2014

101-09 English Composition

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English Composition 101
Course Syllabus

M/W/F 2-2:50 p.m.
Hailstones 17
3.000 Credit Hours

Instructor: Brittany York
Contact: yorkb@xavier.edu
Office: Hinkle 214
Office Hours: M/W/F 1-2 p.m., and also by appointment

Description
Technology is becoming more “people-centric.” Facebook, for example, now boasts 1.23 billion
monthly users worldwide, and the number of social networks and participants involved continues
to grow. What might the future of human interaction look like with continued advancements in
artificial intelligence, social networking capabilities and technological innovation?

In this course, we’ll look at the ways in which our lives are currently impacted by these various
technologies as we develop knowledge about the rhetorical situation and the writing process.
Through extensive practice with invention, drafting, and revision, we’ll focus particularly on
argument, rhetorical analysis, and research-based writing.

Writing Program Goals, Means, Outcomes
Familiarize yourself with Xavier’s Writing Program by reviewing common goals, means and
outcomes for the course here: http://www.xavier.edu/english/Writing-Program.cfm

Required Texts
Ramage, John D. et al. The Allyn and Bacon Guide to Writing. 6th Ed. New York:
Assorted Internet texts to be printed and brought to class

Attendance Policy
The foundation for this course is based on your attendance. If you are not present, you will not be
able to contribute to class discussions, in-class assignments, quizzes, peer reviews and writing
conferences. These account for the bulk of your learning, so it is necessary to come to class if
you expect to succeed in this course. You are expected to print all assigned texts, bring them to
class with you and read them closely, making note of points of interest as well as questions for
consideration. You are encouraged to contribute to class discussion in a thoughtful manner, to
complete all assignments on time, to attend conferences, and to generally take part in all aspects
of this course as they are described.

If you miss class for any reason, you are still responsible for completing that day’s
assignment as well as meeting all assigned deadlines. This means that if an assignment is due
on a day that you are sick, the assignment needs to be in my e-mail inbox by class time, or it is
late. You’ll then print the assignment and bring me a hard copy on the day you return to class. **You are permitted three absences throughout the semester.** This includes sick days/emergencies, etc. If you miss more than three classes, you will begin to lose points from your final grade.

**Late assignments**
Assignments are due when indicated, unless other arrangements have been made between student and instructor prior to the assignment’s due date. **Late assignments will lose a letter grade for each day they are late, though I do not go below half credit.**

**Technology**
Cell phones, iPods, etc. are not permitted in class. Consider this your warning. If I see you with a cell phone out, you will be marked absent, because as far as I’m concerned, that is what you are. Your attendance/participation grade will reflect this. Do not use laptops in class unless otherwise indicated. (There will be days when you are encouraged to bring your laptop if you have one so that you can draft in class, but I’ll tell you about these days in advance so you’re prepared.)

**Accommodations:**
If you have any special needs relative to your participation in this course, please notify me.

**The Writing Center**
The Academic Writing Center is located in room 400 of Conaton Learning Commons. If you are ever struggling with an assignment, please visit The Writing Center. The center offers free tutoring, and the tutors will work with you (as will I) to ensure that you understand key concepts so that you may improve your work. Call 513-745-2875 to make an appointment, but do not wait until the last possible minute or day before a paper is due and expect to receive appropriate help.

**Grading:**
You must earn a D or better to pass the class. The grading breakdown is as follows:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Rhetorical Analysis</td>
<td>15%</td>
</tr>
<tr>
<td>Researched Argument</td>
<td>20%</td>
</tr>
<tr>
<td>Recast/Presentation</td>
<td>12.5%</td>
</tr>
<tr>
<td>Common Assignment</td>
<td>12.5%</td>
</tr>
<tr>
<td>Reflection (Final Exam)</td>
<td>5%</td>
</tr>
<tr>
<td>Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Homework/Informal Writing</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance and Participation (ie: active and engaged, thoughtful contributions during class discussions and conferences.)</td>
<td>15%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>
**Revision**
You will have the opportunity to revise two of your major essays (Rhetorical Analysis and Researched Argument), though you are not required to do so. If you choose to revise, your initial graded papers (with my comments), as well as final copies should be turned in as a portfolio at the end of the semester. This means that you must save your original paper, in addition to my comments, so that I can look at your work wholistically at the culmination of the course.

So, you will receive each paper with a grade that is either tentative or final—the decision is up to you. I recommend revising and meeting with me in my office or with a tutor at the writing center, to make sure you’re on the right track prior to submitting a revision for a final grade.

**Academic Integrity:**
The University Rules, and other documented policies of the department, college, and university related to academic integrity will be strictly enforced. Any violation of these regulations, including acts of plagiarism or cheating, will be dealt with on an individual basis according to the severity of the misconduct.
**GRADE SHEET**

<table>
<thead>
<tr>
<th>Rhetorical Analysis</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>Weight</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100</td>
<td>x 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Researched Argument</td>
<td>100</td>
<td>x 20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Recast/Presentation</td>
<td>100</td>
<td>x 12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Common Assignment</td>
<td>100</td>
<td>x 12.5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reflection (Final Exam)</td>
<td>100</td>
<td>x 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Quizzes</td>
<td></td>
<td>x 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Homework/Informal Writing</td>
<td></td>
<td>x 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Attendance and Participation (You’ll have to estimate here.) Did you miss more than three classes? Were you marked absent because your head was down, you didn’t come to class with the assigned readings, or you were on your phone? Did you actively participate in class discussions? Etc.</td>
<td>100</td>
<td>x 15</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>N/A</td>
<td>/100</td>
<td></td>
</tr>
</tbody>
</table>

- **Informal writing** is comprised of in-class written assignments, other homework assignments, etc. I typically grade informal writing on a ✓+, ✓, ✓- basis (equivalent to 100, 85, and 70). Keep track of all these grades, and compute your average to figure out your standing.

- **Quizzes** will be short and usually worth 5 points. Again, keep these papers so you can compute your average periodically throughout the term.