2014

101-10 English Composition

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GENERAL INFORMATION
Instructor: Scott Hales
E-Mail: scotthales80@gmail.com, haless@xavier.edu
Office Hours: Hinkle 212, F 12:00-2:00pm
Course Section: 010
Class Room: Hailstones 1, MWF 2:00-2:50pm

TEXTBOOKS

POP CULTURE
Reading and writing well go hand-in-hand. In this class, we will be reading a variety of essays that explore the landscape of American pop culture. Aside from being informative and often entertaining, these essays are to serve as models of good writing for you as you begin your career as a college writer. Throughout the semester, you will be asked to read, respond to, and analyze their content and form. They will form the basis of your major writing assignments and our in-class discussions.

COURSE GOALS and OUTCOMES (Adapted from the Writing Program Website)
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.

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.

Goal 3: Knowledge of Conventions
Students will be writers who understand the role and use of information.

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:
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) 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.
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.
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:
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.

**ATTENDANCE**
Regular attendance is crucial to your success in this class. **In my experience, students who attend class daily have little trouble passing this class.** Those students who ignore the attendance policy, however, generally struggle in the class and often have to repeat it during another semester. I strongly recommend attending class regularly the first time around.

When emergencies arise that prevent you from attending class, **please notify me as soon as possible** so that we can discuss what you need to do to stay on task in the class.

**PARTICIPATION**
You are expected to participate actively and constructively in this class. Active, constructive participation includes consistent involvement in class and small group discussions, in-class writings, and other class time activities. **It also includes reading the assigned texts and turning assignments in complete and on time.**

One of my goals for this class is to create an atmosphere where students feel that their thought and opinions are valuable and valued. **Students are encouraged to contribute vocally to class discussion freely and frequently.**

**ASSIGNMENTS and GRADE DISTRIBUTION**
In this course you will be writing four major assignments (rhetorical analysis, argument rebuttal, argument proposal, and common assignment), three 500-word reading responses, and an in-class reflection essay. You will also be giving a five-minute class presentation and doing various minor in-class writing assignments.

Reading and writing assignments are to be completed prior to the beginning of the class indicated on the syllabus. **All formal written assignments must be typed;** handwritten writing assignments will not be accepted. If students do not have access to a computer at home, they should plan to use computers on campus or at their local library. In-class writing assignments do not need to be typed.

**Formatting:** All writing assignments must follow MLA format including, particularly the heading noted below and double spacing. **Points will be deducted for not adhering to these format guidelines.**
A properly formatted assignment will have the following information in the top left hand corner:

Your Name
Instructor: Scott Hales
Course Title
Date Submitted

Formal essays must meet the page requirement specified by the assignment and include a word count. Be sure to proofread your writing carefully before turning it in. Essays are due at the beginning of the class period or upon request.

As you read keep notes on the reading assignments. Also, if any difficulties arise with an assignment, please contact me as soon as possible for assistance. I am happy to assist with questions you may have about the course or assignments.

**Reading Responses:** In addition to the four major essays you will be writing for this course, you will also be required to submit three reading response assignments. Responses are due on the day when we discuss the reading assignment covered in your response. So, if your response addresses the essay “Violent Media is Good for Kids,” then it is due on the day we discuss that essay. Remember, you can only respond one time per week, so plan ahead. No late responses are accepted.

One of these assignments will be a scheduled response that you will post to Canvas and share with the class. We will schedule posts during the first week of class.

Grades are Distributed as Follows:

- Major Assignments: 60%
- Reading Responses: 15%
- In Class Assignments: 15%
- Rough Drafts, Peer Reviews, and Supporting Assignments: 10%

Letter grades are assigned according to this scale:

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LATE WORK
I do not accept excessively late work. Hard copies of your essays are due as soon as class begins. If you attempt to submit an incomplete essay, I will consider it late and not accept it. **I do not accept unsolicited e-mailed or electronic copies of your essays or assignments.** Be sure to plan ahead. Technology-related mishaps (such as problems with laptops or flash drives) are not acceptable excuses for late work.

DISTRACTIONS and MOBILE DEVICES
In order to maintain a learning environment that is conducive for all, it is essential that we keep classroom distractions to a minimum. Remember, your graduation depends on a successful completion of this course.

Cell phones, smart phones, and other noisy devices must be set on silent and put away during class. **Text-messaging and other similar forms of communication are not allowed during class.** Laptops may be used in class only for class-related activities. If I find that you are abusing this privilege I will ask you to put it away permanently.

MLA
You will use the Modern Language Association (MLA) format when writing papers. *The Allyn & Bacon Guide to Writing* provides examples of papers formatted in MLA style and an detailed MLA citation reference guide (see pp. 576 - 598).

CANVAS
I will use Canvas throughout the quarter to post announcements, assignments, grades, and other important materials. Check Canvas daily. If you have any questions regarding Canvas, you can contact me during my office hours or through e-mail.

FINAL NOTES
1. One of the best ways to help student writers improve is by using examples from their own writing in class. For this reason, I may use your writing—without your name attached—in class activities. **If you feel strongly opposed to this, be sure to mention it to me as soon as possible.**

2. Students with learning disabilities must present me with official documentation from the Disabilities Services office during the first two weeks of class so that the necessary accommodations can be arranged.

3. Because technology is not always reliable and you will need copies of all of your work throughout the semester, make sure you have hard copies of all of the work you do for this class. Keep every graded assignment returned to you and hold on to
it until the end of the quarter. Doing so will guard against any unforeseen emergencies (stolen or misplaced essays, faulty flash drives, viruses, etc).