2014

101-01 English Composition

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ENGL 101-01, English Composition  
MWF 8 a.m. – 8:50 a.m., CLC 309

Instructor: Rob Dowdy  
Office: Hinkle 212  
Office hours: Mondays, 10 a.m. – 11 a.m.  
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Course description
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.

Goals, Means, and Outcomes for English 101
All elements of English 101--course syllabi, assignments, and classroom activities--stem from the program goals, means and outcomes. The first three goals span the four areas outlined in the WPA Outcomes Statement for First-Year Composition: rhetorical knowledge; writing processes; critical thinking, reading, and writing; and knowledge of conventions. And in keeping with the mission of Xavier University, the fourth goal emphasizes the ethical and societal ends of a Jesuit rhetorical education. The means describe the practices required to meet the goals and 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.

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.

Required textbook
Lunsford, Andrea and John Ruszkiewicz. *Everything’s an Argument, 6e.*

Attendance/Late Work Policy
You are responsible for attending class. Missing class means missing assignments. Except in pre-approved situations, *assignments missed due to absence or lateness may not be made up or accepted late*. If a student misses class and submits the assignments to the instructor’s office or mailbox, it is considered late and will not be accepted. Students must turn in all major assignments to pass the course.

Your success in this class hinges upon regular attendance. Your presence is required for both your own benefit and that of your peers. *Missing more than four classes may result in a letter grade reduction or failure of the class.*

**Classroom Behavior Policies**
Respectful classroom conduct is an essential part of your success and the success of others in this class. To earn all possible points, please keep in mind the following guidelines: (1) be present both physically and mentally – active participation means interacting with peers, sharing ideas in discussions, and practicing active listening; (2) be respectful and courteous in class discussion and in writing, you have the right to take reasoned exception to views offered in the classroom, however, verbal attacks and/or bigotry will not be tolerated; (3) turn off all electronic devices – distracting noises such as beeps, rings, and buzzes are disruptive to communication and concentration efforts.

**Plagiarism**
Plagiarism is defined as the use of another person’s words or ideas without giving proper credit. Plagiarism is seen as an especially serious offense in the academic world. Plagiarism may be deliberate (lifting material directly from a source or turning in a paper that is not your own) or inadvertent (relying too heavily on a source’s language/ideas or not properly citing a source).

Any use of work without proper attribution, depending on the nature, scope and occurrence of the plagiarized material, is subject to any of the following measures, per the university handbook: failure of the assignment, failure of the course, expulsion from the university, and contacting of the student’s dean. Appropriate action will be determined in a conference between the student and the instructor.

Remember; relying too heavily on the language or structure of an original source, even if you have cited it, is considered inappropriate. Please make sure course work is your original work for this course, and that sources are cited correctly.

**The James A. Glenn Writing Center**
The James A. Glenn Writing Center, located in CLC 400, provides students with assistance at all stages of the writing process, for, as all writers know, not all writing is accomplished in isolation. Writing sometimes happens best when two writers sit down and put their heads together on a project – one explaining what he/she is attempting to achieve and the other providing feedback and guidance. The tutors in the center are available to discuss understanding an assignment, generating ideas, drafting, organizing, revising, editing, addressing sentence structure, grammar, punctuation concerns, and documenting sources. Writers can also receive assistance in refining cover letters and resumes.

The Writing Center is open Monday/Wednesday from 9 a.m. to 8 p.m.; Tuesday/Thursday from 9:30 a.m. to 8:30 p.m.; Friday from 9 a.m. to 3 p.m. and Sunday from 1 p.m. to 9 p.m. Contact the center at writingcenter@xavier.edu or call 745-2875.

**Disability Services**

Disability Services provides academic accommodations and support services to provide equal access to educational opportunities to Xavier students with documented disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (amended 2008).

Students with a learning disability requesting accommodations must provide current and comprehensive documentation from a licensed clinical professional who has relevant experience in differential diagnosis (i.e., licensed clinical psychologist, neuropsychologist, or licensed clinical counselor). This type of documentation not only validates the presence of a disability, but is useful in providing information to support educational planning and anticipate future accommodation needs. The provided documentation must be on official letterhead and signed and dated by the certifying professional. For more information, call 745-3280.

**Course Grading/ Means of Assessment**

- Homework: 20%
- In-class writing: 10%
- Rhetorical Analysis: 10%
- Exploratory Research: 15%
- Argumentative Research: 15%
- Multimodal Project: 15%
- Common Assignment: 15%

**Grading scale**

- 100-94 = A
- 93-90 = A-
Final exam period

All classes are required to meet during their scheduled final exam period. This class will meet Wednesday, Dec. 17 from 8 a.m. to 9:50 a.m.