101-14 Composition

Rebecca Todd
toddr@xavier.edu

Follow this and additional works at: http://www.exhibit.xavier.edu/english_syllabi_spring_2014

Recommended Citation
http://www.exhibit.xavier.edu/english_syllabi_spring_2014/40
Spring 2014, Xavier University
COMPOSITION (Engl 101-14), 3 hrs.
TR 2:30-3:45 p.m.

Instructor: Rebecca Todd
Office: Hinkle 206; Office Hours: T 10:45-11:15; TR 1:00-2:00; R 3:45-4:30 or by appt.
Office Phone: 745-2093; Mailbox: Hinkle Faculty Services, Hinkle Lobby
Email: toddr@xavier.edu (Please note that this is the probably the least effective way to contact me in the evening or over the weekend; that being the case, I’ll distribute a home phone number in a few weeks. Feel free to call me. 😊)

Required Texts

Course Description and Objectives
English 101 fulfills a Core Curriculum Requirement of the university. 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.

This first year college writing course develops knowledge about the rhetorical situation and the writing process through extensive practice with invention, drafting, and revision, with particular focus on argument, rhetorical analysis, and research-based writing. This section is designed on a problem-solving model: we will be looking at how various authors handle the challenge of writing both analytically and persuasively, as well as how they structure both conventional (thesis-driven) and less conventional position essays for different audiences; you will be practicing your own responses to similar rhetorical situations. By exploring and analyzing the course materials in very specific ways, you should be able to further develop your critical thinking and academic reading skills as well as your writing ones.

Since writing is an activity rather than a subject area in itself, you will be learning by doing, becoming more self-aware about what you are now doing as a writer and what some of your options might be. For this reason, most of our time in class will be spent in activities, not in lectures; therefore, it is more than usually important that you come to class faithfully and that you keep up with your assignments.

Some Ground Rules

Attendance: By “attend,” I mean not only being physically present but mentally present as well. If you absolutely must miss a class, it is your responsibility to check with other students or with me to keep up with what you have missed so that you are prepared for the next class period. (Much of the work for this class is collaborative, so it’s also important to understand that lack of engagement and preparedness affects others as well.) Be advised that five days’ absence will necessitate a 15% reduction and six days’ a 20% reduction in the total course grade. Any more than six days’ absence will preclude your passing the course; you must withdraw or receive an F. If you must miss class due to a university obligation—team sports, for example—please let me know in advance and give me the appropriate paperwork authorizing your absence. I make no other distinction between “excused” and “unexcused” absences. (Inability to put your non-class-related electronics away during class will, of course, result in you being considered absent.) Please note that it is your responsibility, as a college student, to keep track of your absences; I do not necessarily warn students when they have passed a certain benchmark concerning attendance. Habitual tardiness or leaving early will also affect your course grade, as will excessive time out of the room during class.

Papers: For this course, you will be asked to write four papers and an annotated bibliography. The assignments are designed to give you more experience with analytical and argument writing, as well as effective use of research materials, all skills which may be called upon for other courses and for writing within your careers and communities.
Before each paper is due we will have a session on peer revision. You should come to this session with the best version of the paper you can produce on your own. You will then have a day or two to consider and/or incorporate the suggestions of your peer reviewers. All final drafts of papers must be typed (double-spaced, front only, stapled, 12 pt. max., MLA format), and will need to be turned in with all requested prewriting and rough draft material. Papers are due at the beginning of class, in two forms: first, through Turn It In via a Blackboard link and second, through a hard copy in class, on the day designated. I do not, under normal circumstances, accept late papers or email submissions. In special circumstances, I will accept a late paper, but will have to penalize it a letter grade for each calendar day (not class day) it’s late. Please plan accordingly.

Conferences: I will require at least two conferences with each of you, but I would like to see you more often than that. Please feel free to come by during my office hours or to set up an appointment with me.

Process Work: This is an overall term for the daily writings that you will be assigned, as well as class participation (i.e., meeting draft and final deadlines, contributing to workshops, completing all assignments, etc.).

Writing Center
The James A. Glenn Writing Center is located in the CLC, Room 400 (513-745-2875). It’s a student-staffed writing center, with tutors available to speak with you about your writing at any stage, for any class, from brainstorming for an assignment to polishing up a final draft. For every substantive tutoring session that you have with the Writing Center for this course, you will—besides getting the benefit of having an interested, non-roommate peer look at your work with you!—earn extra credit points on the Process Work part of the course.

Grading
The grades awarded in the department are A, B, C, D and F (on the 4.0 scale, with pluses and minuses), and the penalties for plagiarism (taking someone else’s words or ideas without providing proper credit) are in accord with those outlined in the Xavier catalog under the heading “Academic Honesty.” As part of this class, you will receive an assignment sheet for each project that will detail specific goals for that project; you will also receive a copy of the departmental grading rubric which will provide evaluation criteria for each letter grade. Your projects will count for 85% of the total grade (Essay One: 10%; Essay Two: 15%; Annotated Bibliography 20%; Essay Three: 20%; Essay Four: 20%) and all your process work will count for the remaining 15% of the total. Your course total must equal or exceed 1.0 for a passing grade. There will be plenty of opportunities for drafting, and there will be an option for one substantive revision of a graded essay.

All work for this course must be original, completed specifically for this course.

Daily Schedule
(All readings and assignments are due on the dates listed)

T 1/14 Introduction
Dist. of syllabus
Initial writing
Exploratory Strategies

R 1/16 Rhetoric: Purpose, Audience and Genre
Grading Rubric distributed
Ch. 1, “Thinking Rhetorically About Good Writing” (pp. 5-24)
and Ch. 2 “Thinking Rhetorically About Your Subject Matter” (pp. 25-34)

T 1/21 Ch.3, “Thinking Rhetorically About How Messages Persuade” (pp.51-64)
Rhetorical Features
Essay One assigned

R 1/23 Angles of vision
Initial work and drafting
AH: Finish the draft of the two “angled” scenes
T 1/28  Rhetorical Analysis

R 1/30  Rough Draft is due
Peer review workshop (as prep., have read pp. 445-50)

T 2/4  **Essay One is Due**
Florence King’s essay “I’d Rather Smoke Than Kiss” distributed

R 2/6  Ch. 5, “Reading Rhetorically” (pp. 87-99)
Summarizing, pp. 99-104
Assignment two distributed
AH: Write a first draft of your King summary

T 2/11  Summary criteria
Workshop on summary draft

R 2/13  Strong response: rhetorical critique/ideas critique (pp. 104-114)
Ethos, Pathos and Logos
Initial drafting on strong response to King

T 2/18  CONFERENCES—No Class

R 2/20  Rough Draft is due
Peer review workshop

T 2/25  **Essay Two is Due**
Joining a Conversation
Annotated Bibliography Assignment and Essay Three Assignment distributed
Work in class with Ch. 7, pp. 164-68: What is an annotated bibliography?

R 2/27  Ch. 19, “Asking Questions, Finding Sources” (517-27)
Ch. 20, “Evaluating Sources” (536-46)
AH: Research Question Trial

(SPRING BREAK—No Class 3/4--3/6)

T 3/11  Thinking about sources: the whys and the wherefores
Preliminary Research and Planning
Avoiding plagiarism

R 3/13  Library presentation (tentatively scheduled)

T 3/18  Rough Draft of Annotated Bibliography Due
Peer Review Workshop: Annotations and Citations

R 3/20  **Annotated Bibliography is Due**
Ideas from research? How has the conversation expanded?
Classical argument

T 3/25  Classical argument
Constructing an Arguable Claim
Logos
AH: Bring a draft of your claim to class on Thursday

R 3/27  Source Selection: Context and Audience
Counterarguing
T 4/1    CONFERENCES (No class—Bring finalized claim to conference)
R 4/3    Organization/Logos
T 4/8    Integrating your sources: framework, clarification, support, challenge
(Bring at least three of your sources to class)
R 4/10   Rough Draft is due
Peer Review Workshop
T 4/15   **Essay Three is Due**
What is the Purpose of a College Education?: Discussion
AH: Read Richard Arum and Josipa Roksa’s *Academically Adrift* (excerpt),
Derek Bok’s *Our Underachieving Colleges* (excerpt) and David Brooks’
“The Practical University” (all readings posted on Blackboard)
(EASTER HOLIDAY—No Class 4/17)
T 4/22   Discussion of ideas from Arum and Roksa, Bok and Brooks
Assignment Four Distributed
AH: Analyzing the readings: ethos, pathos and logos
R 4/24   Rhetorical Analysis Discussion
Your view and arguable claim
T 4/29   Last Day to Turn in Substantive Revision
Troubleshooting
R 5/1    Course Evaluations
Peer Review Workshop
FINAL: Tuesday, May 6th, 1:00-2:50 p.m. **ESSAY FOUR (in class)** (see assignment
sheet for details).

The small print: This is a “working” syllabus, so I reserve the right to make any necessary
changes. Minor changes will be announced and/or negotiated in class. Major changes will be
made in writing.

*******************************************************************************
The following is a description of the **Goals, Means and Outcomes for English 101**, as explained
by Xavier University’s WP director Dr. Kristine Johnson in the 2013-14 *Guide to the Writing
Program*:

**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.
4) 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:

5) Understand and use rhetorical vocabulary to analyze writing by others and themselves.
6) Integrate their own ideas with those of others.
7) Explore an issue or question raised by another author and respond to it or challenge it in 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
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 instructor.
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.