading your audience by using rhetorical appeals. You have already chosen your question and participated in the research process while composing your exploratory essay; now, you will examine your research to find your voice in the conversation you will be entering. In short, this essay answers the question you researched in your exploratory essay. Your essay should contain the following:

3. **Introduction** – Your introduction should attract your reader, present your topic, provide some context for the topic and present your thesis statement.
4. **Reasons/Evidence** – To support your claim, you will need strong reasons, which you will present throughout the body of your essay. You will then support these reasons with evidence that they are true/valid and attempt to persuade using the rhetorical appeals – logos, pathos, ethos.
5. **Opposition** – You will anticipate and respond to opposing points of view. Consider some arguments that might be brought against your argument and how you would respond to them.
6. **Conclusion** – Your conclusion should help your readers to understand what they can do with the evidence you’ve presented. If you have succeeded in persuading them to agree with you, where do they go from here?
7. **Citations** – You will include in-text citations, as well as a Works Cited page. Your quotations will be smoothly integrated, and you will summarize/paraphrase responsibly.

Evaluation:

- **Claim, Reasons and Evidence (25):** Your claim is clearly-stated, arguable and focused. You have presented clear, insightful reasons to support that claim. You have supported those reasons with credible, high-quality evidence.
- **Considering the Opposition (15):** You fairly and accurately summarize opposing points of view, concede valid points, but also maintain the strength and correctness of your own claim.
- **Audience Awareness (15):** You are aware of your audience and use rhetorical appeals accurately and skillfully to persuade that audience.
- **Unity and Coherence (15):** Your paragraphs are unified and coherent.
Style/Mechanics (15): Your prose is appropriate to your audience and adheres to grammatical conventions.

Source Incorporation (15): You have incorporated and cited source material correctly.

Specifications: Essay must be 1200 – 1800 words, typed in MLA format with Times New Roman 12 pt.-size font, double spaced and have 1 inch margins on all sides. You must utilize a minimum of 5 sources in composing your essay.

DUE DATES:
3 Copies of Rough Draft Due in Class: 3/21
Final Draft Due: 3/26
Rhetorical Analysis of an Advertisement

We live in a sea of bids for our money. Companies infiltrate our thoughts whether we perceive them consciously or not. Pop-up ads, movie previews, bus-stop benches, billboards, glossy magazine pages – all attempt to motivate us to consume. So how do they do it? And why do some of them simply not work? Those are the questions your rhetorical analysis will seek to answer.

In this essay, you will analyze how the various features of a print ad work together to achieve a company’s goal (to persuade the target audience to buy a product or use a service). To create your analysis, you will examine the ad's usage of rhetorical appeals as well as other strategies (mirror/window effect, the social meaning of objects, etc). In short, you will analyze how the parts contribute to the whole.

COMPONENTS
1. Introduction – catch your readers’ attention, give some background on the ad/company, state your thesis. The thesis should make a claim about why the ad works, why it doesn’t work or what potential problems are created by the ad (social/culture, perpetuation of stereotypes, etc.).

2. Description – describe the advertisement, paying specific attention to details you want to analyze closely in order to support your claim.

3. Analysis – Closely analyze the choices of the ad-makers, their possible intentions and the possible effects on the target audience. To help you brainstorm, see the three questions on p. 261 and the chart that begins at the bottom of that page. This section should comprise the bulk of your essay.

4. Conclusion – Make some final comments about why your analysis matters or is significant (what larger idea can we take away from it).

SPECIFICATIONS
This essay should be between 1000 and 1300 words in length and formatted using MLA guidelines with Times New Roman, 12 pt. font. No research is required, but you may choose to do research if you wish. Choose credible sources and avoid plagiarism.

EVALUATION CRITERIA
✓ Depth of analysis (40): Your essay should thoughtfully analyze how the components of the text contribute to its effectiveness or failure. You move beyond simply describing the ad to draw insightful conclusions about the details.
Unity and Coherence (20): Each paragraph is unified and coherent, focusing on one main idea each and showing a clear connection of ideas between sentences. Introduction and conclusion establish clear expectations and bring closure to the essay (respectively).

Style/Mechanics (20): The prose is comprehensible and appropriate to an academic audience. If research is used, it is incorporated and cited correctly.

Thesis (20): The essay presents a clear thesis about the text that guides each paragraph.

DUE DATES:
3 Copies of Rough Draft Due in Class: 4/4
Final Draft Due: 4/11