2014

101-26 English Composition

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Welcome to English 101! In this course we’ll develop knowledge about the rhetorical situation and the writing process with a particular focus on argument, rhetorical analysis, and research-based writing. Throughout the semester, we’ll work on rhetorically analyzing a variety of texts and writing in several genres for different audiences.

Required Materials:
- Other readings will be posted on Canvas. These need to be printed for class.
- You’ll need regular access to Canvas and your @xavier.edu email account.
- Word processing and printing.

Course Goals

**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. 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. 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. 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. 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.
Assignments, Grading, and Course Policies

Your final grade will be made up of the following:

- Personal Narrative (Essay #1) 10%
- Rhetorical Analysis (Essay #2) 15%
- Evaluative Argument (Essay #3) 10%
- Academic Argument (Essay #4) 20%
- Daily Assignments 15%
- Participation 10%
- Common Assignment 15%
- Final Reflection 5%

Letter grades will be assigned according to the following scale:

- 94–100 A
- 87–89 B+
- 7–79 C+
- 64–66 D+
- 90–93 A-
- 84–86 B
- 74–76 C
- 67–69 D
- 80–83 B-
- 70–73 C-
- 60–63 D-

Essays #1–#4 and Common Assignment: These are the five major projects of the course and will be assessed according to the English Department Grading Rubric. Each major essay will be explained on a detailed assignment sheet, which I will give out in class and will be available in the “Essay Assignment Sheets” folder on Canvas, as well as on the Canvas Assignment Page.

You will need to upload these assignments on Canvas.

Final Reflection: This is a long-form reflective essay about your development as a writer and reader throughout the course. This will be described in detail on an assignment sheet, which I will distribute in class and will be available on Canvas.

Daily Assignments: These are the small, day-to-day pieces of homework, ranging from reading responses to writing exercises to work toward the larger essay projects. Prompts for each of these will be posted in the “Daily Assignments” folder for the course on Canvas as well as on the Canvas assignment page. These will not be accepted late.

You will need to turn these in on Canvas (to receive credit) as well as bring a hard copy to class (for class discussion and writing exercises).

Participation: This is not a lecture course, so class participation is extremely important! This means coming prepared to with the required texts, actively participating in class discussions and activities, etc.

Important Note: The use of cell phones, laptops, iPads, iPods, e-readers, etc is not permitted in class unless otherwise specified. Please turn off your cell phones!

Attendance: I will keep record of your attendance. You are permitted up to three absences before your grade is affected. Starting with the fourth absence, you will lose 5% of your final grade for each absence. There are no “excused” absences, except in the case of official university excused absences, which you must clear with me before the absence. Anyone arriving more than ten minutes late to class will be counted absent. Also, on Peer Review days, anyone without a printed full-length draft will be counted absent. Finally, if you do miss class, please contact one of your peers for questions regarding the material covered.
**Assignment Format:** All assignments must be typed in 12pt Times New Roman font with 1” margins. MLA format and citation is required on all major assignments and Daily Assignments when specified.

**Late Work:** All assignments are due at the beginning of class, and Daily Assignments will not be accepted late. I will accept the four major essay projects late, deducting a full letter grade for each day past the due date.

    *Important Note:* I do not accept work by email. I require that you turn everything in on Canvas.

**Plagiarism:** This is turning in someone else’s work (words or ideas) as your own without proper citation; this is unacceptable and will result in the failure of the course and administrative action. We will cover source attribution and academic honesty in greater detail later in the course. If you’re ever unsure, please contact me before turning in the assignment. More information can be found here: [http://www.xavier.edu/library/xututor/plagiarism](http://www.xavier.edu/library/xututor/plagiarism)

**Writing Center:** Xavier’s Writing Center is an excellent resource for all writers at any stage of the process. More information can be found here: [http://www.xavier.edu/writingcenter/](http://www.xavier.edu/writingcenter/)
## Course Schedule

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<tr>
<th>Week</th>
<th>Due in Class</th>
<th>Class Agenda</th>
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<td><strong>Week 1</strong></td>
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<tr>
<td>Tuesday, August 26</td>
<td></td>
<td>Intro to class</td>
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<tr>
<td>Thursday, August 28</td>
<td>Read Personal Essay PDF Daily Assignment #1: 3 ideas for your personal essay</td>
<td>Intro to Essay #1 What is a Personal Essay?</td>
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<td><strong>Week 2</strong></td>
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<td>Tuesday, September 2</td>
<td>-Read “Derivative Sport in Tornado Alley” PDF -Daily Assignment #2: Reading Response</td>
<td>-Breaking Down a Personal Essay -Descriptive Language Exercises</td>
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<td>Thursday, September 4</td>
<td>-Daily Assignment #3: Scene for your personal essay using descriptive language</td>
<td>-Reviewing DA #3 -Practice Peer Review</td>
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<td><strong>Week 3</strong></td>
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<tr>
<td>Tuesday, September 9</td>
<td><em>Draft of Essay #1 (2 copies)</em></td>
<td>Peer Review</td>
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<td>Thursday, September 11</td>
<td><em>ESSAY #1</em></td>
<td>-Reflection on Essay #1 -Intro to Essay #2</td>
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<td><strong>Week 4</strong></td>
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<tr>
<td>Tuesday, September 16</td>
<td>-Read “Arguments Based on Emotion” (30-41) -Read “Arguments Based on Credibility” (42-54) -Daily Assignment #4: Analyzing for Emotion and Credibility</td>
<td>-Reading for Pathos -Reading for Ethos</td>
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<tr>
<td>Thursday, September 18</td>
<td>-Read “Arguments Based on Fact” (55-73) -Read “Fallacies of Argument” (74-89)</td>
<td>-Reading for Logos -Fallacies of Argument</td>
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<td><strong>Week 5</strong></td>
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<td>Tuesday, September 23</td>
<td>-Read “Rhetorical Analysis” (90-107) -Find a document to analyze for your rhetorical analysis</td>
<td>-Proposal for Essay #2 -In-class Rhetorical Analysis (ethos/logos/pathos)</td>
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<tr>
<td>Thursday, September 25</td>
<td>-Daily Assignment #5: Analyzing your document for ethos/logos/pathos</td>
<td>-In-class Rhetorical Analysis (audience/purpose/context)</td>
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<td><strong>Week 6</strong></td>
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<tr>
<td>Tuesday, September 30</td>
<td>Daily Assignment #6: analyzing for audience/purpose/context</td>
<td>In-class work day</td>
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<tr>
<td>Thursday, October 2</td>
<td><em>Draft of Essay #2</em></td>
<td>Peer Review</td>
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| Week 7          | Tuesday, October 7 | ESSAY #2 | -Essay #2 Reflection  
|                |                    |         | -Intro to Essay #3  
| Thursday, October 9 | FALL HOLIDAY | NO CLASS |  
| Week 8         | Tuesday, October 14 | -Read Evaluations (p. 214-233)  
|                |                    | -Daily Assignment #7: bring in a film review  
|                |                    | -Daily Assignment #8: watch a movie  
|                | Thursday, October 16 | -Daily Assignment #9: Thesis and Intro  
|                |                    | -Forming an argument  
|                |                    | -Film review as argument  
|                |                    | -Reviewing a film review as argument  
| Week 9         | Tuesday, October 21 | draft of Essay #3 (2 copies) | Peer Review  
| Thursday, October 23 | ESSAY #3 | -Intro to Essay #4  
|                |                    | -Research topics  
| Week 10        | Tuesday, October 28 | -Read “Academic Arguments” (367-382)  
|                |                    | -Daily Assignment #10: Bring in 3 ideas for research  
|                | Thursday, October 30 | -Read Finding Evidence (p. 395)  
|                |                    | -Using Library Resources!  
|                |                    | Meet in the library  
| Week 11        | Tuesday, November 4 | -Daily Assignment #11: 3 annotations for sources  
|                |                    | -Read “Using Sources”  
|                | Thursday, November 6 | -Read Evaluating Sources (410-4-17)  
|                |                    | -Daily Assignment #12: 2 more annotations  
|                |                    | -Opening Paragraphs  
|                |                    | -Academic Argument as Rhetorical Situation  
| Week 12        | Tuesday, November 11 | -Daily Assignment #13: Opening Paragraph and thesis statement  
|                |                    | -Developing Your Thesis  
|                | Thursday, November 13 | Work on your draft  
|                |                    | -Writing the Opposition  
|                |                    | -Outlining  
| Week 13        | Tuesday, November 18 | Work on your draft  
|                |                    | -Reviewing an Academic Argument  
|                | Thursday, November 20 | draft of Essay #4 (2 copies) | Peer Review Workshop  
<p>|                |                    | Peer Review Workshop |</p>
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<th>Week 14</th>
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<tr>
<td>Tuesday, November 25</td>
<td>ESSAY #4</td>
<td>-Intro to common assignment</td>
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<td>-“This is Water”</td>
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<tr>
<td>Thursday, November 27</td>
<td>THANKSGIVING</td>
<td>NO CLASSES</td>
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<th>Week 15</th>
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<tr>
<td>Tuesday, December 2</td>
<td>-Read “Our Underachieving Colleges”</td>
<td>-Reading Discussion</td>
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<td>-Read “Academically Adrift”</td>
<td>-Developing a thesis</td>
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<tr>
<td>Thursday, December 4</td>
<td>Read “The Practical University”</td>
<td>-Reading discussion</td>
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<td>-Daily Assignment #14: Reading Packets</td>
<td>-Finding another source</td>
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<th>Week 16</th>
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<tr>
<td>Tuesday, December 9</td>
<td>-Daily Assignment #15: Intro Paragraph (including thesis) and 1 additional source annotation</td>
<td>Work day in class</td>
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<tr>
<td>Thursday, December 11</td>
<td>Draft of Common Assignment (3 copies)</td>
<td>Peer Review</td>
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<tr>
<th>FINALS WEEK</th>
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<tbody>
<tr>
<td>Tuesday, December 16</td>
<td>1:00PM-2:50PM</td>
<td>FINAL TURN-IN</td>
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