

XCOR 1012: The City as Text

New Orleans Experience invites students to select a course from an array of topics emphasizing the diverse cultures, environments, and institutions of the New Orleans metropolitan community and Southeast Louisiana. While the city and region serve as text and subject of inquiry, each unique New Orleans Experience course is designed by faculty to increase student engagement and to enhance critical thinking, oral communication, and written communication skills. *Prerequisites: College Experience, College Writing.* (3)

In The City as Text, we experience New Orleans by engaging in research about unique historical & cultural locations in the city and by contributing our research to online resources. Over the course of the semester, students will work research, write about, and teach about specific New Orleans loci. While these spaces may be physical in nature, they exist in different ways at different moments in time, and their significance changes depending upon the disciplinary lens through which we view them. Our scholarly endeavours will begin with contributions to Wikipedia articles and will culminate with submissions to one of several multimedia web sites that enable people around the world to interactively experience New Orleans.

Learning Outcomes

- Students will be able to communicate effectively through writing and speaking.
 - Students will write and speak clearly, concisely, and coherently about broad issues or questions pertaining to the New Orleans metropolitan area and region.
 - Students will formulate in speech and writing a rational, coherent, and well-informed view of their own on some broad issue or question pertaining to the New Orleans metropolitan area and region.
- Students will be able to use quantitative, empirical, and critical reasoning skills to solve problems.
 - Students will use reason and evidence to critically evaluate views expressed by others addressing specific questions pertaining to the New Orleans metropolitan area and region.
- Students will be able to incorporate diverse cultural perspectives in their analysis of issues, from local to global, and to recognize the interconnectivity of human experience.

What You Need for This Course

- A computer with reliable internet access.

What You Will Do for This Course

- *Class Engagement* (10%): A weekly, self-assigned grade based on your engagement with the class and our work for the week.
- *Coursework* (10%): A variety of short, in- and out-of-class assignments and quizzes.
- *Learning Reflections* (10%): 200+ word bi-weekly reflections about your learning.
- *Wikipedia Project* (40%): See assignment sheet for details.
 - Class presentation (5%).
 - Final article (25%).
 - Reflection essay (10%).
- *Op Ed Project* (20%): See assignment sheet for details.
 - Draft essay (5%).

- Final essay (15%).
- *Final Exam* (10%): A reflective essay in which you will consider how the work you did this semester contributes to the mission of the university.

How Your Learning Will Be Graded

You must successfully complete all of the above to pass this class. Unless otherwise noted, work written outside of class and submitted for a grade should conform to academic standards. Assignments should be cleanly typed and free of spelling, mechanical, and grammatical errors. Papers suffering from excessive problems will be returned without a grade.

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.* We will use the following grade scale for all work and grade calculations in this class:

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

Your **midterm course grade** (posted to Banner on Tuesday 12 March) will be calculated as follows:

MIDTERM GRADE = Engagement (30%) + Coursework (30%) + WP Project (40%)

Your **final course grade** (posted to Banner on Friday 10 May) will be calculated as follows:

FINAL GRADE = Engagement (15%) + Coursework (15%) + WP Project (40%) + Op Ed Project (20%) + Exam (10%)

Instructional Continuity

If class is ever cancelled, please check your email and Brightspace for updates. It is your responsibility to keep aware of any changes to our course schedule.

In the event of a campus closure or evacuation, we will use Brightspace to continue this class. Once you are safe and secure, log into Brightspace for updates. The extent to which we use Brightspace will depend on the expected duration of the emergency: if only one class session is missed, we will most likely incorporate those materials and topics into future classes; however, *if more than one class is to be missed, we will do our best to continue the class as detailed in this syllabus, but in a fully online format.*

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.

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. In addition, as a 1000-level course, this class falls under the university's FE Policy.

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.*

Academic Integrity Policy

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, 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.

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 / j.todd.la@gmail.com
- 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 this semester, my scheduled office hours are the following:

- Mondays from 10:00 to 12:00 (LRC 534)
- Wednesdays from 1:00 to 3:00 (LRC 534)
- Thursdays from 10:00 to 12:00 (LRC 534)

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 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 Reporting Obligation

In the event that you choose to write, speak, or otherwise disclose to me about having experienced sexual misconduct including sexual assault, non-consensual sexual contact, domestic violence, dating violence, sexual exploitation, sexual harassment, or stalking, federal and state laws require me to notify our campus Title IX Coordinator, who will then contact you to inform you of your rights and options as a survivor and to connect you with support resources, including possibilities for holding the person who harmed you accountable. If you do not want the Title IX Coordinator notified, instead of disclosing the experience to me, you can speak confidentially with our Director of Violence Prevention Education and Advocacy, Ms. Jennifer Bodnar, who can be reached at jbodnar@xula.edu or (504) 520-7503.

Dates You Should Put in Your Calendar

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| ● Registration | January 14-15 |
| ● Martin Luther King, Jr. Holiday | January 18 |
| ● Classes Begin | January 19 |
| ● Last Day to Add a Course or Change a Section | January 21 |
| ● Last Day to Drop a Course without a "W" | February 5 |
| ● Lundi Gras and Mardi Gras* | February 15-16* |
| ● Last Day to Remove "I" | February 26 |
| ● Mid-Semester Grades Due | March 12 |
| ● Senior Comprehensive Examinations | March 20 |
| ● Last Day to Drop a Course | April 1 |
| ● Easter Holidays | April 2 |
| ● Early Registration for Fall Semester | April 5-9 |
| ● Last Day to Officially Withdraw from Xavier | April 16 |
| ● Last Class Day Before Final Examinations** | April 22** |
| ● Quiet Day | April 23 |
| ● Senior Grades Due (Noon) | April 26 |
| ● Contingency Days | April 26-27 |
| ● Final Examinations | April 28-May 5 |
| ● ALL Final Grades Due (Noon) | May 7 |

This schedule describes the required workload for this course, essential due dates, and the general pattern of our readings and class topics. This schedule is liable to change. Please check Brightspace for updates.

IMPORTANT DUE DATES

DATE	WHAT WE WILL DO IN CLASS	WHAT YOU WILL DO AFTER CLASS
Tue 01/19		
Thu 01/21		
Tue 01/26		
Thu 01/28		
Tue 02/02		
Thu 02/04		
Tue 02/09		
Thu 02/11		
Tue 02/16		
Thu 02/18		
Tue 02/23		
Thu 02/25		
Tue 03/02		
Thu 03/04		
Tue 03/09		
Thu 03/11		
Tue 03/16		
Thu 03/18		
Tue 03/23		
Thu 03/25		
Tue 03/30		
Thu 04/01		
Tue 04/06		

Thu 04/08		
Tue 04/13		
Thu 04/15		
Tue 04/20		
Thu 04/22		
??/??	FINAL EXAM @ ?????	