

English 101—Written Communication I

Fall 2012 Syllabus

Course/Section: En 101 / A
Credits: 3
When: 8:00 – 8:50 MWF
Where: DS020

Instructor: Dr. Craig Medvecky
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Office: BH2108
Office hours: F 9:00–10:00 a.m. (or appt.)

Texts

For this class you will need the following **required** textbook available in the bookstore:
Ramage, John D., John C. Bean, and June Johnson. *The Allyn & Bacon Guide to Writing, 6th Edition, Brief Edition*. Boston, MA: Longman, 2012. ISBN 13: 978-0-205-82315-4

This book is available at the Cardinal Stritch University Bookstore in the Campus Center, or you can visit the Online Bookstore at: www.csu.bkstr.com. Phone: (414) 410-4035 or (800) 347-8822, ext. 4035

Course Description

The course is the first part of a two-part sequence. The course provides study and practice in rhetoric and essay writing, emphasizing writing as a process of invention, drafting, revising and editing. The main goal of the course is to encourage good habits of writing for students' lives in and out of college. Effective reading strategies and critical thinking skills are also key components of the course. Standard written English is required. (In order to receive CLEP credit for EN 101, students must achieve a normed "B" on the CLEP exam.)

Outcomes/Goals

University Student Learning Outcomes Covered in EN 101

1. Effective reading, writing, speaking, listening, reading, and visual communication skills.
2. Effective quantitative and technology skills that prepare students for the 21st century workplace.
3. Effective critical thinking through problem-solving, informed and ethical decision-making, and synthesis of theory and practice.
4. Effective use of research strategies to apply and integrate knowledge to solve problems.
5. Knowledge of Franciscan values.

English Department Student Learning Outcomes Covered in EN 101

1. Think, read, and write critically as a means of understanding the past and present and thinking wisely about the future [connects to #1 of University Student Learning Outcomes];
2. Join critical conversations by arguing coherently and substantively [connects to #3, #4 of University Student Learning Outcomes];
3. Engage in the imaginative exercise of reading and writing to gain an appreciation for aesthetics, which fosters lifelong learning [connects to #1 of University Student Learning Outcomes];
4. Consider the human condition and cultivate respect for its diversity, which connects to the Franciscan tradition [connects to #3, #5 of University Student Learning Outcomes].

Written Communication Course Outcomes Covered in EN 101

1. Analyze the rhetorical situation of a text by showing how the audience, purpose, and genre contribute to its composition [connects to #1, #2, #3 of English Department Outcomes];

2. Write persuasively in response to other texts in an analytical manner by developing clear, complex claims focused around a controlling purpose (thesis) and supported by ample evidence that takes counterarguments into account [connects to #1, #2, #3, #4 in English Department Outcomes];
3. Incorporate textual support objectively and accurately, using summary, paraphrase, and direct quotation in MLA format [connects to #1, #2 of English Department Outcomes];
4. Construct a clear organizational framework for short or medium-length essays by making use of appropriate structure both within and between paragraphs [connects to #2 of English Department Outcomes];
5. Produce writing that adheres to the conventions of standard written English, including grammar, mechanics, and style appropriate to rhetorical situation [connects to #2 of English Department Outcomes];
6. Practice writing as a complex process involving many stages of drafting, revision, and editing [connects to #2 of English Department Outcomes].

Coursework, Assessment and Grades

Major Coursework and Grades:

- Paper I: An Image Analysis Essay, 3-5 pages (10%) (Course Outcomes 1, 2, & 5)
- Paper II: A Rhetorical Analysis Essay, 3-5 pages (10%) (Course Outcomes 1, 3, 4, & 5)
- Paper III: An Exploratory Essay & Poster Presentation, 5-7 pages (20%) (Course Outcomes 2, 3, 4, 5 & 6)
- Paper IV: A Synthesis Essay, 5-7 pages (20%) (Course Outcomes 2, 3, 5, & 6)
- Paper V: A final portfolio of revised work (20%) (Course Outcomes 5 & 6)
- Class Participation and homework assignments (20%)

*See Attached Grading Rubric for more detailed information.

Final Grading Scale

100-93 = A	82-80 = B-	69-67 = D+
92-90 = A-	79-77 = C+	66-63 = D
89-87 = B+	76-73 = C	62-60 = D-
86-83 = B	72-70 = C-	59 and below = F

Class Policies

Homework Evaluation:

Homework and in-class work may be graded with a $\sqrt{+}$, a $\sqrt{}$, or a $\sqrt{-}$, based on the quality of the work.

Check Plus means that the assignment is received when due. The assignment includes a proper heading and all necessary information: student name, assignment date, assignment title, etc. The assignment is typed/printed and stapled (if multiple pages). All questions are answered; all tasks and requirements are fulfilled. All work is complete and substantially meets stated course goals. The work shows that you've taken time to think about what you're writing.

Check means that the assignment is received when due. The assignment includes a proper heading and most necessary information. The assignment is typed/printed and stapled (if multiple pages). All questions are answered; most tasks and requirements are fulfilled. All work is

complete and generally meets stated course goals. The work shows that you've spent an average amount of time thinking about what you're writing.

Check Minus means that the assignment is not received when due. The assignment lacks a proper heading, other necessary information, or is illegible. All questions are not answered; some tasks or requirements area unfulfilled. The work is not complete or substantially fails to meet stated course goals. The work shows that you've put very little thought into what you're writing.

I will keep track of these homework grades throughout the semester. If you continue to get check-minuses, you might want to start spending more time on homework, as this could mean the difference, in the end, between your getting, say, a C+ or a B- in this course. (The point is that the homework and in-class writing exercises are designed to help you to practice writing down your thoughts in shorter assignments, thus making it easier for you to write the longer papers.)

Questions: I am happy to answer any questions you may have about your work. I encourage you to approach me before or after class, during office hours, and by email. The more questions you ask, the more successful you will be. The most reliable way to reach me is by email. During weekdays, I will usually be able to respond within 24 hours.

Questions about Grades: Please bring any questions you have about grades or policies to me privately. I prefer not to discuss a grade on the same day that I return a paper, so please wait a day and then present your questions to me (preferably in writing, so we can have a focused discussion) within one week of the receiving the grade. Complaints or concerns that we cannot resolve between us will be taken to the Chair of the Department of English or the Dean of the College of Arts and Sciences.

Format of Papers: All work completed outside of class must be typewritten. Essays should use MLA citation format where appropriate. The first page of your manuscript should contain the following information: your name, your instructor's name, your course and section number, the date, and the paper's title. Please double space your papers and use one-inch margins all the way around your text. Use a twelve-point, Times New Roman font. Staple your pages together.

Attendance: You are expected to be punctual, to attend each class meeting, and to participate in all in-class activities and discussions. Tardiness and unexcused absences negatively affect participation grades and may ultimately lower the final course grade as well. An absence will be considered excused only if you are participating in a university-sponsored activity. If unable to attend class, you assume responsibility for collecting class notes and handouts, making up tests, and turning in work. *After four absences, each subsequent missed class will result in a full letter deduction from your final course grade (from A- to B+ for five absences, for example). If you have more than six absences, you will fail the course.* Disruptive behavior badly affects the learning environment, so, if you are ten or more minutes late, you will be counted absent. If you are tardy three times, you will have earned an absence as well.

Late Assignments and Drafts: To succeed in this course, you must turn in all assignments *on the date they are due*. *For each class period that any given Essay Assignment is late, one letter grade will be taken off your grade for that assignment. Late homework assignments will not be accepted; a grade of zero will be assigned.* If you cannot attend class on the date a topic proposal, paper, or assignment is due, please contact your instructor and arrange to have a classmate or friend bring your work to class at the beginning of the scheduled class period. *There is no makeup of in-class work and quizzes.* I will only accept the electronic submission of assignments when it is the last option available to you.

Academic Integrity: Plagiarism is a very serious error. It involves using anyone's ideas or exact words

without giving that person credit. It also includes failing to provide proper documentation, handing in a paper from a previous class, engaging in sloppy paraphrasing, having your friend or relative revise your paper, pulling a paper off the web, using *parts* of a paper pulled off the web, etc. Any plagiarism may result in an F for the work and notification of the Vice President for Academic Affairs and the Chair of the department in which you are a major. Please refer to the Academic Integrity Policy, in the *Student Handbook*.

Add/Drop and Withdrawal Dates: The final day to add/drop a course without penalty is Wednesday, September 5th by 5:00 p.m. The final day to withdraw formally from a course is Friday, November 2nd.

Academic Support Center: I encourage you to make use of the Academic Support Center, which offers free tutoring services and an online writing center to all Cardinal Stritch University students. The Center is located on the second floor of Bonaventure Hall (410-4166).

Assistance for Students with Disabilities: If you have any disability or handicap that might affect your classwork, please see me immediately. It shall be the policy of Cardinal Stritch University to comply with the Rehabilitation Act and Americans with Disabilities Act and their regulations to the extent applicable to Cardinal Stritch University. Any person enrolling in this course who may require alternative instruction and/or evaluation procedures due to a handicapped condition should feel free to discuss these needs with me so that appropriate arrangements can be made.

Non-Discrimination/Harassment Policy: It is the policy of Cardinal Stritch University to foster a community free of discrimination and harassment. Students and employees are expected to conduct themselves in a respectful manner at all times. Incidents of discrimination and harassment will not be tolerated.

Harassment is defined as conduct that targets an individual or group to demean, humiliate, intimidate, or ridicule. Such conduct can have the intent or effect of interfering with an individual's performance or creating an intimidating, hostile, or offensive environment.

Harassment includes, but is not limited to: written or verbal insults, jokes, slurs, innuendoes, messages, or images that are derogatory to members of a particular race, national origin, sexual orientation, or other group; destruction of personal property; spreading rumors with malicious intent; physical harassment; threats; nuisance phone calls; or stalking behaviors. Harassment also includes negative actions based upon a student's or employee's participation in activities identified with any group. In order to promote a non-discriminatory, inclusive environment, Cardinal Stritch University provides programs to educate its community in regard to respect for all its members.

Student-to-student or student-to-employee harassment or discrimination incidents are handled through the Code of Conduct and investigated by the Dean or Assistant of Students. Appropriate corrective action is taken based on the nature of the incident and the student's disciplinary history. Disciplinary sanctions can include a written or verbal warning, disciplinary probation, mediation, educational assignment, community service, removal from university housing, suspension, or expulsion.

Daily Schedule

See attached.