
ENGL 1010: COLLEGE WRITING

ENGL 1010, College Writing, is an introductory course in which students learn to write in various rhetorical modes and to effectively synthesize secondary source material, for audiences within the academy and beyond. Placement is determined by ACT, SAT, and/or ACCUPLACER scores. (3, FOUNDATIONS/College Writing)

Writing is essential to a student's ability to engage in the academic conversations that are critical to liberal arts study and to a graduate's ability to succeed in the professional world. In *College Writing*, students learn to write for different audiences and purposes and to conduct research in support of their writing. Through this course, students develop and improve their command of the language in order to produce writing that has a clear central purpose, appropriate structure, and sufficient argumentative support. Students learn to recognize writing as a process and cultivate their own best methods.

WHAT YOU NEED FOR THIS CLASS

Primary Texts (PAPERBACK or eBook)

- *They Say, I Say*, 5th ed, with *Little Seagull Handbook* eBook & *InQuizitive for Writers* online access
Paperback with Access Code to InQuizitive, \$31.90 (via Textbook Store)
eBook with Access Code to InQuizitive, \$28.57 (via Textbook Store)

Technology Needs

You will need access to a computer and to the internet. You will need to be able to type assignments with a word processing program and to upload those assignments to our course on Brightspace. You will also need to watch videos, complete online quizzes, download/print documents, and post materials to your eportfolio, as well as to keep track of your grades. Please see me if you anticipate any difficulties with this.

WHAT YOU WILL LEARN & DO IN THIS CLASS

Primary Learning Outcomes

In fulfillment of X-Core's College Writing component, this course help students develop the writing and research skills necessary for college.

1. Students will be able to communicate effectively through writing and speaking.

Student Learning Outcomes

This course will meet the above listed goals by helping students achieve the following learning outcomes.

1. Students will be able to develop ability to produce writing that has a clear central purpose and demonstrates rhetorical engagement.
2. Students will be able to use organizational conventions appropriate to rhetorical situations to adequately support a central purpose.
3. Students will be able to produce compositions free of grammatical and mechanical errors that distort meaning or interfere with clarity and comprehension.
4. Students will be able to use rhetorical strategies and genres in order to engage various audiences.
5. Students will be able to develop and demonstrate sufficient vocabulary to communicate their purpose in writing.

6. Students will be able to locate, evaluate, and integrate external sources, synthesizing such information into research-based writing, following and using appropriate citation practices.
7. Students will be able to advance in understanding that writing and composing in various media use processes that include planning, research, drafting, peer review, and revision.
8. Students will develop proficiency as self-regulated learners.

HOW YOUR LEARNING WILL BE ASSESSED

- *Learning Portfolio:* At the end of the semester, you will submit an online learning portfolio that includes a selection of your reading reflections, revisions of two of your essays, along with a reflective essay exploring your learning through this class. (SLO _____)
- *Essays:* Over the course of the semester, you will draft and revise several short essays. (SLO _____)
- *Reading Reflections:* For some of our assigned readings, you will complete a written reading reflection in response to the reading. (SLO _____)
- *Self-assessments:* Throughout the semester, you will complete four self-assessments in which you review and evaluate your efforts and learning. (SLO _____)

How Your Learning Will Be Graded

I will not be grading any of the work discussed in the previous section. Instead, I will provide you with written or recorded comments about the work you've done. For each assignment, you will receive one of the following notations in the Grades section of Brightspace:

- Completed, meeting all requirements
- Completed, not meeting all requirements
- Not completed

At mid-term and at the end of the semester, I will provide you with feedback on how well you have kept up with the work for this class. Because I am required by the university to give you a letter grade for this class, you will be assigning yourself that letter grade. At both mid-term and the end of the semester, you will assign yourself a letter grade and a justification for that letter grade. While I reserve the right to alter the grade you assign yourself, I will only do so if I feel you have significantly under- or over-valued your work this semester.

Yes, you read that correctly. I will not be assigning any grades to the work you do for this class. I will be providing you with written or recorded feedback. However, in order to pass the class, you must complete all of the assigned activities.

I am required to submit a letter grade in BannerWeb for you at midterm and at the end of the semester. At those times, you will complete a self-assessment that will include a suggested grade for yourself. I will use your suggestion and my own assessment of your efforts to specify the required grade.

LEARNING ENVIRONMENT

This section is intended to help you understand how and why I have designed this class as I have.

How I Approach Teaching in This Class

This class has been designed to be highly active. Much of the traditional learning ("content delivery") will take place out of the classroom, leaving us much more time to engage and interact with our texts while together in the classroom. It will be critical for you to follow the schedule and stay current

with the various assignments for this class. I see myself as more of a learning mentor than as an instructor. We will work through these texts and concepts together, learning from each other. If you put as much effort as you are capable into this class, you will learn more than you could ever learn from a bunch of lectures, and you will, in the process, be teaching me and your classmates.

Given our recent experiences with COVID—19, I have attempted to take this model even further by making this class as resilient as possible, meaning that should we need to switch from in-person classes to remote instruction, we should be able to do so without any significant changes to the course.

Guiding Principles for this Course *

1. A good course is informed by issues of equity and justice. It takes into account social, political and cultural issues — including students' backgrounds and socioeconomic circumstances — to craft a learning experience that is just.
2. A good course is interactive. Courses are much more than placeholders for students to access information. A good course provides information such as readings or lecture videos, but also involves interactions between professor and students and between students and students.
3. A good course is engaging and challenging. It invites students to participate, motivates them to contribute and captures their interest and attention. It capitalizes on the joy of learning and challenges students to enhance their skills, abilities and knowledge.
4. A good course involves practice. Good courses involve students in "doing" — not just watching and reading — "doing again" and in applying what they learned.
5. A good course is effective. Such a course identifies the skills, abilities and knowledge that students will gain by the end of it, provides activities developed to acquire them and assesses whether students were successful.
6. A good course includes an instructor who is visible and active, and who exhibits care, empathy and trust for students. This individual understands that their students may have a life beyond their course.
7. A good course promotes student agency. It gives students autonomy to enable opportunities for relevant and meaningful learning. Such a course redistributes power - to the extent that is possible - in the classroom.

* Adapted from "The 7 Elements of a Good Online Course" by George Veletsianos.

How You Should Approach Learning in This Class

- Preparation. This is a reading and writing intensive course. Every week you will have a substantial amount of reading to do and you will often have at least one writing assignment to work on. There will be few, if any, formal lectures in class. We will use class time to discuss and explore the complex issues raised by our reading, making class meetings a time for wonder and discovery. Please note, though, that *coming to class unprepared will make it impossible for you to learn.*
- Workload. As with any college course, for every hour you spend in the classroom, *you should expect to spend 2 to 3 hours studying outside this classroom*, even when you do not have a major assignment due. As this is an upper-level 3 credit class, you should plan to have about 9 hours of work outside of class every week.
- Attendance. As this is an active, student-centered class, it is essential that you attend every meeting. Please contact me immediately if you know you can not make a meeting.
- Engagement. Your active engagement in this class is critical to its success and your learning. By participating, rather than simply listening, you add to what the class as a whole learns and you

enhance your own learning. *This course requires all members of the class to participate in discussions and activities.* You should always come to class having read the assigned materials, having completed any assigned work, and having prepared to share your opinion, to listen to the opinions of others, and to ask questions relevant to the topic of class.

- Late Work. Work is due as assigned. If you are experiencing a hardship that is interfering with your school work, please come see me outside of class. *You should never presume to turn in work late.*
- Classroom Decorum. Free discussion and inquiry are encouraged in this class. In an inverted class such as this, a lot of noise and activity is a good thing, so long as it is productive and focused. Classroom behavior is unacceptable when it interferes with another student's ability to learn. Students whose behavior is disruptive will be asked to leave.

WHAT YOU CAN EXPECT OF ME

While the last few pages have explained what I expect of you for this class, you have a right to expect the following from me as your professor:

- To serve as a mentor and guide to help you learn as best you can;
- To challenge you to excel as a student and a scholar;
- To facilitate learning in an interesting and compelling way;
- To be open to questions and discussion in and out of class; and
- To provide useful and timely grades and feedback on all coursework.

SOME TIPS FOR SUCCESS

This part of the syllabus is intended to provide you with information that may help you over the course of the semester, both within this class and at this university.

Contacting Me

Please feel free to contact me whenever you have a question or concern. I try to respond to emails as soon as I receive them, but when that's not possible, I will do my best to respond within 24 hours.

- Email: jtodd1@xula.edu / jason.s.todd@protonmail.com
- Office phone: 504-520-5964
- Mobile phone: 601-818-2602

My office is in Admin 320-E. For this semester, I have some hybrid office hours and some remote office hours. Hybrid office hours means you can come to my office in Admin 320-E or you can speak with my over Zoom. Remote office hours means you can speak with me over Zoom.

- Mondays & Fridays from 9:00 to 11:00 (Remote)
- Tuesdays & Thursdays from 9:30 to 10:30 (Hybrid)

During my scheduled office hours, I am available to meet with any student who wishes to meet with me. I encourage you to come speak with me about any concern or question you have about this class or even your other classes. I do my best not to allow other commitments, such as committee meetings, to interfere with my office hours; however, there will likely be times when I must attend a meeting during office hours. If I am not available when you come to speak with me or if you need to speak with me at any time outside my office hours, please do so. If I am in my office and not overly occupied by something else, I will be glad to speak with you. If meeting in person, for whatever reason, is not possible for you, please email me and I will respond as soon as I can.

Please come speak to me any time you have a question or concern about this class, other classes, or anything else.

Academic Integrity Policy

As students of Xavier University of Louisiana, you are expected to maintain the highest standards of academic integrity. Behavior or actions like those described in the Preamble of the College of Arts & Sciences Academic Integrity Policy are grounds for disciplinary action. All work submitted as an Assignment in Brightspace will be analyzed using TurnItIn, an originality checking system. The consequences for plagiarism or cheating in this class will be determined on a case by case basis but will range from the student having to redo the assignment to the student receiving a 0 for the assignment. All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences.

If you need help with research and citations, in addition to speaking with me, you can also work with the staff in Xavier's Library Resource Center.

Instructional Continuity

It is your responsibility to be aware of any changes to our schedule. If class is ever cancelled, please check your email and Brightspace for updates. In the event of a campus closure or instructor illness, we will continue the course online, using Brightspace and Zoom. This class had been designed to be highly resilient, meaning that any interruption to the traditional face-to-face instruction should not have any significant impact on the momentum of the course. We will continue the class as detailed in this syllabus, but in a fully online format.

If you are having problems with any online campus service, please contact the Information Technology Center (ITC).

Academic Success

The Student Academic Success Office (SASO) works to improve retention and graduation rates at Xavier, particularly by addressing the needs of first-year students and students who are academically at risk. SASO offers the following services and support:

- Special academic programs for improving retention and graduation rates;
- Academic advising to Deciding Majors;
- The monitoring of academic progress for probationary students;
- Academic support through peer tutoring and academic labs;
- The monitoring and mentoring of new freshman students.

Writing Assistance

You are strongly encouraged to make use of the free services provided by the Writing Resource Center, where peer tutors and professional instructors offer individual assistance on a full range of writing strategies and concepts. The Writing Resource Center is located in Room 106 of the St. Joseph Student Academic and Health Center. You are strongly encouraged to call to make an appointment (ext. 6282). Students whose writing demonstrates particular problems will be referred to and may be required to attend tutoring at the Writing Resource Center.

Special Assistance

Students requiring special assistance or consideration in order to meet academic requirements should advise the Dean of the College of Arts and Sciences to the nature of their disability upon admission

to Xavier or as soon as the need for assistance is known to exist. Students should also contact the Office of Disability Services to arrange access to services available.

Basic Needs Security

Any student who faces challenges securing food or housing and believes this may affect their performance in this or any course is urged to contact the Dean of Students for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may have at my disposal.

Sexual Misconduct

In compliance with Title IX of the Education Amendments of 1972, Xavier University of Louisiana does not discriminate on the basis of sex in any of its educational programs, activities, or employment. The university is committed to providing a safe environment for all of its members and therefore prohibits sexual misconduct as defined in this policy. As a faculty member, I am considered a responsible employee. Responsible employees are mandated reporters of all types of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking.

While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee, I am required to report disclosures of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking. If you would like to speak with someone confidentially, you can contact one of the following campus offices:

- Violence Prevention Education and Advocacy (520-7503)
- Center of Health and Wellness (520-7315)
- Office of Student Health Services (520-7396)
- Campus Ministry (520-7593)

COVID-19 CONCERNS

This part of the syllabus is intended to provide you with information specific to the challenges caused by the COVID-19 pandemic.

Attending Class

This will be another challenging semester for all of us. We will do our best to work around the challenges caused by the spread of COVID-19, while trying to protect ourselves and one another to our greatest ability. Please recognize that we are all frustrated by the limitations and restrictions. This will be an opportunity to learn to embrace challenges and learn to work through problems.

During the Fall 2022 semester, appropriate face coverings are required by all people on Xavier's campus in indoor spaces and enclosed outdoor spaces. Please remember that face masking is done to protect others as well as yourself. Please embrace our campus culture of caring for one another by engaging in activities that help reduce the spread of COVID-19, such as:

- Wearing a mask that covers your nose and mouth;
- Observing social distance while in the classroom;
- Engaging in proper hand washing;
- Self-monitoring for symptoms of COVID-19;

- Staying home if you do not feel well;
- Complying with directions to quarantine or isolate if ill or exposed to someone who is ill.

Eating and drinking while in the classroom is not permitted. If you need a drink, please step outside. You do not need to ask permission.

Students who come to class without an appropriate face covering will be asked to leave. Repeated issues will be referred to the Office of the Dean of the College of Arts and Sciences. Students who are asked to leave due to improper face coverings or behavior that puts others at risk will be considered absent.

Missing Class for Health Reasons

Please evaluate your own health status regularly and do not attend class if you are too ill to do so. Please seek appropriate medical attention for any symptoms. If you are diagnosed with COVID-19, please contact the Office of the Dean of the College of Arts and Sciences. They will notify your instructors without revealing private information. If you need to self-isolate due to possible contamination, please notify me by phone or email.

Any absences due to illness or quarantine will be handled on an individual basis. Unless your medical condition prevents you from being able to do so, you will be able to continue with the class online without much interruption.

DATES YOU SHOULD PUT IN YOUR CALENDAR

- Classes Begin, August 22
- Last Day to Add a Course or Change a Section, August 24
- Labor Day Holiday, September 5
- Last Day to Drop a Course without a "W", September 9
- Last Day to Remove an "I", September 30
- Founder's Day Convocation, October 4
- Contingency Days, October 10-11
- Mid-Semester Grades Due, October 14
- Last Day to Drop a Course (Receive a "W"), October 28
- Registration for Spring Semester and Summer, October 31 - November 4
- Senior Comprehensive Examinations, November 1
- Last Day to Officially Withdraw from Xavier, November 18
- Thanksgiving Holidays, November 23-25
- Late Registration Begins, December 5
- Last Class Day Before Final Examinations, December 5
- Quiet Days, December 6-7
- Final Examinations, December 8-14
- Final Grades Due (Noon), December 16

COURSE SCHEDULE

This schedule describes the required workload for this course and essential due dates. This schedule is liable to change. Please check Brightspace for updates.

DATE	WHAT WE WILL DO IN CLASS	WHAT YOU WILL DO OUTSIDE OF CLASS
Tue 23 Aug		TSIS, Intro, 12, 13
Thu 25 Aug		TSIS, Ch. 1, 2, 3; <i>IQ: Getting Started</i>
Tue 30 Aug	Essay assignment; Portfolios	Reading #1; <i>IQ: Rhetorical</i>
Thu 01 Sep	Reading discussion	Reading Reflection 1; TSIS, Ch 4 & 5
Tue 06 Sep	Essay #1 writing	Essay 1 Draft 1 due; <i>IQ: Editing</i>
Thu 08 Sep	Essay #1 peer review	Essay 1 Draft 2 due; <i>IQ: Paragraph</i>
Tue 13 Sep	Essay #1.5 peer review	Essay 1 Revision 1 due
Thu 15 Sep	CATCH-UP DAY	TSIS, Ch. 6 & 7
Tue 20 Sep	Essay assignment; Portfolios	Self-assessment #1; Reading #2
Thu 22 Sep	Reading discussion	Reading Reflection 2; TSIS, Ch. 8 & 9
Tue 27 Sep	Reading discussion	<i>IQ: Integrating; IQ: Synthesizing</i>
Thu 29 Sep	Essay #2 writing	Essay 2 Draft due
Tue 04 Oct	Essay #2 peer review	Essay 2 Revision due
Thu 06 Oct	Essay assignment; Portfolios	Self-assessment #2; Reading #3
Tue 11 Oct	NO CLASS: CONTINGENCY HOLIDAY	
Thu 13 Oct	Reading discussion	Reading Reflection 3; TSIS, 10 & 11
Tue 18 Oct	Essay #3 writing	Essay 3 Draft 1 due; <i>IQ: Understanding Arguments</i>
Thu 20 Oct	Essay #3 peer review	Essay 3 Draft 2 due; <i>IQ: Incorporating Sources</i>
Tue 25 Oct	Essay #3.5 peer review	Essay 3 Revision 1 due
Thu 27 Oct	CATCH-UP DAY	TSIS, 14 & 15
Tue 01 Nov	Essay assignment; Portfolios	Self-assessment #3; <i>IQ: Finding Sources</i>
Thu 03 Nov	Library research	<i>IQ: Assessing Sources</i>
Tue 08 Nov	Library research	Essay 4 Draft 1 due; <i>IQ: Documenting Sources</i>
Thu 10 Nov	Essay #4 peer review	Essay 4 Draft 2 due
Tue 15 Nov	Essay #4.5 peer review	Essay 4 Revision 1 due; Reading #4
Thu 17 Nov	Reading discussion	Reading Reflection 4
Tue 22 Nov	Revisions; Portfolios	Portfolio work
Thu 24 Nov	NO CLASS: THANKSGIVING HOLIDAY	
Tue 29 Nov	Revisions; Portfolios	Portfolio work
Thu 01 Dec	Portfolios	Self-assessment #4
Mon 05 Dec		