2014

101-18 English Composition

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ENGLISH COMPOSITION - FALL 2014

Course: ENGL 101-18
Room: 190 Cohen Center
Time: 11:30-12:45
Instructor: Don Prues
My Office: 219 Hinkle Hall
Office Hours: Tuesday and Thursday: 1:15-2:15; Saturday: 12-12:45 in 346 Smith Hall (and by appointment, whether in person or over the phone)
Phone: 745-3511 (office); 272-1571 (home -- don’t hesitate to call me here)
E-mail: pruesd@xavier.edu

Objectives:
This course will teach you how to read critically and write clearly, persuasively, accurately, engagingly, and concisely. You will learn to know your audience, to clarify your purpose, and to thoughtfully create every word, phrase, sentence, paragraph, and essay you compose. By semester’s end you will be a much better writer than you are now, and you will be equipped with skills that will stick with you as you employ them in other classes and well beyond your stay at Xavier. You will spend plenty of time learning about grammar and usage, how to critique your fellow classmates’ essays, and the conventions and requirements of academic research and writing.

(The following comes verbatim from Xavier University's Writing Program's website: http://www.xavier.edu/english/Writing-Program.cfm)

Goals, Means, and Outcomes for English 101

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 will:
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.

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 will:
5) Integrate their own ideas with those of others.
6) Explore an issue or 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:
Observe the rules of academic honesty, intellectual property, and citation style(s), appropriate information from academic and popular sources to corroborate, expand, and alter personal knowledge.

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:
Engage responsibly with topics that have ethical, moral, and cultural meaning.
show respect for different views/opinions in their writing.

With the above in mind, please know this course is a workshop, not a lecture. I will not rehash readings during class; you are expected to know the readings well. The following is also expected: you will write in every class; you will participate in every class; you will push yourself to grow as a writer and reader; and you will help your fellow classmates grow as well.

You will have enough time while prepping, creating drafts, and engaging in peer critiques to write the best essay possible. If you have concerns about anything, please feel free to approach me before or after class, visit me during my office hours, or contact me to make an appointment. In short, don’t hesitate to get in touch with me if you need me. I am here for you and will do my best to help you.

We will have at least one mandatory one-on-one conference, but I may suggest you see me for additional conferences.

Turn off your phone before class. If I see you use your phone or any distracting electronic device, I’ll take it immediately.

Also, please let me know ASAP if you have any special needs that may affect your schoolwork.

Required Course Material:
- A two-pocket folder (one pocket for turning in your essays and another for storing essays and rough drafts). It should have your name, course, and section number on the cover.
- A journal for just this class, that you must bring to every class (with name, course, and section number on cover).

Grades:
- Five Essays = 75% Your five essays are worth 15% each.
- Process Work/ Peer Critique/Participation = 10% This includes in and out of class assignments, group projects, your contribution to peer critiques/workshops, etc.
- Quizzes = 10% Each quiz is worth ten points.
- Journals = 5% You will write in your journal at the beginning of every class period. I will collect journals randomly. Your grade is based on both quantity and quality. Take these entries most seriously.

Grade Distribution: A: 93%-100%
Essays:
All essays must be typed or word-processed, double-spaced, with no more than a 12-point font and a 1-inch margin. Most essays will be 2-5 pages; each assignment will have its own specifications. I expect clear, organized, thoughtful, and well-developed essays, written in sharp, college-level prose. I will suggest you make an appointment at the Writing Center for at least one essay, no matter how well or poorly you write. Each day (not class period) a paper is late, a full letter grade is dropped for that essay.

Quizzes and Readings:
Throughout the semester, you will be given regular pop quizzes and short in-class writing assignments stemming from that day’s reading assignment. Please note that unless I specify pages you must read the entire chapter. All quizzes will be given at the beginning of class; writing assignments will be given at the beginning, middle or end of class. I must stress you may not make up missed quizzes and writing assignments. So be punctual and prepared for each class.

Plagiarism:
Any case of intentional or unintentional academic dishonesty will result in zero for the assignment, a letter to your Dean, most likely an F for the course, possible expulsion from the university and potential prosecution. All work must be your own – turn in another’s work (however small) under your name and you’ll pay the consequences. The following are examples of plagiarism:

1. Quoting verbatim (word-for-word) from any source -- a book, a blog, a journal article, a magazine, a website, a movie, a podcast, a song, a tweet, a television show, a YouTube video, an encyclopedia, Wikipedia, another’s paper, etc. -- without putting the quote in quotation marks and giving that source credit/attribution.
2. Paraphrasing another person’s/source’s unique ideas, theses, themes, research, etc. (published or unpublished) without giving that person/source credit/attribution.
3. Using another person’s/source’s tables, graphs, photographs, artwork, or illustrations without giving that person/source credit/attribution.
4. Using all or a small part (even a phrase) of another student’s paper or presentation, even if that student approves. Both emailing parts of a paper to another student and receiving parts of a paper from another student constitute academic dishonesty; as such both students will be held accountable.
5. Using/purchasing a paper or any material from a website or any other source or service.

The above list is not complete, so please read pages 569-573 of your text for more details. I’ve also given you a handout from plagiarism.com that we will read and discuss in depth. If you are uncertain about whether you are plagiarizing and/or need to know Xavier’s policy on plagiarism, please ask me and/or visit Xavier’s Preventing Plagiarism tutorial: http://www.xavier.edu/library/xututor/plagiarism. Note: I will require you to submit essays to turnitin.com.
Assignment Schedule, Participation, and Attendance:
You must attend and be prepared to participate in every class. You get three free absences but are still responsible for material covered during those absences (Again: if you miss a quiz or an assignment on a day you are absent, you lose those points and may not make them up; I do not allow any extra credit projects to boost your grade, either). If you miss four classes, your final course grade will be dropped a full letter grade. Each subsequent absence is another full letter grade drop. Only excuses with written verification will be accepted. I don’t anticipate any changes, but this schedule is subject to revision at my discretion. I will announce changes in class or via Canvas and/or email.
Weekly Schedule

Week 1  T  8/26  **INTRODUCTION TO THE COURSE**
Course Overview
Open and Closed Form Prose
TH  8/28  Ch. 6, “Writing an Autobiographical Narrative”
The Ring
**Essay #1 Assigned: Writing an Autobiographical Narrative**

Week 2  T  9/2  Ch.18, “Composing and Revising Open-Form Prose”
TH  9/4  **Essay #1 Rough Draft Due (bring three copies to class)**
Peer review workshop
“Use peer reviews to help you think like an expert” (445-50)

Week 3  T  9/9  ****ESSAY #1 DUE ****
TH  9/11  Ch. 1, “Thinking Rhetorically About Good Writing”
**Essay #2 Assigned: Ad Analysis Essay**

Week 4  T  9/16  Ch. 2, “Thinking Rhetorically About Your Subject Matter”
TH  9/18  Ch. 3, “Thinking Rhetorically About How Messages Persuade”

Week 5  T  9/23  Ch. 10, “Analyzing Images”
Bring Comparative Ads to Class for Approval
TH  9/25  Ch. 4, “Thinking Rhetorically About Style and Document Design”
Ch. 17, “Composing and Revising Closed-Form Prose”

Week 6  T  9/30  **Essay #2 Rough Draft Due (bring three copies to class)**
Peer Review Workshop
TH  10/2  ****ESSAY #2 DUE ****
**Essay #3 Assigned: Argumentative Essay**

Week 7  T  10/7  Ch. 13, “Writing a Classical Argument”
TH  10/9  ***Fall Holiday – no class!!***

Week 8  T  10/14  Constructing an Arguable Claim
Counterarguing Methods
TH  10/16  Ch. 5, “Reading Rhetorically: The Writer as a Strong Reader”
Strong Response Writing vs. Summarizing

Week 9  T  10/21  **Essay #3 Rough Draft Due (bring three copies to class)**
Peer Review Workshop
TH  10/23  ****ESSAY #3 DUE ****
**Essay #4 Assigned: Writing From Research**

Week 10  T  10/28  Trip to XU Research Librarian
TH  10/30  Ch.16, “Writing as a Problem-Solving Process”
Week 11
T 11/4 Ch. 19, “Asking Questions, Finding Sources”
Ch. 20, “Evaluating Sources”
TH 11/6 Ch. 21, “Incorporating Sources Into Your Own Writing”
Ch. 12, “Analyzing and Synthesizing Ideas”

Week 12
T 11/11 **Working Works Cited Page Due ****
Conferences
TH 11/13 Conferences

Week 13
T 11/18 Ch. 22, “Citing and Documenting Sources”
TH 11/20 Essay #4 Rough Draft Due (bring three copies to class)
Peer Review Workshop

Week 14
T 11/25 **ESSAY #4 DUE****
Essay #5 Assigned: Common Assignment
All English 101 students must complete this assignment. The
assignment and readings are here:
http://www.xavier.edu/english/101-Common-Assignment.cfm
TH 11/27 *** Thanksgiving Break -- no class!!****

Week 15
T 12/2 Common Assignment Quiz & Discussion”
TH 12/4 Common Assignment Continued

Week 16
T 12/9 Essay #5 Rough Draft Due (bring three copies to class)
Peer Review Workshop
12/11 Common Assignment Continued
Final Preparations for Essay #5

Week 17
T 12/16 ****FINAL EXAM 10:30-11:20****
****ESSAY #5 DUE****