Course Description and Objectives

English composition is an intensive writing course designed to help develop your academic writing skills by understanding, analyzing and assimilating components of the persuasive process. Anytime you toss words across a sheet of paper, you have a purpose in mind. You are attempting to communicate a message, your position on a subject. The art of rhetoric, among many tasks, challenges you to be purposeful, organized, analytical, and coherent in your writing. To be convincing, your pitch must be precise. You must learn to target your audience and select the best argument type and rhetorical approach to communicate your position. This course will challenge you to carefully select writing strategies, from paper organization to language choice, that best achieve your purpose. Developing effective writing skills is a lifelong process. On this leg of your journey, we will study and experiment with different writing strategies. Excellent writers are born from being students of excellent writing. Therefore, you will critically analyze excellent rhetorical writing strategies and apply these techniques in your own writing.

As part of the overall university goals and objectives, this course will also strive to achieve the following:

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
Students will meet the program goals and outcomes through the following major projects and activities:
1) Completion of at least five major projects that involve textual analysis and/or production in a variety of genres for a variety of audiences. These major projects will 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.
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.

Required Text and Materials
Lunsford, Ruszkiewicz, Walters, *Everything’s an Argument (EA)*
Andrea Lunsford, *Easy Writer (EW)*
Reading Packet – provided in class
Recommended:
Class notebook for class notes and hand outs
Loose leaf notebook paper (no frayed edges)
STAPLER

Course Requirements

Assignments
Reading Assignments: You are required to read and understand the content of *Everything’s an Argument*. You will demonstrate your mastery of this material through your writing and class discussion. This course is not a lecture driven class; therefore, I will be providing only limited notes on the reading. With regard to the assigned essays and other outside readings, I expect you to understand the works, be able to identify useful writing strategies used by the writers, and be able to thoughtfully respond to the questions following each essay.

Journals: You will be required to respond to journal prompts in class. They will be graded on a pass/fail basis unless otherwise indicated.
Quizzes: Assigned readings are required. Please be prepared for unannounced quizzes on ALL outside reading assignments.

Writing Assignments: ALL OUTSIDE class assignments must be typed or will not be accepted.

Paper Formats: All final papers must follow the MLA format including 12 pt. type, one inch margin, double spacing (to be discussed in greater detail in class). Also note, you will develop a pre-draft Proposal/outline and post-draft outline for ALL papers. You are required to turn in a post-draft outline with all papers. All papers must be STAPLED.

ALL ASSIGNMENTS MUST BE TYPED.

Class Polices

Texting and/or Cell Phone Usage: Please DO NOT TEXT OR USE YOUR CELL PHONE IN MY CLASSROOM. If you do so, I will take your cell phone until the end of the class period or ask you to put the phone away. If I am interrupted by your phone usage more than three times during the semester, I will reduce your overall grade by 5% for each subsequent time that you text or use your cell phone. If you do not like this policy, please take another section of this course.

Class Participation: It is important to note that this is not a lecture driven class; rather, it will be an active workshop including all students, your writing and me. You are required to participate in and take a lead in class discussions. Your grade will reflect your daily participation. Responding three or four times a semester does not qualify as active participation. Plan to be actively engaged during every class period. If you are unwilling to participate, I suggest that you consider another section.

Attendance: You are due in class on time. Over 10 minutes late will be counted as an absence. You will also miss the writing assignment or quiz resulting in a zero for that day. If you must miss class for any reason, let me know by phone or e-mail. After three absences, your grade will be reduced by 5% for each missed class (even if you have an excellent reason). Please remember, this class depends on your participation– attendance is critical. I strictly adhere to this policy. Therefore, if you have a chronic problem with attendance, please select another section of 101.

Missed In-Class Writing Assignments, Quizzes or Late Assignments: Missed in-class writing assignments or quizzes cannot be made up. I do not accept any late papers. If you do not plan on being in class on a paper due date, ask someone to deliver the paper to me (in my hand). Unless directed by me, never leave an assignment in my mailbox. Extreme circumstances can be discussed with me ahead of a due date.

Plagiarism Due to the internet, there are flagrant problems with plagiarism. I have a ZERO TOLERANCE policy with plagiarism. If you choose to integrate another person’s ideas in the body of your paper without proper documentation, that is called PLAGIARISM. If you plagiarize (ie. take ideas from internet sources without documentation), I will fail you for the paper and/or the class. You put my integrity on the line when you plagiarize, so please do not. Xavier University takes plagiarism very seriously. Quotation marks and/or appropriate MLA documentation must be used. If you have problems appropriately citing work, please make an appointment to see me. I am more than happy to peruse your paper for documentation problems prior to submission.
Writing Center: I highly advise ALL STUDENTS to make use of the Writing Center for paper editing. The trained staff will be glad to help with revision problems, idea flow, organization, and wording difficulties.

Personal Conferences: If you have any questions about the course work, please do not hesitate in making an appointment with me. If my office hours do not accommodate your schedule, I will make arrangements to meet with you or to have a phone conference. I have provided my cell and home number for your use. Please do not call after 9 p.m. Please do not communicate with me through texting.

**Approximate Grade Point Determination**
Rough Drafts (10-15 pts each), Outline (5-10 pt. per paper; Annotated Bibs = 25 pt.), 125
Final Drafts (4 papers=90-130, proposal = 155) 675
Journal Entries/Quizzes 100
Participation 90
Total 990 APPROXIMATE
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| 1/13 | Introduction to Composition  
Assign Paper 1 Narrative Process  
H.W. EA, Ch. 1, EW 60-72, 206-210. “Under the Influence”  
Select topic for paper. |
| 1/15 | Narrative process, purpose and types of arguments, rhetorical approaches  
Discuss “Under the Influence”  
| 1/17 | Pathos Discussion  
Discuss “Salvation”  
Review Proposal, Develop outline  
H.W. EA Ch. 3, and “How It Feels to be a Colored Me,” Annotate elements of ETHOS, Polish for Essay I, EW 73-94, 221-231 |
| 1/20 |  
H.W. EW 94-117, 232-252, Polish proposal, complete first half of RD. Be prepared to peer edit essay. |
| 1/24 | Rough DRAFT DUE  
Peer Edit  
Writing Workshop  
H.W. EA Ch. 4, “Ain’t I a Woman,” Completed Rough Draft Due |
| 1/27 | Grammar Quiz  
Peer Edit Rough Draft  
IF TIME ALLOWS:  
Discuss Logos  
Analyze “Ain’t I a Woman”  
H.W. EA Ch. 6 RHETORICAL ANALYSIS, |
| 1/29 | FINAL DRAFT DUE PAPER 1  
Discuss Logos, “Ain’t I a Woman,” Rhetorical Analysis “Declaration of Sentiments”  
Review rhetorical approaches, prepare for quiz  
H.W. “Declaration of Sentiments” and “I Have a Dream” ANNOTATE BOTH PIECES WITH RESPECT TO A RHETORICAL ANALYSIS |
| 1/31 | RHETORICAL ANALYSIS DISCUSSION “Declaration of Sentiments” and “I Have a Dream”  
H.W. Ch. 5 & 7, EW: 121-130, Ch. Fallacies of Argument, Bring in Advertisement that shows example of Fallacy of Argument with analysis. |
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<td>2/3</td>
<td>Discuss Structuring Arguments &amp; Fallacies of Arguments, Advertisements&lt;br&gt;Assign Paper 2&lt;br&gt;H.W. Read EA Ch.9, Annotate “On Self Respect”</td>
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<td>2/5</td>
<td>Discuss Definitional Arguments&lt;br&gt;Discuss “On Self Respect”&lt;br&gt;Brainstorm on definitional topics&lt;br&gt;H.W. Annotate “Cat vs. Dog People” and Addiction Doesn’t Discriminate” Read Ch. 16</td>
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<td>2/7</td>
<td>Brain storm on definitional topics&lt;br&gt;Discuss “Cats” and “Addiction”&lt;br&gt;Topic Selection&lt;br&gt;H.W. Read Ch. 17 and 18, begin to research selected topic</td>
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<td>2/10</td>
<td>Library Day&lt;br&gt;Collecting/Evaluating Sources&lt;br&gt;Begin to develop proposal/outline&lt;br&gt;BRING LAPTOPS TO CLASS/IN CLASS WRITING ON Proposal&lt;br&gt;H.W.**Bring in all sources, develop a working draft of proposal/outline, Read EW: MLA SECTION</td>
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<td>2/12</td>
<td>Refine working draft of Toulmin outline and proposal&lt;br&gt;Bring in all sources as I will check all sources to ensure academic&lt;br&gt;Discuss MLA requirements&lt;br&gt;H.W. Finalize Toulmin outline/proposal, complete 250 words of Rough Draft, read Ch. 14 on Visuals and Arguments</td>
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<td>2/14</td>
<td>Discuss visuals in arguments and presentation, Peer Edit Toulmin outline/proposals and RD – 250 words&lt;br&gt;Review MLA Requirements&lt;br&gt;Bring in all sources&lt;br&gt;HW: finalize visual, complete 750 words of RD, read Ch. 21 EA, pp. 446-464</td>
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<td>2/17</td>
<td>Review MLA in-text documentation and Works Cited Page&lt;br&gt;Conferencing, Review of first half of argument&lt;br&gt;H.W. Refine proposal/outline, rough draft for final peer edit</td>
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<td>2/19</td>
<td>Grammar Quiz&lt;br&gt;Grammatical Review of Completed Rough Draft&lt;br&gt;H.W.: Prepare RD for Final in-class analysis and reading, Read EA. Ch. 11, Causal Analysis</td>
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<td>2/21</td>
<td>Final Peer Edit&lt;br&gt;Discuss Causal Analysis&lt;br&gt;H.W. Finalize Paper, Read EA, Ch. 13, annotate “Just Walk on By”</td>
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<td>2/24</td>
<td>Final Paper Due&lt;br&gt;Discuss Causal Analysis&lt;br&gt;Discuss “Just Walk on By”&lt;br&gt;Discuss Use of motifs, sentence structure, style and word choice, other tropes.&lt;br&gt;H.W. Annotate from Causal Perspective: “Terror’s Purse Strings” and “Chemical Exposure” and “Growing Cowardice of Online Anonymity”</td>
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<td>2/26</td>
<td>Discuss Causal arguments within “Terror” and “Chemical Exposure”&lt;br&gt;Small group brainstorming on topics&lt;br&gt;H.W. select three possible topics, evaluate in each in 3 typed paragraphs to turn in and for group discussion; bring laptops to class</td>
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<td>2/28</td>
<td>Topic selection; individual conferencing; in-class research time&lt;br&gt;Bring Laptops to class to develop proposal and outline&lt;br&gt;Writing Workshop&lt;br&gt;H.W. Polish off proposal and Toulmin Outline; bring in all sources</td>
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<td>3/10</td>
<td>Guided writing workshop on topic Brainstorm on appropriate motifs and other tropes H.W. Begin RD 500</td>
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<td>3/12</td>
<td>Peer edit 500 words; conferencing, in-class work on essay. H.W. Rough Draft 1,000 words</td>
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<td>3/14</td>
<td>Work on incorporating stylistic elements in paper as well as appropriate visuals. H.W. Complete RD</td>
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<td>3/17</td>
<td>Peer Edit Rough Draft Grammar work Conferencing H.W. complete Rough Draft</td>
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<td>3/19</td>
<td>Peer Edit Rough Draft, Grammar review H.W. Read Ch. 12, Annotate “Organs for Sale and “Eat Food”</td>
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<td>3/21</td>
<td>Final Draft Due Discuss Ch. 12, Proposal structure and the proposal devices used in “Organs for Sale and “Eat Food” Assign Paper 4 H.W.: Research three possible topics and Annotate “You have the Right to Know”</td>
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<td>3/24</td>
<td>Discuss proposal structure of “You have the right to know,” conference about topics in small group settings H.W. Select topic, collect four sources</td>
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<td>3/26</td>
<td>Bring sources to class: Writing Workshop: outline development and proposal H.W. Finalize proposal outline, select visuals, begin RD 500 words</td>
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<td>3/28</td>
<td>Guided writing workshop on proposal; in-class work on proposal H.W. Rough Draft</td>
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<td>3/31</td>
<td>Conferencing, Writing Workshop H.W. Complete RD</td>
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<td>4/2</td>
<td>Peer Edit Grammar Review H.W. Finalize RD</td>
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<td>4/4</td>
<td>Final Peer Edit of RD H.W.: Final Draft, Read Common Assignment found under Department of English</td>
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<td>4/7</td>
<td>Final Proposal Due Assign Paper 5 Discuss Common Assignment H.W. Begin formulating position and outline</td>
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<td>4/9</td>
<td>Finalize Discussion In class development of Proposal and Outline H.W. Finalize proposal, Complete introduction and exposition of RD</td>
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<td>4/11</td>
<td>Writing Workshop, assessment of audience and rhetorical voice by peer editors H.W. Rough Draft 750 words</td>
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<td>4/14</td>
<td>Conferencing H.W. Complete Rough Draft</td>
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<td>4/16</td>
<td>Peer edit Rough draft H.W. Rough Draft</td>
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| 4/23 | Evaluations  
Answer final questions regarding Rough Draft  
H.W. Final Draft |
| 4/25 | Final Draft Due |
| 4/28 | Creative Writing Assignment  
H.W. Creative Writing piece |
| 4/30 | Return papers  
Review for exam/writing |
| 4/2 | Preparation for final writing assignment  
Exams |