101-15 English Composition

Sarah Nordgren
nordgrens@xavier.edu

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**English 101: English Composition**

Instructor: Sarah Rose Nordgren  
Email: Nordgrens@xavier.edu  
Personal cell phone*: (919) 672-6877  
*(only use in "emergencies" 8am-10pm)

**Fall 2014 Section: 15**  
T R 8:30-9:45am, MEZ 1  
Office location: Hinkle Hall 212  
Office hours: T R 9:45-10:45am

**Description**

“I write entirely to find out what I’m thinking, what I’m looking for, what I see and what it means.”  
--Joan Didion

Joan Didion's statement suggests that writing, thinking, and understanding are intertwined. Writing—in our case, *composition*—is about much more than expressing a thought, feeling, or opinion. It's about more than recording or reporting our ideas and the ideas of other people. Composition is about using writing as a process: writing to explore the worlds we live in, writing to make meaning of what we see, what we question, what we're curious about, or what we and others care about.

Composition—writing an essay, for example—isn't the end, it's a means to an end. English 101 is about reading and writing: how they relate to one another, and the different ways you can use them to make sense of the world, and make a positive impact in your academic major, career field, and personal life. To accomplish that, we'll spend a lot of time studying *rhetoric*—the effective use of language to inform, persuade, or entertain. And we'll spend time developing skills in critical reading, thinking, and writing.

As part of Xavier's core curriculum, ENG 101 meets the broad goals of a liberal education: to nurture your intellectual capabilities to think critically, to understand diverse contexts, to engage with other learners, and to apply knowledge and skills learned through effective reflection and action. The intellectual skills developed in this course will help you in your academic writing at the university but also in your future civic, social, and professional endeavors.

**Required Texts and Materials**


*Bring your book as well as paper and a writing utensil to every class meeting! On some days I'll ask you to have a laptop with you as well.

**Major Projects and Course Requirements**

ENG 101 will be centered on five major writing projects — as listed in the table below — in addition to a final exam essay. Each is comprised of a number of components, including class activities, shorter writing assignments, drafts, peer responses, proposals, research notes, and a major final paper (or the equivalent) for each inquiry. The major final paper for each project will vary in length, and you will receive details about expectations and requirements on the assignment sheet for each project.

<table>
<thead>
<tr>
<th>Primary Inquiry</th>
<th>Focus</th>
<th>Percentage of Final Grade</th>
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</thead>
<tbody>
<tr>
<td>1. Rhetorical Awareness</td>
<td>Analyzing and reflecting on your rhetorical practices in a particular context.</td>
<td>10%</td>
</tr>
<tr>
<td>2. Rhetorical Analysis</td>
<td>Using rhetorical analysis as a method to analyze a public argument.</td>
<td>15%</td>
</tr>
<tr>
<td>3. Public Issue Argument/Research</td>
<td>Researching and making a rhetorical argument about a public issue.</td>
<td>20%</td>
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</tbody>
</table>
4. Media Recast Project  | Recasting a previous piece of writing (by changing the medium using digital media and perhaps multi-modality) to present your work to a new audience. | 10%
---|---|---
5. Common Essay  | An argument assignment in common with all the other 101 courses. | 10%
Quizzes  | Grades from 5 in-class reading pop-quizzes | 10%
Homework  | Informal writings, drafts, and forum posts | 10%
Participation  | In-class activities and workshops, contributing to class discussion. | 10%
Final Exam  | In-class essay synthesizing concepts from the course. | 5%

**TOTAL**  | **100%**

**Grading Scale and Policies**

- **A** 100-94%
- **A-** 93-90%
- **B+** 89-87%
- **B** 86-84%
- **B-** 83-80%
- **C+** 79-77%
- **C** 76-74%
- **C-** 73-70%
- **D+** 69-67%
- **D** 66-64%
- **D-** 63-60%
- **F** 59% and below

Other grading policies:

- You must complete all five of the individual major writing projects to receive a grade of C or higher in the course.

- Specific criteria for each major assignment will be explained and developed in class. However, all writing you produce in ENG 101 should meet the following general criteria: (a) The writing meets the requirements and parameters for the assignment; (b) the writing is intelligent, well-informed, respectful of others, grammatically competent and stylistically fluent, well organized, and, most importantly, rhetorically effective for its purpose, audience, and context. (c) it follows MLA guidelines for formatting and citation. I will make an effort to be clear about expectations for each assignment, but by all means – ask questions if you are unsure (before the assignment is due)!

- Participation is a vitally important component of ENG 101, constituting a significant portion of your grade for the course (10%). The primary avenues for successful participation include arriving on time and prepared for class each day, regularly contributing to class activities and discussions (asking questions, commenting, etc.), and participating in and upholding citizenship guidelines. For a participation grade in the A range: always be prepared, speak frequently (2-3 times per class depending on time for discussion). For a grade in the C range: always be prepared for class, contribute substantive comments occasionally and when called upon (1-2 per week),
and be fully engaged in class activities and workshops. For a grade above the F range: you will make an occasional substantive contribution that shows preparedness, and will be attentive in class (not rude or distracted). Unpreparedness will result in lower grades.

Other Course Policies

**Academic Integrity/Plagiarism**
Plagiarism is the act of presenting another person’s ideas as your own. It is considered plagiarism if a student turns in another author's work as his or her own, paraphrases the work slightly or uses unique concepts without giving the original author credit. If you are ever in doubt, properly cite any and all source materials used. We will discuss issues of citation and plagiarism in class. **If you plagiarize your work, you will earn an automatic F and you will face severe University penalties. DON’T DO IT.**

**Turnitin.com**
Each of your essays will be submitted to turnitin.com through Canvas. Papers not submitted to turnitin.com by 11:59 p.m. the day the paper is due (that’s after turning in a hard copy at the beginning of class) will be assessed a late penalty.

**Community of Writers**
In this class, everyone has the right to learn in a comfortable and safe environment. Please be respectful of different viewpoints and approach disagreement in productive rather than destructive ways. This class may ask you to engage in conversations and readings that will bring up complicated issues, many of which are relevant to your lives. You will be asked to constructively respond to writing by your peers with whom you disagree. I hope that you leave this class with an enhanced sensitivity to rhetorical context and an acknowledgment that experience is diverse. Also, when you come to class, please turn your cell phone ringer off. Notify me in advance if you must keep your ringer on for emergency purposes.

**Late Assignments**
Assignments are due at the beginning of class. Turning assignments in on the due date helps to make the class run more smoothly and is also in your best interest, as it assures that you will not fall behind with the work required for this course and that you have sufficient time to revise and prepare your drafts. In addition, students turning in late assignments may cause resentment amongst students whose work is on time, and creates inconvenience for the instructor. However, unavoidable events may arise that would make following through on a deadline impossible. Thus, the policy is:

1) If an assignment is going to be late due to an emergency, you will let the instructor know in advance and make arrangements to turn in the work as soon as possible.

2) If an assignment is late without prior negotiation with me, each business day that it remains outstanding will result in the lowering of the grade by five percentage points.

**Absences**
Much of the learning in ENG 101 happens through "engaged learning" in class, via in-class activities, in-class writing assignments, class discussion, and group interaction that cannot be easily made up or replicated outside of class. Class time will be highly interactive, requiring frequent participation, discussion, team work, in-class writing, and responding to writing.

1) If you are unable to attend for whatever reason, you are responsible for getting the course materials and completing the daily assignments. You will find a “buddy” in class whom you can contact for questions about missed work.

2) Any late assignments due to absence will be assessed according to the policy above.

3) After three absences, your grade will be lowered by 3 percentage points per extra absence unless otherwise negotiated in advance. If you have more than 3 absences, it is your responsibility to contact me if you want to discuss the effect on your grade and ask me to consider your situation on an individual basis.

4) Eight or more absences will result in an automatic failing grade.

5) There is no distinction between “excused” and “unexcused” absences. (If you will be absent due to a religious observance, please inform the instructor in writing within the first two weeks of class.)

**Tardiness**
Repeat and consistent tardiness is disruptive to the classroom environment and keeps you from fully participating in the class. Excessive tardiness will lower your participation grade. That said, if you must be tardy, be respectful of your peers and me. Enter quietly and see me after class to ensure you are noted as present. For every three times you come to class tardy (10 minutes late), I will mark one absence.

**Course Schedule (subject to change)**

**Rhetorical Awareness and Reflection**

**Week 1**

Tuesday, August 26  
**In class:** Introduction to course and each other, in-class activity.

Thursday, August 28  
**Due:** Read EAA, pp. 5-8, 18-23, 284-295.  
**In class:** What is rhetoric? Rhetorical Appeals and the Rhetorical Situation.  
Assign first paper. Buddy system.

**Week 2**

Tuesday, September 2  
**Due:** Read EAA Ch. 3 and Ch 8 (108-117, 128-131)  
**In class:** Essay writing

Thursday, September 4  
**Due:** Draft of Rhetorical Reflection Paper  
**In class:** Peer Response Workshop

**Rhetorical/Textual Analysis**

**Week 3**

Tuesday, September 9  
**Due:** Revised Rhetorical Reflection Paper  
**In class:** Rhetorical Analysis activity (visual media, Ads)

Thursday, September 11  
**Due:** Bring computers to class; Ch. 13 (p.275-304); (p. 176-181)  
**In Class:** Assign Rhetorical Analysis (RA) Paper

**Week 4**

Tuesday, September 16  
**Due:** Read Pinker (p. 893-896), Staples (935-938); Choose article for essay  
**In Class:** How to construct a RA paper (Prezi); Construction activities

Thursday, September 18  
**Due:** Annotated Article  
**In Class:** Paper-making activities, MLA, thesis, etc.

**Week 5**
Tuesday, September 23  
**Due:** Draft of Rhetorical Analysis Paper  
**In Class:** Peer Response Workshop

Thursday, September 25  
*Optional draft conferences instead of class*

### Public Issue Argument/Research

**Week 6**

Tuesday, September 30  
**Due:** Revised Rhetorical Analysis  
**In Class:** Debates! Assign Public Issue Argument and Brainstorm.

Thursday, October 2  
**Due:** EAA 61-80, Write down three potential paper topics  
**In Class:** Library Day (Conf. sign-up)

### Week 7

Tuesday, October 7  
**Due:** Read EAA (81-100), Research Bibliography  
**In Class:** Bring computers (or be prepared to handwriting), work on Both Sides Essays

Thursday, October 9  
*NO CLASS, Fall Holiday*

### Week 8

Tuesday, October 14  
**Due:** Both Sides Essays  
**In Class:** Synthesizing arguments/Organization/Outline

Thursday, October 16  
**Due:** Draft of Public Issue Argument Paper (Intro paragraph & Outline)  
*Draft conferences instead of class*

### Week 9

Tuesday, October 21  
**Due:** Draft of Public Issue Argument Paper (Intro paragraph & Outline)  
*Draft conferences instead of class*

Thursday, October 23  
**Due:** Draft of Public Argument Paper (Roughly complete)  
**In Class:** Peer Review

### Media Recast

**Week 10**

Tuesday, October 28  
**Due:** Revised Public Issue Argument
In Class: Media intro, Assign project.

Thursday, October 30 *Class Canceled (SRN professional travel)*  
Due: 3 Brainstormed Ideas posted to forum, view Recast examples provided

Week 11  
Tuesday, November 4  Due: Read EAA Ch. 30 (p. 570-590)  
In Class: Resources and Tutorials. Create/Discuss Rubric.

Thursday, November 6  Due: Proposals posted to forum. Read EAA (p. 269-274)  
In Class: Computer Work Day

Week 12  
Tuesday, November 11  Due: Be working on project!  
In Class: Fair Use Practice

Thursday, November 13 *Class Canceled (SRN professional travel)*  
Due: View “Everything’s a Remix” videos, post response on forum.

Week 13  
Tuesday, November 18  Due: Media Recast Projects  
In Class: Presentations

Thursday, November 20  In Class: Presentations

Common Essay & Reflection  
Week 14  
Tuesday, November 25  In Class: Common Essay Assignment, details TBA

Thursday, November 27  Thanksgiving Break!

Week 15  
Tuesday, December 2  In Class: Common Essay Assignment, details TBA

Thursday, December 4  In Class: Common Essay Assignment, details TBA
**Week 16**

Tuesday, December 9  
**In Class:** Common Essay Assignment, details TBA

Thursday, December 11  
**Due:** Common Essay  
**In Class:** Reflection

**Exam Week**

Tuesday, December 16  
**Final Exam Period, 8:30-10:20**