2014

101-02 English

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Class: ENGL 101-02
Time: MWF 8:00a–8:50p
Location: Musketeer Mezzanine 1
Instructor: Frank Ridgway
Office: 212 Hinkle
Office hours: Th 11:00–12:00, and by appointment
E–mail: ridgwayf@xavier.edu

• Course Objectives: English 101 is designed to help students develop argumentation and persuasive strategies, critical reading and thinking skills, and competency in writing from sources. Students will develop an appropriate research project, evaluate and read sources, integrate facts and arguments from a variety of sources, and write convincingly and lucidly about that subject.

For many students English 101 is also an introduction to academic “discourse”—that is, how to get things done with language in a university environment. Because such discourses have, to some degree, a life of their own, academic writing can be by nature haphazard, arbitrary, and even messy. Academic writing can never be exactly “mastered.” This course, then, should be thought of as intensive workshop in becoming more fluent, seasoned, and judicious—but not necessarily perfect—as a writer.

• Texts and Materials: The texts for this class are Lunsford and Ruszkiewicz, Everything’s an Argument, Sixth ed. (New York: Bedford-St. Martin, 2013), Perrin, The Beacon Handbook and Desk Reference, Sixth ed. (Boston: Houghton-Mifflin, 2009), and assorted Blackboard and Internet texts to be printed and brought to class.

• Blackboard: We will use Blackboard extensively in this class. You should make sure you are familiar with the basic elements of Blackboard such as e-mail, posting documents, and discussion boards. If you are unfamiliar with Blackboard and its functions, please let me know so that we can set up a tutorial.

• Requirements and grading: This course requires a great deal of reading and writing. It will primarily focus on the development of a research project. The project progresses from a series of research steps, resulting in a lengthy argument essay that is then recast into a public oral presentation. The researched argument essay will carry more weight than the steps or the research presentation; therefore, it will be a significant portion of your grade and significantly influences whether you pass English 101:

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>First and second papers (3–4 pp.)</td>
<td>25%</td>
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<tr>
<td>Research proposal (≈2 pp.)</td>
<td>5%</td>
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<tr>
<td>Annotated bibliography (≈2 pp.)</td>
<td>10%</td>
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<tr>
<td>Research presentation</td>
<td>15%</td>
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<tr>
<td>Full research paper (6–8 pp.)</td>
<td>15%</td>
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<tr>
<td>Common Assignment essay (3–4 pp.)</td>
<td>15%</td>
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<tr>
<td>Quizzes</td>
<td>10%</td>
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<tr>
<td>Final revision quiz</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100%</strong></td>
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Essays must be submitted as polished formal MLA-style documents; they must be typewritten (printed), double-spaced, using a standard twelve-point font such as Helvetica or Times New Roman; margins must be of no more than one inch. Failure to submit any major assignment will result in a failing grade for the course.

For each formal essay, students will obtain critiques of their work from peers. All students, in turn, will review their colleagues’ work. On days when we do reader-critique work, attendance is absolutely essential. Failure to bring a draft on the reader-critique day will result in an absence for the day and a five point reduction in the student’s participation score.

You are responsible for keeping up with assigned readings. If I suspect that students are not keeping up with the readings, I reserve the right to give unscheduled quizzes on the material.

• Policies: Students are allowed a maximum of only four “free” absences during the semester. Once a student has used up his allotted absences, his grade will be reduced three percentage points for each additional absence. Only documented illness, emergency, religious observance, or required participation in a University event will be considered legitimate grounds for missing class. Moreover, you are responsible for missed work or information; therefore I urge all students to know at least one other student well enough to borrow notes, ask for assignments, etc.

Students should have downloaded and be thoroughly familiar with the assigned reading on the day indicated for discussion of the texts. Appended to this syllabus is a tentative course calendar. Unless I announce a change in class, the calendar should be used as a guide for keeping up with the assigned reading.

Prior permission from the instructor is the only legitimate reason for submitting late work. Late assignments will be penalized one-half letter grade for each weekday following the due date that the assignment is late. Please also be sure to retain copies of the document files of every document you submit to me. I may ask for another copy of an assignment.

This is not an online class and I do not carry on instruction by e-mail. General concerns should be addressed in class, while more personal matters should be dealt with during my office hours. E-mail should be used mainly as a means of scheduling conferences. I will not address questions of attendance or missed work over e-mail. I will not send you assignments or otherwise “catch you up” over e-mail. Once again, I encourage you to know the e-mail address of at least one other student so you can get any information you may have missed when absent. If you do need to contact me over e-mail, you should always use your University account and end your message with a so-called signature block.

Cell phones must be turned off while you are in class. If your cell phone rings, I will ask you to leave the room. If you answer your phone during class, I will ask you to leave and will consider that day an absence. Answering includes texting.

Using material from an uncited source as if it were your own is plagiarism. Any form of academic dishonesty will result in a score of zero for the assignment and may result in an “F” grade for the course. Plagiarism includes practices such as copying another’s words directly without both using quotation marks and citing the source within your text; paraphrasing or summarizing another person’s work or ideas without directly citing the source in your text; having others write or revise work that you submit as your own; turning in work that you have done for another class as if it were new; falsifying quotations or facts; and knowingly citing an incorrect source. Major errors in citation and documentation style may also be considered plagiaristic. If you have questions about whether a practice is plagiaristic, please feel free to ask me; I am happy to answer any questions about plagiarism that may crop up during the writing process. The information in Everything’s an Argument, pp. 236-446 will help you to avoid plagiarism.
Tentative course calendar:

The attached schedule is a broad overview of the work of the course. Consult Blackboard daily for updated assignment and schedule information. Please download and bring to class all Blackboard materials as indicated. Homework is due at the beginning of class on the day listed.

Week 1
Mo 1/13 Course introduction
We 1/15 Intro to analysis and argumentation; introduction to first paper assignment
  • Print and bring to class basics of analysis handout
  • Print and bring to class “Good or Bad?” handout
  • Print and bring to class first assignment prompt
Fri 1/17 Linking evidence and claims
  • Print and bring to class evidence and claims handout
  • Print and bring to class first paper model

Week 2
We 1/22 Clarity and concision: Avoiding wordiness I
  • Print and bring to class passive voice handout
Fri 1/23 Clarity and concision: Avoiding wordiness II
  • Print and bring to class nominalization handout

Week 3
Mo 1/26 Clarity and concision: Building paragraphs
  ✴ PASSIVE VOICE QUIZ
  • Coherence handout
We 1/28 Critical reading: how to do it; putting texts into dialogue
  • Print and bring to class second paper prompt
  • Print and bring to class second paper model
  • Print and bring to class critical reading handout
Fri 1/30 ✴ PEER CRITIQUE FIRST PAPER

Week 4
Mo 2/3 Argumentation and engagement
  ✴ FIRST PAPER DUE IN CLASS
  • Print and bring to class argumentation handout
We 2/7 Dealing with sources: Summary, paraphrase, and quotation I
  • Print and bring to class summary, paraphrase, and quotation handout
Fri 2/9 Dealing with sources: Summary, paraphrase, and quotation II
### Week 5
**Mo 2/11**  
Dealing with sources: How to quote effectively  
- Print and bring to class handling quotations handout

**We 2/13**  
Responding to sources: Locating yourself in a debate  
- Print and bring to class responding to your readings handout

**Fri 2/14**  
Citation, documentation  
- Print and bring to class citation and documentation handout

### Week 6
**Mo 2/17**  
Introduction to research; finding a research topic  
- **CITATION AND DOCUMENTATION QUIZ**  
- Print and bring to class research paper prompt  
- Print and bring to class proposal assignment handout

**We 2/19**  
- **PEER CRITIQUE SECOND PAPER**

**Fri 2/21**  
Developing a research question  
- Print and bring to class research question handout  
- **SECOND PAPER DUE IN CLASS**

### Week 7
**Mo 2/25**  
Finding appropriate sources; *ABG* pp. 578–582  
- Print and bring to class kinds of sources handouts #1 & 2

**We 2/26**  
Research methods: The Internet  
- Print and bring to class evaluating Web sources handout  
- **PROPOSALS DUE IN CLASS**

**Fri 2/28**  
Library instruction; meet in Langsam Room 475

### Week 8
**Mo 3/10**  
Thesis statements: The basics  
- Print and bring to class basics of thesis statements handout  
- **LIBRARY QUIZ**

**We 3/12**  
Introduction to annotated bibliographies  
- Print and bring to class annotated bibliography assignment prompt

**Fr 3/14**  
No class

### Week 9
**Mo 3/17**  
Indexes and bibliographies as research tools I  
- Print and bring to class advanced research handout

**We 3/19**  
Indexes and bibliographies as research tools II

**Fri 3/21**  
Basics of presentations; presentation assignment distributed  
- Print and bring to class presentation assignment prompt
### Week 10
- **Mo 3/24**: Large-scale organization
  - Print and bring to class organization handout
- **We 3/26**: Audience, style, and tone
  - Print and bring to class audience handout
- **Fri 3/28**: Writing introductions
  - Print and bring to class introductions handout

**✱ ANNOTATED BIBLOGRAPHIES DUE IN CLASS**

### Week 11
- **Mo 3/31**: Presentations
- **We 4/2**: Presentations
- **Fri 4/4**: Presentations

### Week 12
- **Mo 4/7**: Presentations
- **We 4/9**: Introduction to the Common Assignment
  - Print and bring to class Common Assignment prompt

### Week 13
- **We 4/16**: Conferences
- **Thu 4/17**: Conferences
- **Fri 4/18**: Conferences

### Week 14
- **Mo 4/21**: Class discussion of Arum and Roksa, Bok, and Brooks
  - Print and bring to class essays by Arum and Roksa, Bok, and Brooks
- **We 4/23**: Avoiding usage problems
  - Print and bring to class usage handout
- **Fri 4/25**: **✱ USAGE QUIZ**

### Week 15
- **Mo 4/28**: Fine-tuning prose: Diction and syntax
- **We 4/30**: **✱ PEER CRITIQUE RESEARCH PAPER**
- **Fri 5/2**: Evaluations; class retrospective

- **Mo 5/5**: **✱ FINAL PORTFOLIOS DUE BETWEEN 1:00 AND 5:00 IN MY OFFICE**

COMMON ASSIGNMENT ESSAYS WILL BE COLLECTED DURING THE FINAL QUIZ.