

ENGL 1020.18 COurse Syllabus

ENGL 1020, English Composition and Literature, is a course in college writing in which students use different patterns of organization, including research, to respond to literary texts. (3 hours)

Prerequisites: Successful completion of ENGL 1000 or ENGL 1010.

What You Will Learn from This Class

In this course, you will explore connections of literature to society, culture, and personal experience. The English Department offers this course not only as a way to develop the critical reading, thinking, and writing skills necessary to college and professional life, but also with the intention of cultivating an enjoyment of literature as a lifelong practice. The English Department has identified the following learning objectives as key elements in helping you comprehend and actively engage with the literature as a means of meeting the goals of the course.

- Demonstrate comprehension of literary texts by explaining and describing plot and character.
- Demonstrate comprehension of literary terms and identify and apply these to literary texts.
- Develop techniques to approach and evaluate literary texts.
 - Develop clear thesis statements that establish your approach.
 - Support your position with effective, logically organized evidence.
- Develop research-writing skills.
 - Incorporate credible and reliable sources into your writing.
 - Integrate other voices and opinions in consideration of a text while effectively constructing your own critical judgment.
 - Properly cite primary and secondary sources.

This course is a part of Core Curriculum of the College of Arts and Sciences. The Core has been designed to foster "an intellectual curiosity that broadens [the student's] mind and spirit in an effort to instill a desire for life-long learning." As such, this course is intended to achieve the following:

- Communicate ideas clearly, coherently, and rationally in writing.
- Apply technology in the process of writing.
- Apply resources of libraries and databases in writing.

As for my class in particular, in addition to helping you achieve the above listed learning outcomes, I will work to help you do the following:

- Develop a stronger sense of the nature of oppression and how some choose to resist it.
- Identify the way literary texts can comment upon issues of social justice.
- Become more reflective and aware as a learner and a leader.

What you need for this Class

- Graff, Gerald and Cathy Birkenstein. *They Say, I Say*. 3rd ed. New York: Norton, 2014. Print.
- Hacker, Diana and Nancy Sommers. *Rules for Writers*. 7th ed. New York: Bedford, 2012. Print.
- Sophocles. *Antigone*. Trans. By R. Gibbons and C. Segal. New York: Oxford UP, 2007. Print.
- Reliable Internet access.
- A positive attitude and an open mind.

Grade Scale

Excellent		A = 93-100%	A- = 90-92%
Good	B+ = 87-89%	B = 83-86%	B- = 80-82%
Adequate	C+ = 77-79%	C = 73-76%	C- = 70-72%
Poor	D+ = 67-69%	D = 63-66%	D- = 60-62%
Unacceptable		F = 0-59%	

Office Location: LRC 534 (Center for the Advancement of Teaching & Faculty Development)

Office Phone: 504-520-7207 / **Cell Phone:** 601-818-2602 / **Email:** jtodd1@xula.edu

Office Hours: M 10:00 - 12:00 / W 12:00 - 2:00 / R 9:00 - 11:00

Please note that simply meeting the basic requirements for any assignment will never earn you better than an adequate grade. Good and excellent work go well beyond the expectations.

What You will do for This Class

You must successfully complete all of the assignments described below to pass this class. As you can see, the majority of the work we do this semester will be writing and revising. Although the assignments are specific in expectations, I try to build in as much opportunity for student choice as possible. Please consider all assignments in this class as opportunities to explore things in which you are interested or curious. Writing is one of the most effective means of discovery.

Major Assignments

Essays (20%)

You will write five essays that will initially be graded for effort and requirements.

- **Explication essays:** You will write two explication essays, each one a focused analysis of one poem. An explication is a technical and fairly objective analysis of a short poem or prose passage. An effective explication demonstrates the author's knowledge of literary concepts and her ability to apply them to the given text.
- **Fiction essay:** You will write one fiction analysis essay that will examine the thematic commentary of one short story. This more common form of literary analysis offers a thesis-driven argument that proposes the author's unique interpretation of the text.
- **Response essays:** You will write one response essay, offering your unique understanding of a non-fiction text. Response essays are more exploratory than the standard thesis-driven analysis essay and will incorporate one or more secondary sources.
- **Drama essay:** You will write one dramatic analysis essay that will examine the thematic commentary of Sophocles' *Antigone*. As a research assignment, this will require additional secondary sources, including one of our assigned non-fiction texts.

Midterm Portfolio (20%)

For midterms, you will submit a "working portfolio" with revisions of your explication essays and the fiction essay. A portfolio is a tool for developing revision strategies and allows you more control over your work. Your portfolio will include a cover letter that discusses the essays and the revision process.

Final Portfolio (30%)

In lieu of a final exam, you will submit a portfolio containing revisions of your explication essay, either your fiction or your non-fiction essay, and the drama essay. Your portfolio will include a cover letter that discusses the essays and the revision process you employed in its development.

Ongoing Assessments

Homework & Classwork (20%)

Throughout the semester, you will complete in- and out-of-class assignments.

- For each **literary text** we read, you will complete a **reading guide** that will encourage you to actively read and deeply engage with the text.
- For each **textbook reading** and lecture video, you will complete a short online **reading quiz** that will assess and reinforce your learning.
- Often in class, we will **practice writing**. These low-risk assignments will be assessed on the amount of effort you demonstrate.

Class Engagement (10%)

You will receive a daily class grade as described in the Class Engagement Assignment Sheet. Please note that there are ways to receive a good class engagement grade for even the most introverted of students.

Some Tips for Success

This class has been organized using the inverted model, meaning you will receive much of the "content" outside of class. In addition to any assigned readings, you will often have short instructional videos that will need to be viewed before class. There will, however, be no formal lectures in class. We will use class

time to discuss and explore more complex issues, 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. This is a writing intensive course. Throughout the semester, you will be writing or revising one or more assignments. You will need to allow yourself sufficient time to develop, draft, and revise your work. This class also requires a significant amount of reading. You will need allow yourself sufficient time to thoroughly and actively read every assigned text before class. 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.

Attendance. Since this class meets twice a week and falls under the CAS FE policy, you are allowed four absences. *Upon your fifth absence, regardless the excuse, I must give you an FE for the semester.* The only exception to this is if the CAS Dean issues an appeal on your behalf.

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. Please see the Class Engagement Assignment Sheet for details.

Late Work. In-class writing and other participatory work cannot be made up if you miss a class. Assigned work is due as assigned. *For all essays and portfolios, you have the option of a two-day grace period.* You do not need to provide any reasons or justifications for using this option. You simply need to notify me in writing that you are doing so. If you are still unable to submit the assignment at the end of the extra 48 hours, you must meet with me in person — outside of class. At this meeting, we will discuss your ideas and set a schedule for your successful completion of the assignment.

Classroom Decorum: Free discussion and inquiry are encouraged in this class. In a flipped classroom 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 disrupts the class will be asked to leave. Unacceptable behavior in class includes, but is not limited to, the following:

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How You Can Reach Me

Please feel free to contact me whenever you have a question or concern. I try my best 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
- Office phone: 504-520-7207
- Mobile phone: 601-818-2602

My office is in LRC 534, inside the Center for the Advancement of Teaching and Faculty Development. For the Spring 2017 semester, my scheduled office hours are the following:

- Mondays from 10:00 to 12:00
- Wednesdays from 12:00 to 2:00
- Thursdays from 9:00 to 11:00

During my scheduled office hours, I am available in my office 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, your other classes, or anything else. If you cannot make it to my listed office hours, speak to me after class or send me an email, and we will schedule a time to meet.

A Few Other Items of Interest

Reflective Practices

Throughout the semester, we will experiment with incorporating reflective practices into the classroom and our busy academic lives. We will begin each class with a method for helping each of us prepare ourselves to be fully aware and engaged in class. We will also attempt to bring some of this reflection into our writing. It is my hope that you will participate with these pedagogical experiments with an open mind.

Academic Integrity

As students of Xavier University, you are expected to maintain the highest standards of academic integrity. Behavior that violates the standards described on page 15 of the University Catalog is not acceptable and shall be grounds for disciplinary action. Plagiarizing and cheating will not be tolerated. See the College of Arts and Sciences Academic Integrity Policy and the English Department Plagiarism Statement on Blackboard for details. All written work will be checked using TurnItIn.com, an originality checking system. The consequences for plagiarism will be determined on a case by case basis but will range from the student having to rewrite 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.

Writing Resource Center

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 (504-520-6282). Students whose writing demonstrates particular problems will be referred to and may be required to attend tutoring at the Writing Resource Center.

BLACKBOARD & INSTRUCTIONAL CONTINUITY

Throughout the semester, we will rely on Blackboard as a means of delivering content and information. You will submit all papers through and receive all input via Blackboard. You will be able to monitor your

grades through Blackboard, as well. I will post additional readings, videos, or other materials to Blackboard. You are responsible for keeping up, so be sure to log into our course often.

In the event of campus closure, we will use Blackboard as the primary means for keeping the class going for as long as necessary. If an evacuation is necessary, once you are at a safe and stable location, log into our course Blackboard to make contact and discuss plans. How we proceed will depend upon how far along into the semester we are when the closure occurs. Information about emergency preparedness is available on the university website at <http://www.xula.edu/emergency>.

Students with Disabilities

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.

Dates You Need To Put in Your Calendar

- **Jan 12:** Last Day to Add a Course or Change a Section
- **Jan 16:** Martin Luther King, Jr. Holiday
- **Jan 27:** Last Day to Drop a Course without a "W"
- **Feb 17:** Last Day to Remove "I"
- **Feb 27-Mar 3:** Mardi Gras Holidays
- **Mar 14:** Mid-Semester Evaluations Due
- **Mar 18:** Senior Comprehensive Examinations
- **Mar 31:** Last Day to Petition a "W" in a Course
- **Apr 3-7:** Early Registration for Fall Semester
- **Apr 13-17:** Easter Holidays
- **Apr 21:** Last Day to Officially Withdraw from Xavier
- **May 1:** Last Class Day Before Final Examinations
- **May 2:** Quiet Day
- **May 3-10:** Final Examinations
- **May 12:** Final Grades Posted

(Tentative) Semester Schedule

Class meeting	What we will do in class	What you need to do before class.
Tue 10 Jan	Introductions; Getting started	
Thu 12 Jan	Reading & discussing literature	Read: TSIS, Preface, Introduction (Reading quiz 1)
Tue 17 Jan	Reading & discussing literature	Read: TSIS, Ch 15 Submit: Print lyrics to a favorite song.
Thu 19 Jan	Analyzing "Gentle" & "Dulce"	Read: Thomas, "Gentle"; Owen, "Dulce" (Reading guide 1) Watch: Poetry video 1 (Video quiz 1)
Tue 24 Jan	Analyzing "Dulce" & "Dulce"	Read: TSIS, Ch 1 (Reading quiz 2)
Thu 26 Jan	Analyzing "Still" & "I, Too"	Read: Angelou, "Still"; Hughes, "I, Too" (Reading guide 2) Watch: Poetry video 2 (Video quiz 2)
Tue 31 Jan	Explication practice	Read: TSIS, Ch 3 (Reading quiz 3) Watch: Explication video (Video quiz 3)
Thu 02 Feb	Explication writing	Submit: Explication essay
Tue 07 Feb	Peer-review	Read: TSIS, Ch 2 (Reading quiz 4)
Thu 09 Feb	Analyzing "Guest" & "Career"	Read: Camus, "Guest"; Mosley, "Career" (Reading guide 4) Watch: Fiction video 1 (Video quiz 4)
Tue 14 Feb	Analyzing "Guest" & "Career"	Watch: Fiction video 2 (Video quiz 5)
Thu 16 Feb	Analyzing "Guest" & "Career"	Watch: Analysis video (Video quiz 6) Submit: Fiction essay [by Friday 02/17]
Tue 21 Feb	Peer-review	Read: TSIS, Ch 4 (Reading quiz 5)
Thu 23 Feb	Revision work	Read: TSIS, Ch 5 (Reading quiz 6) Watch: Revision video (Video quiz 7)
Tue 28 Feb	Mardi Gras Holiday	
Thu 02 Mar	Mardi Gras Holiday	
Tue 07 Mar	Revision work	Read: TSIS, Ch 7 (Reading quiz 9)
Thu 09 Mar	Revision work	Submit: Midterm Portfolio by [Saturday 03/11]
Tue 14 Mar	Analyzing "Resistance"	Read: Thoreau, "Resistance" (Reading guide 6)
Thu 16 Mar	Analyzing "Resistance"	Read: TSIS, Ch 8 (Reading quiz 10) Watch: Response video (Video quiz 8)
Tue 21 Mar	Analyzing "Letter"	Read: King, "Letter" (Reading guide 7)
Thu 23 Mar	Analyzing "Letter"	Read: TSIS, Ch 9 (Reading quiz 11) Submit: Response essay by [Saturday 03/25]
Tue 28 Mar	Peer-review	
Thu 30 Mar	Analyzing Antigone, I	Read: TSIS, Ch 10 (Reading quiz 12) Watch: Drama video 1 (Video quiz 9)
Tue 04 Apr	Analyzing Antigone, II-III	Read: Sophocles, Antigone, II-III (Reading guide 8) Watch: Drama video 2 (Video quiz 10)
Thu 06 Apr	Analyzing Antigone, IV-V	Read: Sophocles, Antigone, IV-V (Reading guide 9)
Tue 11 Apr	Research	Read: TSIS, Ch 6 (Reading quiz 13) Watch: Research video (Video quiz 11)
Thu 13 Apr	Easter Holiday	
Tue 18 Apr	Research	Read: TSIS, Ch 11 (Reading quiz 14)
Thu 20 Apr	Peer-review	Submit: Drama essay
Tue 25 Apr	Revision work	
Thu 27 Apr	Revision work	
Tue 02 May	Quiet Day	
Tue 09 May	Final Portfolio Due (no exam)	Submit: Final Portfolio

Class Engagement

Ten percent of your grade for this class is based on your engagement in the class. Engagement does not necessarily mean talking a lot or showing everyone else what you know. Good engagement also involves trying to build on, and synthesize, comments from others, and showing appreciation for others' contributions. It also involves inviting others to say more about what they are thinking. Some of the most helpful things you can do are call for a quiet interlude, bring a new resource to class, or make a meaningful observation. Below are some specific examples of good engagement:

- Ask a question or make a comment that shows you are interested in what another person has said.
- Ask a question or make a comment that encourages another person to elaborate on something he or she has already said.
- Bring in a resource (a reading, a web site, a video) not covered in the syllabus that adds new information or a new perspective to our learning.
- Make a comment that expresses and underscores the link between two people's contributions.
- Use body language that shows you are actively listening to and interested in what different people are saying.
- Offer a comment that summarizes the conversation and suggests new questions to be explored.
- Make a comment indicating that you found another person's ideas interesting or useful. Be specific as to why this is the case.
- Contribute something that builds on, or springs from, what someone else has said. Be explicit about the way you are building on the other person's thoughts.
- When you think it's appropriate, ask the group for a moment's silence to slow the pace of conversation to give you, and others, time to think.
- Make a comment that at least partly paraphrases a point someone has already made.
- Make a summary observation that takes into account several people's contributions and that touches on a recurring theme in the discussion.
- Ask a cause and effect question — for example, "Can you explain why you think it's true that if these things are in place such and such a thing will occur?"
- Find a way to express appreciation for the enlightenment you have gained from a discussion. Try to be specific about what it was that helped you understand something better.
- Take thorough notes during class and provide those to the other students in your group or the entire class.
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- _____

Assessment

GRADE/SCORE		CRITERIA
✓+	5 pts.	In class on time with good engagement.
✓	4 pts.	In class on time with adequate engagement.
✓-	3 pts.	In class on time with no participation; or in class late.
✗	0 pts.	Not in class; or in class but actively unengaged.