101-07 English Composition

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ENGL 101: English Composition

Course Number: English 101
Sections: 07, 08 (3 credit hours)
Course Name: English Composition
Instructor: Kelly Thomas
Email: Thomask27@xavier.edu, kgracethomas@gmail.com
Office:
Office Hours: M/W/F 10:00 am-10:50 am and by appointment/LAB Days

Course Description
Welcome to English 101; a course designed to teach you the rhetorical skills you need to compose, revise, and critically analyze persuasive texts both within in the university and in the wider world. This course develops knowledge about the rhetorical situation and the writing process through extensive practice with invention, drafting, and revision. There is particular focus on argument, rhetorical analysis, and research-based writing.

In this class, you will learn to:

- Develop flexible, effective strategies for generating ideas; researching topics; composing drafts; revising, peer responding, editing, and proofreading writing via print and digital media
- Conduct research-based inquiries, use invention techniques effectively to explore your own ideas, engage different perspectives, and develop findings into sustained arguments or narratives.
- Locate, evaluate, integrate, and cite secondary sources effectively and ethically, using appropriate academic citation methods.
- Produce effectively organized writing that is stylistically appropriate,
- Demonstrate careful attention to proofreading and meet conventional expectations for particular audiences in specific contexts.
- Write effectively and persuasively for diverse contexts, audiences, purposes, and genres
- Develop critical awareness of the unique affordances and limitations of diverse writing technologies and modalities of communication, both digital and non-digital.
- Reflect critically on your own writing practices and rhetorical decisions.

Required Materials
Notebook (SPECIFICALLY for this class)
The Write Path

Suggested Materials

Submission of Assignments
The majority of assignments will be submitted via Canvas (electronically). FOR ALL LATE ASSIGNMENTS (i.e. assignments completed past the posted deadline), you are required to submit your assignment in person—i.e. a hard copy—ALL ASSIGNMENTS HANDED IN PAST THEIR ORIGINAL DUE DATE ARE SUBJECT TO A LATE POINT DEDUCTION PENALTY. I DO NOT accept email submissions—no exceptions. If you are experiencing any technical difficulty with Canvas, print a hard copy of your essay (to hand in).
Course Grading/Course Assignments

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Description</th>
<th>Points</th>
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<tbody>
<tr>
<td>1. Initial Reflection</td>
<td>Analyzing and reflecting on your rhetorical practices in a particular context.</td>
<td>150/15%</td>
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<tr>
<td>2. Rhetorical Analysis</td>
<td>Using rhetorical analysis as a method to analyze a public argument.</td>
<td>200/20%</td>
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<td>3 Research-Based Argument</td>
<td>Researching and making a rhetorical argument about a public issue.</td>
<td>250/25%</td>
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<tr>
<td>4. Common Assignment</td>
<td>Research and write a personal essay about a public issue.</td>
<td>150/15%</td>
</tr>
<tr>
<td>5. Final Reflection</td>
<td>Reflecting on your writing and rhetoric through analysis of your coursework</td>
<td>100/10%</td>
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<tr>
<td>6. Participation</td>
<td>Homework (include reading assignments) and active participation in peer response, collaborative group work activities, and in-class writing (In-class writing/assignments CANNOT BE MADE UP)</td>
<td>150/15%</td>
</tr>
</tbody>
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TOTAL: 1000 pts

- Each assignment is comprised of class activities, shorter writing assignments, drafts, peer responses, proposals, research notes, reflective cover letter (for majority of assignments), and a major final essay (or the multimodal equivalent).
- For each major assignment, you can expect to compose approximately 1000 – 2000 words (one double spaced page is approximately 250 words) of formal revised writing (or multimedia equivalent), including a reflective cover letter in which you discuss the rhetorical choices you made in composing your essay.
- You also will compose approximately 1000 – 2000 words of informal writing during each inquiry (e.g. invention and revision exercises, rough drafts, research notes, proposals, peer response comments, mid-process reflections).

Grading Scale

- 94-100: A
- 87-89: B+
- 77-79: C+
- 67-69: D+
- 0-59: F
- 90-93: A-
- 83-86: B
- 73-76: C
- 63-66: D
- 80-82: B-
- 70-72: C-
- 60-62: D-

Attendance Policy

You have a responsibility to yourself, your instructor and your classmates to be in each day (that class meets) on time, to come prepared, and to engage in the topic of the day. Absences should occur only for illness. **All absences count, regardless of the reason**. If you miss more than 3 class periods, your final course grade will be lowered by half a letter grade (A to A-, B+ to B, etc.). **In-class activity points are available only to those who come to class prepared and on time—this includes points available for peer review sessions**.

Classroom Behavior Policies

**Distractions:** Please silence your cell phone and refrain from TEXTING. While we will regularly use laptops (or other mobile devices) for in-class writing, research, and collaboration, please refrain from using your device for non-class activities. **Repeated use of devices (during class) will result in a lowered participation grade.**
**Backing up Work:** Please make sure to have a plan for backing up all of your digital work in multiple places in case of computer failure. Please also make sure to save all of the writing you complete for class.

**Respect / Community:** While we will often engage in vigorous and lively debate in this class, personal insults or attacks on an individual person’s race, class, gender, sexuality, or disability will not be tolerated.

**Plagiarism:** All academic work submitted by a student is expected to be the result of the student’s thought, research, and self-expression. When a student submits work purporting to be his or her own, but which in any way borrows ideas, organization, language or anything else from some other source without an appropriate acknowledgement of that fact, the student is guilty of plagiarizing. Students found guilty of plagiarizing will fail the course. If you have questions concerning plagiarism, contact me immediately. If you are attempting to re-take this class you must submit all new assignments. No "recycled" assignments will be accepted. If you have concerns about this you can research self-plagiarism.

**Turnitin.com:** Each of your essays will be submitted to turnitin.com through Canvas.

**The Writing Center:** The James A. Glenn Writing Center provides free services to all members of the Xavier community--undergraduate and graduate students, staff and faculty. The tutors in the center can help at any stage of the writing process: understanding an assignment, generating ideas, drafting, organizing, revising, editing (addressing sentence structure, grammar, and punctuation concerns), and documenting sources. Writers can also receive assistance in refining cover letters and résumés, and other such non-class-related writing projects. The writing center is located in Conaton Learning Commons, Room 400. Appointments can be made by calling (513) 745-2875.

**University Library:** The University Library provides research support for all Xavier students. Find books and articles using Search@XU and the databases, and find tutorials in XU.Tutor. Check out materials and laptops and find a librarian for research help at the Connection Center on the 3rd floor of the Conaton Learning Commons (CLC). Visit the Makerspace on the 1st floor of the McDonald Library. Call (513) 745-4808 to speak with a librarian, or request research help online at Ask a Librarian.

**Disability Services:** Disability Services offers equal and integrated educational experiences, services, and enrichment opportunities to students with disabilities to allow full access and participation in the Xavier community. This commitment is consistent with legal mandates outlined in Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the ADA Amendment Act of 1990 amended in 2008, and embodies the University's long-standing mission to ensure the inclusion of all members of its community. For more information, contact Disability Services at (513) 745-3280 or by email at disabilityservices@xavier.edu or in person in the Michael J. Conaton Learning Commons Suite 514.

**Course Objectives:**

**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.

**Means:**
English 101 instructors help students meet the program goals and outcomes through these means. Evidence of these means should be present on the course syllabus, in major projects, and in activities:
1) Completion of at least four major projects that involve textual analysis and/or production in a variety of genres for a variety of audiences. These major projects must include rhetorical analysis, argument that responds to counterarguments, and research-based writing; students must write for academic and public audiences.
2) Completion of the Common Assignment during the last three weeks of the term.
3) Production of 7,500 - 10,500 words of polished writing (or 15,000 - 21,000 words including drafts).
4) Frequent commentary on successive drafts of writing projects by peers and instructors.
5) Classroom instruction including lectures, class discussions, collaborative learning and writing, guided writing practice, and providing feedback on peers’ writing.
6) Individual writing conferences with the instructor.

*This document is SUBJECT TO CHANGE based upon the discretion of the instructor and/or class goals*