

Xavier University of Louisiana
Department of English



**Resources for
Teaching English Core Curriculum Classes
(RTECCC)**

Version 1.0
Fall 2000

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1 Introduction

This manual, *Resources for Teaching English Core Curriculum Courses*, is intended for the use of the instructors of English 0990, 1010, 1023H, 2010, and 2011H. The original purpose of the manual was to act as a guide for new instructors. However, it has grown into guide for all instructors who instruct these core curriculum courses.

Like many small, private universities in the past few decades, Xavier University of Louisiana has found itself at a crossroads. On one hand, it endeavors to give students the education promised in its mission: knowledge, skills, and experience that will allow these students to become leaders, to contribute to their communities, and to excel in graduate and professional schools. On the other hand, it needs to promote the strengths of its curriculum that help it to survive among the diverse private universities in our nation, many of which have had to close their doors in recent years. Xavier University has done this by strengthening its reputation as a university that has placed more young African Americans in medical and professional schools than any other university in our nation.

This reputation has meant an increased enrollment among incoming freshman and an exemplary rate of retention among our students (more than 70% as of 2000). Because of the increased number of students coming to the university and the numbers remaining to complete their four to five year course of study, the English core curriculum courses are in great demand.

Thus, because of the increase in the number of core curriculum courses and the faculty members to teach these courses, this book was written to guide new and established instructors in the policies and practices of these courses. As an added bonus, this book includes information on facilities available for enhancing and aiding teaching, including information on technological resources available on the Xavier University campus.

It is the hope of the Composition Committee and the Director of Composition that this guide will answer the questions of instructors and students alike in regards to the expectations of the English core curriculum.

2 General Policies and Procedures

This portion of the Handbook explains general policies and procedures of the University and the Department regarding attendance, placement, student conduct, assessment and grading policies, plagiarism, appeals, deadlines and make-ups, and computer use.

2.1 Attendance and “FE” Policy

The University has guidelines relating to attendance in freshman courses. These guidelines reflect the University’s belief that class attendance is “an obligation as well as a privilege” (Xavier 38). The University Catalog states that the University expects students to attend classes “regularly and punctually.” The University has the following expectations of students regarding attendance:

- a) Students absent for any reason are responsible for what they have missed in the course.
- b) Students are expected to complete the full work of the course, regardless of the reason or cause for absence.
- c) Students are responsible for making arrangements with the instructor to make up missed work, if there are legitimate and extraordinary documented reasons for the absence.
- d) Students absent from class for five (5) consecutive days are to notify the Dean and present appropriate documentation.

The instructor of a course is expected to do the following:

- Keep accurate records of attendance.
- Report to the Registrar when a student has missed five (5) consecutive classes, or when a student has exceeded the number of excessive absences for a freshman course.

The “FE” or “Failure for Excessive Absences” policy pertains to freshman courses (1000 level). According to the Catalog, absences are considered excessive when “the number of absences exceeds the number of times the class meets per week.” In other words, in a course that meets three days a week, the number of excessive absences would be more than six (6). For a class that meets four days a week, the number of excessive absences would be more than four (4).

It is usually good policy for an instructor to keep students abreast of the number absences they have in a course, especially a freshman course. Some instructors will give warnings to students as they come near the limit of excessive absences, especially in freshman courses.

It is not recommended, however, to base grading on attendance. Students can be given an “FE” only for excessive absences, but a final grade cannot be lowered if a student has missed too much class but not met the number of excessive absences. Instructors can have “participation grades,” but these should be based on the student’s daily participation in the course—not on whether the student was in class or not. It has

been found, however, those students who do not attend a class regularly cannot participate effectively.

2.2 Assessment Standards

The University uses a standard 4.0 grade point average—letter grade system, as seen below.

Grading Scale

Grade	Evaluation	Quality Points
A	Excellent	4
B	Good	3
C	Average	2
D	Passing	1
F	Failure	0
FE	Failure because of excessive absence*	0
W	Withdrawal	0
I	Incomplete	0
W\$	Failure	0

*See section above.

The grade of “W” is given when a student withdraws from a course on or before the last day to withdraw (from the beginning of the semester up until one week after midterm). Students withdraw by filling out a withdrawal form, getting signatures from the instructor and advisor, paying a \$10.00 fee at the Cashier’s office, and submitting the form and receipt to the Registrar’s office. A student should withdraw no more than one week after he/she stops attending classes or he/she may fail the course for excessive absences.

The grade of “I” (incomplete) should only be given on **very rare occasions** when some moral or physical impossibility prevents a student from completing the course requirements promptly. Negligence is no excuse for an incomplete grade, and in such circumstances the student should receive a grade of “F.” The Dean’s approval is required for an “I” grade. An “I,” unless changed before the sixth week of the semester following the one in which it is incurred, becomes an “F.” An “I” incurred during the spring semester must be changed by the end of the summer semester.

The grade of W\$ is designated by the University when a student has not fulfilled his/her financial obligation to the University. This grade appears as the final grade of the student. The instructor may change this grade if the student has fulfilled the obligation before the final examination is given (or final papers/portfolios/grades submitted). A student with a grade of W\$ must show the instructor a **clearance card** in order to receive a final grade.

2.2.1 Criteria for Grading Papers

The Department of English has developed Criteria for Grading Papers that coincides with the grading scale used by the University. While instructors do have the right to develop their own criteria, it is recommended that their criteria follow the

Department and University criteria in some general fashion. The criteria below is for assessing the product of writing; the Department of English supports the process of writing which can also be assessed separate from the product. Notice that emphasis is primarily on theme development and support.

The “A” Paper

The “A” paper displays originality of thought in stating and developing a central idea. The material should, therefore, be presented in a clear, logical, and thought-provoking manner. Also, the “A” paper should contain all the positive qualities of “good” writing:

- a) Unified and well developed paragraphs.
- b) Effective word choice and phrases.
- c) Focus on a main purpose, with adequate development and firm support.
- d) Use of a variety of sentence patterns.
- e) No major grammatical or spelling errors.

The “B” Paper

The “B” paper has a clearly stated central purpose and should be logically and adequately developed. Its ideas should be clear since it must contain some of the qualities of “good” writing as listed above. It is comparatively free of errors in the use of Standard Written English. The “B” paper must indicate competence, but it will lack the originality of thought and style which characterizes the “A” paper.

The “C” Paper

The average paper usually receives a grade of “C.” It has a central idea that is organized clearly enough to convey its purpose to the reader. It may not contain serious grammatical or structural errors. It may, in fact, have few correction marks on it, but it may lack depth of thought and expression.

The “D” Paper

The grade of “D” indicates below-average achievement in expressing ideas clearly, correctly, and effectively. Most “D” papers will fail to express a central idea or to develop one adequately.

The “F” Paper

The “D” and “F” papers indicate unsatisfactory work. The “F” grade, however, usually indicates numerous serious grammatical and structural errors. In addition, the “F” paper will contain **none** of the requirements listed in the above types of papers.

2.3 Student Conduct

The University expects Xavier students to act as a community of mature people. In the classroom, the instructor has the responsibility of maintaining an atmosphere which is conducive to student learning and analytical thinking. The student has the responsibility of acting in a mature way that is also conducive to learning.

Students are also responsible for learning the norms of good conduct that are listed in the *Student Handbook*. A student who conducts undesirable behavior in a classroom cannot use the excuse of ignorance.

When a student disrupts the classroom environment, the instructor should take the following steps:

1. Ask the student to cease the disruptive behavior.
2. If the behavior continues, confront the student privately and indicate that if the behavior is continued, the student will be reported to the Director of Composition and/or Department Chair. Indicate that there are consequences for undesirable behavior in the classroom and refer the student to the *Student Handbook*.
3. If the behavior persists, bring the incidents to the attention of the Director of Composition and/or Department Chair. The appropriate party will then take action.

Please note that any form of harassment from a student should be reported immediately to the Director of Composition and/or Department Chair.

Students have the right to appeal disciplinary actions by going to the Director of Composition, Department Chair and/or the Dean of Arts and Sciences.

2.4 Placement

Student placement in English courses is determined primarily by scores on either the ACT or SAT college entrance exams, as shown below:

Course	ACT Score	SAT Score
English 0990	18 and Below	399 and Below
English 1010	19 - 26	400 - 559
English 1023H	27 and Above	560 and Above

Students placed in English 0990 (Preparatory English) have the additional opportunity to advance to English 1010 (English Composition and Rhetoric) by taking the *Test of Standard Written English* (TSWE) during orientation. Students who make a passing score on this exam as determined by the Admissions office are registered for English 1010 during freshman registration.

English 0990 students also have the opportunity for movement to English 1010 during the first week of classes when they are asked to write a diagnostic essay. The Director of Composition provides topics for this essay to all English 0990 instructors. Instructors then read the essays to determine if a student has the writing skills to successfully complete English 1010. Essays determined to be of such quality are then brought to the consideration of the Director of Freshman Composition. If the Director agrees with the instructor, the students are instructed to meet with the Department Chair to be enrolled into an existing English 1010 course.

Placement into English 1023H (Honors English) can be petitioned by a student with a high ACT or SAT score that is only one or two points below the cutoff. The petitioner should have a high school grade point average of at least 3.5.

2.5 Deadlines/Make-ups

The instructor of a course may set and enforce his/her own deadlines and requirements for makeups. It is advised that instructors state their policies on deadlines and make-ups in the syllabus for the course. Students are responsible for all work missed in a course because of absence. Arrangements for making up missed work, examinations, and deadlines are negotiated between the instructor and the student. **It is the student's responsibility, however, to make sure such arrangements are made—not the instructor's.**

2.6 Plagiarism

University policy states that students who commit plagiarism are subject to “disciplinary sanctions resulting in suspension, dismissal, or expulsion from the University.” The definition of plagiarism used by the Department is as follows:

A student who submits as his/her own work a paper which is in any part taken from another person's writing without proper acknowledgement, use of quotation marks, credits, etc., is guilty of plagiarism. Students who submit plagiarized work will be dismissed from the course, given an “F” as a final grade, and reported to the appropriate dean.

However, students do not always commit plagiarism intentionally. Students who are writing research papers for the first time and are unfamiliar with the practices of summary, paraphrase, and direct quotation often commit unintentional plagiarism. Students will also piece together papers using phrases and sentences from different sources without acknowledging or properly paraphrasing those sources. The instructor should do his/her best to alleviate such plagiarism through instruction and proofreading/revision exercises.

Also, in the case of penalty for plagiarism, it is not recommended that a student fail the course for a first instance of plagiarism. Failing the assignment (unless it is a major research project) is usually warning enough.

2.7 Grievances & Appeals

Students have the right to appeal grades and express grievances concerning instructors. The process for either begins with the student expressing his/her concern to the instructor. If the student is not satisfied with the result of this meeting, he/she can then appeal to the Department Chair. It is recommended that the student and instructor have evidence to support their claims. If once again the student receives what he/she perceives to be unsatisfactory results, he/she can then appeal to the Dean of Arts and Sciences. The student can continue to appeal, if he/she wishes, to the Vice President of Academic Affairs. Decisions made by the VPAA concerning grades/grievances are final.

2.8 Computer Use Policy

The University has a number of computer laboratories on campus available for students to have access to technology. This includes access to word-processing, email, and the Internet, as well as library and research databases. The general guidelines for using these services are listed below. More information can be found at <http://www.xula.edu/itc/use.htm>.

Each individual is issued an account on the university computer system and is responsible for the use of those resources and for reading and understanding the policies. Users should understand that information technology resources are limited and proper respect for others' work is required. Users must abide by any laboratory or resource-specific policies. Consult the Information Technology Center or Laboratory Coordinator(s) for details on the policies relevant to a specific resource.

Some sample misuses of information technology resources include, but are not limited to, the following:

- Sharing a computer account. Passwords may not be shared with anyone.
- Unauthorized use of computing resources and files, including the release of viruses or worms.
- Use of another user's account.
- Use of information technology resources for personal consulting or profit making.
- Altering software or hardware configurations.
- Using information technology resources to harass others.
- Violation of software licensing agreements.
- Misrepresenting your identity when communicating.
- Deliberate waste and/or unfair monopolization of information technology resources.

Although system administrators are co-owners of all user files, the University recognizes that faculty, staff, and students have a substantial interest in privacy with regard to their computing activities, even when those activities involve University business.

The University will not monitor user transactions or the contents of user files as a routine matter. It will respond to legal process. It may inspect without notice the contents of files in the course of an investigation triggered by indications of impropriety or as necessary to resolve system problems or to locate substantive University-related information that is not available by some less intrusive means.

It is a violation of University policy for any employee, including system administrators and supervisors, to use the computing systems to satisfy idle curiosity about the affairs of others, with no substantial purpose for obtaining access to the files or communications of others.

If an individual misuses information technology resources, then the appropriate procedures that exist in current University policy handbooks, e.g., Student Handbook, Faculty Handbook, or Staff Handbook, will apply. Penalties may include the loss of all information technology privileges.

3 Duties & Responsibilities

3.1 Department Chair

The Department Chair of the Department of English is an elected position. Only tenured faculty of the department are eligible for the position, and the elected Chair must be approved by the Administration (Dean of Arts and Sciences and VPAA). The Chair is elected by a majority vote of the fulltime faculty.

The Chair oversees the entire department and acts as a communicator between the faculty and the administration. The Chair is responsible for hiring new faculty and overseeing the mentoring of faculty. He/she monitors and assesses the professional progress of the faculty and counsels faculty on such progress as needed.

The Chair is also responsible for investigating student complaints concerning instructors and grade appeals, after the student has met with the instructor.

For more information on duties and responsibilities of the Chair which do not relate directly to instruction, see the Xavier University *Faculty Handbook*, section II, pages 34-37.

3.2 Director of Freshman Composition

The primary responsibilities of the Director of Freshman Composition are to supervise final placement of all freshmen in composition courses; oversee textbook adoptions for freshman composition courses; monitor student performance in composition courses; assist the Department Chair in the hiring and orientation of part-time instructors; chair the Composition Committee; and carry-out the wishes of the committee.

As part of supervising the final placement of freshman in composition courses, the Director

- a) Prepares copies of final English placement essay topics for each class.
- b) Reads and makes recommendations regarding any marginal placement essays.
- c) Arranges all rescheduling of misplaced students.
- d) Informs English faculty of which students have been placed in their courses.
- e) Reports to the Registrar's Office (with Department Chair) the names of freshmen whose English courses must be rescheduled.
- f) Ensures security of placement essay topics by maintaining rotation schedule of the common essay topics.

As chair of the Composition Committee, the Director

- a) Provides an agenda for each meeting of the Committee.
- b) Takes minutes of the meeting.
- c) Suggests goals for the academic year.
- d) Carries-out the decisions of the Committee.
- e) Creates subcommittees as needed with the consensus of the Committee.

In order to assist the Department Chair in hiring and orientation of part-time instructors, the Director

- a) Aids the department secretary in preparing folders and gathering employment materials.
- b) Interviews perspective instructors.
- c) Provides desk copies of textbooks.
- d) Provides a copy of *Resources for Teaching English Core Curriculum Courses* for instructors.
- e) Acts as a mentor and resource for new instructors.

The Director also acts as the departmental resource person regarding all composition matters.

3.3 Chair, World Literature Teaching Circle

The Chair of the World Literature Teaching Circle leads the discussions and acts on the wishes of the Circle. The Chair arranges for meetings of the Circle, insures minutes of meetings are taken, and reports to the Department and the Center for the Advancement of Teaching (if the Circle is funded). The Chair can also act as a resource person for instructors of English 2010/2011H – Introduction to World Literature.

3.4 Course Instructor

Course instructors are responsible for carrying out departmental policy in teaching, conducting classes, and assigning grades. Instructors should follow the General Course Syllabus for the courses they are teaching, and their supplemental syllabi should not conflict with the General Course Syllabus. Instructors are responsible for the content that they teach.

Instructors should meet classes regularly and promptly. They should notify the Department Chair, the secretary, and/or the Director of Composition if they are going to be absent. It is preferred that the instructor arrange for the class to be covered by another member of the English faculty, if at all possible.

Instructors are required to provide students with a syllabus that lists specific course requirements, grading standards, workload, required texts, make-up/deadline policy, plagiarism policy, and other necessary information during the first class meeting (see the course chapters for sample syllabi and the Syllabus Checklist in the Appendix). Instructors should also supply students with the General Syllabus for the course.

Fulltime instructors should keep a minimum of six (6) office hours a week. Part-time instructors should keep a minimum of one half hour per course hour taught per week (e.g., 3 office hours per week for six course hours). All faculty members are required to post office hours on their doors, with the department secretary, and on their syllabi. Instructors are expected to keep these office hours throughout the semester (except during finals). It is recommended that instructors indicate whether they are willing to make appointments with students outside of office hours.

Instructors should assess and return assignments as promptly as possible, preferably before the next assignment. Instructors should clearly explain their grading criteria to students, whether objective or subjective.

4 English 0990: Preparatory English

English 0990: Preparatory English is a developmental non-credit course designed to enable students who are weak in English writing skills to improve their skills. The course begins with paragraph writing and builds to essay writing, with instruction in eliminating serious writing errors performed as needed. By the end of the course, the students should be able to write a “C” quality essay.

Instructors of English 0990 should remember that the students of this course arrive with different skill levels. The main goal of the course is to help the students reach the same level of skill by the end of the semester. These students, however, are often reluctant at the beginning of the semester to be in this course as it is a non-credit course. Part of the instructor’s work is to ease the students past their writing anxieties and help them improve.

Placement in English 0990 is determined in three (3) ways (see section 2.4 Placement in Chapter 2). On the second day of class, the instructor will have the students write an in-class diagnostic essay. The Director of Composition will give each 0990 instructor the essay topic at the beginning of the semester. The instructor should read these essays the same day and determine whether any of the essays are equivalent of a “C” essay or better (see 2.2.1 Criteria for Grading Papers). Such essays are to be brought to the attention of the Director of Composition. If the Director agrees with the instructor’s assessment, the student will be notified by the instructor that he/she will be placed in English 1010. The student is then to see the Department Chair for placement.

4.1 Guidelines & Objectives

It is recommended that English 0990 be taught as a writing workshop. This involves students writing regularly and frequently as part of the course and incorporating activities such as peer review of drafts, collaborative groups for developing early paragraphs and essays, and in-

Students should write paragraphs for practically every class before midterm. It is recommended that students be given plenty of in-class time for drafting and revision, and be encouraged to work in peer editing groups. Instructors can also ask students to prepare paragraphs outside of class. The instructor can assess as much work as she/he wishes, as long as her method is explained to the students and outlined in the syllabus. Paragraphs can be graded as Pass/Fail, as this is a Pass/Fail course. Instructors are encouraged to explain thoroughly why a paper has received a particular grade and give students some opportunities for revision. However, revision for better grades might be used sparingly towards the end of the course. By that time, students should be able to revise without instructor guidance.

4.1.2 The Essay

In English 0990 the essay is usually taught after midterm. Students should write at least four (4) essays before the end of the course. Of course, instructors should instruct the students in all parts of the writing process (brainstorming and gathering information, drafting, revision, editing, and redrafting) while teaching the essay. Collaborative group work and peer editing should continue to be used.

For assessment of the essay, instructors should use “A” to “F” grades. While the final grade in English 0990 is indicated by Pass/Fail, giving students “A” to “F” grades on essays allows them to see how close they are getting to writing at the English 1010 level. Only essays that earn a grade of “C” or better are considered passing. Thus, essays which earn a “C” or better should be the goal of English 0990.

4.2 Texts

The required texts for English 0990 follow:

Hacker, Diane. *The Bedford Handbook*. (current edition). New York: Bedford, 1998.
Pamela Arlov. *Wordsmith: A Guide to Paragraphs and Short Essays*. New York; Prentice Hall, 1999.

Desk copies are available from the Director of Composition.

4.3 General Syllabus

A copy of the General Syllabus for English 0990 follows. Please note that while it gives extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 0990: Preparatory English

COURSE DESCRIPTION AND GOALS: English 0990 is a non-credit course designed to prepare the student for college-level compositions. The course begins with a focus on paragraph writing, requiring that student demonstrate their ability to develop and organize paragraphs adequately and clearly. Later, the course concentrates on the short composition, requiring that students write four (4) or more essays or four (4) or more paragraphs each. The paragraphs and essays may be written in several rhetorical modes (narration, description, comparison-contrast, definition, process, cause and effect). Students may draw on

their own experiences as subjects for paragraphs and essays, and they may be asked to do some graded or non-graded writing each day.

The course also places particular emphasis on eliminating serious writing error (see Basic Errors below) through grammar and punctuation exercises and quizzes, with attention to helping students transfer grammar skills into their own writing. The course may be conducted as a workshop wherein students participate in such activities as peer review of drafts, collaborative group to develop early paragraphs and essays, and in-class drafts and revisions.

Initial placement in English 0990 is dependent on ACT and/or SAT scores. Final placement is determined by the English Department through an in-class essay written on the second meeting of class.

The English Department bases its approach to English 0990 on the following principles:

1. Preparatory English students must view writing as serious and disciplined work that requires commitment from the student.
2. Students should write frequent, even daily, compositions to acquire college-level written fluency.
3. Grammar and punctuation work should not be an end in itself, but should be taught within the context of students' writing to help ensure that those skills are transferred into their writing.
4. Good attendance and prompt completion of assignments are essential to progress in the course.

BASIC ERRORS: Certain errors in writing are called basic or failing errors. A pattern of such errors must be eliminated in English 0990. They include the following:

1. Lack of clarity at the sentence level
2. Subject-verb agreement errors
3. Comma splices and run-on or fused sentences
4. Sentence fragments
5. Incorrect verb forms
6. Spelling errors

EVALUATION: Midterm and final grades in this course are recorded as "P" (Pass) or "F" (Fail). In determining a student's final grade, instructors will count more heavily the work done in the second part of the course. For this reason, the instructor may choose to evaluate work by some designation other than letter grades before midterm, but may begin assigning letter grades of "A" through "F" after midterm. Throughout the semester, however, the course concentrates on three (3) broad concerns: 1) eliminating widespread Basic Errors, 2) eliminating a pattern of Basic Errors, and 3) strengthening composition skills. Therefore, no student should pass English 0990 for any one of the following reasons:

- If widespread Basic Errors persist in his/her writing;
- If composition skills remain weak, i.e., the student still cannot adequately develop or organize paragraphs and essays;
- If a pattern of one or two Basic Errors persists and composition skills remain weak.

A student may pass English 0990 if she/he has not eliminated the pattern of one or two Basic Errors, but that student will be automatically referred to the Writing Center the following semester.

ATTENDANCE AND WRITING CENTER: Each student enrolled in English 0990 is required to attend the Writing Center once each week for 50 minutes throughout the semester. The Writing Center staff is comprised of professionals and specially trained student tutors to help ensure each student's success in English 0990. To avoid receiving an "FE" in this course, a student should not be absent from class or from the Writing Center more than twice the number of times each meets per week (six times for MWF class, 4 times for TR or MW class, 2 times for the Writing Center).

PLAGIARISM/CHEATING: Passing off any other person's work as one's own constitutes plagiarism, a flagrant violation of intellectual honesty. Intellectual honesty is expected of all students.

Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."

REQUIRED TEXT: *The Bedford Handbook for Writers*, 5th edition, Diana Hacker.
Pamela Arlov. *Wordsmith: A Guide to Paragraphs and Short Essays*. New York;
Prentice Hall, 1999.

4.4 Sample Syllabus

As mentioned above, instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below. Note that the syllabus does not give more than a four weeks of assignments for the students. In this case, the instructor wishes for more leeway in her course outline so as to better address the skill needs of the class.

English 0990.01: Preparatory English

Fall 2000

204 Xavier South

9:00 – 9:50 MWF

(Syllabus issued: 17 August 2000)

Instructor: Dr. Jane Deaux

Office: 213A Administration Annex

Office Hours: 10:00 – 11:00 MWRF; 2:00 – 3:00 TR

Phone: 485-2233

Email: jdeaux@xula.edu

TEXTS: Diana Hacker. *The Bedford Handbook for Writers*, 5th edition.

Pamela Arlov. *Wordsmith: A Guide to Paragraphs and Short Essays*. New York; Prentice Hall, 1999.

MATERIALS: (This may include any materials you think the students need for the course besides texts, such as notebooks, journals, diskettes, folders, etc.)

COURSE OBJECTIVES: (These are covered primarily in the General Syllabus. However, those objectives may be added to as in the following example.)

- To use a journal or notebook as a site for prewriting and essay formulation.
- To learn to write organized, well-developed paragraphs and sentences.
- To read, analyze, and discuss professional and student writing.
- To recognize and eliminate basic writing errors such as: lack of sentence clarity, subject verb agreement, sentence fragments, verb usage and punctuation.
- To write midterm and final exam essays that demonstrate proficiency in the course objectives.

ACTIVITIES: (You can list and explain the different types of writing and work performed in the course, such as paragraph writing, essay writing, quizzes, textbook exercises, group work, peer editing, individual conferences, class discussion, and Writing Center work. Guidelines and requirements for these should be explained.)

GRADING: (This section should clearly explain your grading system, including how you plan to convert letter grades to a Pass/Fail system. An example follows.)

This is a Pass/Fail course. I follow the departmental standards for this course, which means that work is assessed Pass/Fail until Midterms, and graded A to F (university standard) after Midterms. Each letter grade is given points for averaging grades: A (excellent) – 4 pts.; B (above average) – 3pts.; C (average) – 2pts.; D (below average) – 1 pt.; F (failure) – 0 pts.

Midterm grades are determined by an average of Pass/Fail grades accumulated by the Midterm. For example if over 50% of the grades by Midterm are P's, then the grade for Midterm is P. Final grades are determined by the average of the letter grades earned after Midterm. A C average is needed to earn a Pass for the Final Grade.

(If you plan to give different types of assignments different weights, it should also be explained in this section, as follows.)

Journal & exercises	25%
Quizzes	15%
Paragraphs/Essays	50%
Participation	10%

DEADLINES: (Many instructors like to give instructions concerning meeting deadlines and penalties for missing deadlines, such as dropping the assignment a letter grade for each day the assignment is late, or emphasizing that assignments are due at the beginning of class and are considered late if received afterwards.)

ATTENDANCE: (This section is used to restate the university absence policy [FE]. The instructor can add a section on tardies and student responsibility for missed assignments.)

Students who arrive late for class are assumed absent, unless they speak to the instructor after to class. Students who are habitually late will be warned first. If the behavior continues, these absences will count and the student will receive an FE.

PLAGIARISM: (This section is not necessary, but instructors can add to the statement found in the General Syllabus if they wish.)

CLASSROOM CONDUCT: (While this section shouldn't be necessary, some instructors find it necessary for freshmen.)

- Be respectful of who is talking at all times.
- Always be prepared for class.
- Avoid rude behaviors such as reading materials from another class, sleeping, placing your head on your desk, wearing hats that cover your eyes, wearing sunglasses, or eating meals in class.
- Turn off your beepers and phones before entering class.

Should you be unable to meet these expectations, you will be dismissed from class and marked absent.

COURSE OUTLINE: (This section lists the readings and assignments for the semester. Some instructors list by class meeting, others by the week. It is acceptable to have only the first four to six weeks of the class outlined. Writing courses sometimes need to be flexible to accommodate student needs. It is best to begin this section with a disclaimer. NOTE: The example readings given below are fictional.)

The schedule below is subject to change depending on class members' ability to assimilate material, timing changes, and acts of Nature. The instructor reserves the right to add or delete readings and assignments as needed. (Note: W – Wordsmith; BH – Bedford Handbook).

WK 1 Intro to Course; Diagnostic Essay; Grammar Skills test.

WK 2 Intro to process and paragraph writing. W1-30. In-class writing.

WK 3 Paragraph writing; grammar review. BH 302-400.

WK4 Continued. W 49-55.

WK 5 Continued. W 58-75.

WK 6 Continued. Grammatical Sentences, BH 283-300.

WK 7 MIDTERM; in-class essay. W 80-100; BH 23-40.

WK 8 The Essay. W, 113-145.

WK 9 Continued.

WK 10 Writing Conferences.

WK 11 Describing a scene. W 146-160.

WK 12 Providing examples. Editing for sentence clarity. W 161-170; 327.

WK 13 Making comparisons. W 171-183.

WK 14 TBA; Thanksgiving Break.

WK 15 Writing an Exam Essay. W 192-200.

WK 16 Review for Final; Final.

4.5 Writing Center

As mentioned in the General Syllabus above, English 0990 students are required to attend a tutoring session once a week in the Writing Center. During the first week of classes, students are to report to the Writing Center and schedule a meeting with a tutor. Writing Center tutors will visit all English 0990 classes during the first week of class and explain the process of registering with the Center and the requirements of these sessions. Attendance in the Writing Center is mandatory, and students should receive an FE in English 0990 if they miss two (2) or more weekly sessions with their tutors. See section 9.1 for more information about the Writing Center and its services.

5 English 1010: English Composition and Rhetoric

English 1010 is the first year composition course for most incoming freshmen. Placement in the course is determined primarily by ACT/SAT scores (see section 2.4 Placement) or having passed English 0990. The course generally instructs students in writing the collegiate essay, emphasizing different strategies for organizing essays (these strategies are often referred to as rhetorical modes and include comparison, narrative, description, analysis, argument, classification, and cause/effect). Further emphasis is placed on the development of supporting information. Some work with grammar and basic errors is expected. Students are also introduced to the MLA research paper.

Instructors are expected to introduce students to the process approach to writing, emphasizing predrafting exercises, revision of drafts, and editing. Methodologies using peer and group editing and peer review are encouraged, as are individual conferences and group writing. Instructors should also incorporate assignments that introduce students to writing for different audiences.

5.1 Guidelines & Objectives

Instructors are encouraged to have students revise and redraft essays. Since revision and editing are crucial parts of the writing process, it is acceptable to allow students to revise graded papers for a second grade. However, it is recommended that such practices should be used in a way that aid students in developing their own revision skills and not depend on the instructor for editing comments.

The objectives of English 1010 primarily focus on the following:

- Students should appreciate writing as a process.
- Students should be able to write approximately 500 word essays in a variety of styles that are free of basic syntax errors and are well-organized and supported.
- Students should be able to respond confidently and knowledgeably to the writing of others.
- Students should be able to research and compose a 6 to 10 page research paper in MLA style.

5.1.1 The Essay

Students in English 1010 are required to write six (6) to eight (8) essays during the semester of approximately 300 to 500 words. These essays should be for a variety of audiences and incorporate a variety of strategies for organization (such as narration, description, comparison-contrast, definition, classification, argumentation, process and cause and effect). Students should be encouraged to draft in-class and share their work with other students. Multiple drafts should be strongly encouraged.

5.1.2 The Research Paper

The research paper is probably the most difficult portion of English 1010 for both instructors and students. Instructors should start the research paper early and closely monitor students' progress in researching and writing the research paper, as research shows that such papers are the ones most plagiarized from outside sources such as internet papermills. Instructors should take special care in explaining such practices as direct quoting, summarizing, and paraphrasing to students. They should also explain the

use of signal phrases for introducing information from sources. A good technique for helping students avoid plagiarism is having students turn in photocopies of pages of materials from which the student is quoting or paraphrasing. It is highly recommended that instructors have individual conferences with students at some point in the research paper process.

5.2 Texts

The required text for English 1010 is the handbook required for all English classes: Hacker, Diane. *The Bedford Handbook*. 5th ed. New York: Bedford, 1998.

Instructors have their choice of texts (rhetorics and/or readers) for English 1010. However, the current default text ordered for staff-listed courses is:

The Norton Sampler Thomas Cooley. 5th ed. Norton, 1997.

Desk copies are available from the Director of Composition.

5.3 General Syllabus

A copy of the General Syllabus for English 1010 follows. Please note that while it does give extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 1010: English Composition and Rhetoric

COURSE DESCRIPTION AND GOALS: English 1010 (3 sem. hrs.) is an introductory course in expository writing appropriate for beginning freshmen. The objective of the course is to enable students to produce prose that has a clear central point communicated in direct, clear language and with adequate and pertinent support and structure. Students are introduced to at least six of the basic rhetorical modes (narration, description, comparison-contrast definition, classification, argumentation, process and cause and effect). There is intensive practice in grammar and mechanics, the writing of six to eight short, graded essays (between 300 and 500 words), and a short research paper. For content in the short essays, the students draw on their personal experiences or current events. The research paper (6-10 typewritten pages or a minimum of 1500 words) provides an opportunity for more independent work. The course is often conducted informally (often as a workshop), with students expected to read their papers aloud, participate in peer review, and do in-class draft and revisions. Placement is dependent on ACT or SAT scores, or by having passed English 0990

The English Department bases its approach to English 1010 on the following:

1. Students should come to appreciate writing as a process and learn to recognize and exploit their own processes.
2. Short, non-graded expressive writing provides good opportunities to begin the writing process.
3. Student-centered response, such as peer review, is important during the middle stages of the process.
4. Effective revision is essential to the production of effective prose.

BASIC ERRORS: Certain errors in writing are called basic or failing errors. A pattern of such errors must be eliminated in English 1010. They include the following:

1. Lack of clarity at the sentence level

2. Subject-verb agreement errors
3. Comma splices and run-on or fused sentences
4. Sentence fragments
5. Incorrect verb forms
6. Spelling errors

EMAIL AND WORD PROCESSING: All students are required to obtain an email account. For a more detailed description of how email may be used in a particular section, please see the instructor's addendum to this syllabus. Students also are required to type papers on a word processor. Word processing facilitates editing and revision, and helps students gain technological skills essential to their academic and professional development.

RESEARCH PAPER: The research paper is an important requirement in English 1010 because it represents the student's ability to apply, in a long paper, the essay-writing skills developed in this course. Moreover, the research paper serves as an introduction to the methods and purposes of academic discourse, as it requires the student to be able to read and synthesize various arguments in a careful, clear, and logical way; and to observe the conventions of attributing the work and ideas of others.

Specific skills emphasized in preparing the research paper:

1. Use of library facilities to find printed sources, such as books, periodicals, and microforms
2. Use of electronic resources such as databases and other online resources appropriate to academic research
3. Note-taking, paraphrasing, writing of summaries
4. Organizing/Outlining
5. Integration of quotations and ideas from sources into the paper
6. Correct form for documentation and bibliography

INTELLECTUAL HONESTY: Intellectual honesty is expected of all students. Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a flagrant violation of intellectual honesty.

Even though some plagiarism may be unintentional, it is still a serious academic offense. Plagiarism may be avoided by systematically taking notes and accurately documenting sources. Since students will be given precise instructions on the most effective ways to document information (summary, paraphrase, or quote), there should be no problem acknowledging sources and avoiding plagiarism.

Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."

EVALUATION: A student's progress in the course will be evaluated on the basis of the above standards. A student's grade in a composition course is determined by the consistent level of writing exhibited, for the most part, on themes written during the latter part of the semester. It is important to note that a student is required to complete all theme assignments during the semester. Progress in a composition course cannot be made without regular attendance and prompt completion of assignments. Your own commitment is crucial to success or failure in the course.

REQUIRED TEXT: *The Bedford Handbook for Writers*, 5th edition, Diana Hacker.
An additional text(s) will be assigned by your instructor.

5.4 Sample Syllabus

As mentioned above, instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below. Some of the sections provided may be superfluous depending of what is contained in the General Syllabus. However, some instructors like to reiterate and add to the minimums provided in the General Syllabus.

English 1010-06. English Composition and Rhetoric.

Fall 2000

2:00 p.m. - 2:50 p.m. MWF

204 Xavier South

(Syllabus issued: 17 August 2000)

Instructor: Dr. Jane Deaux

Office: Adm. Annex, room 213A, ext. 5245

Office Hours: 10am-12pm MW; 3pm-5pm TR; and by appointment

Email: jdeaux@xula.edu

Course Description: English 1010: English Composition and Rhetoric (3 credit hours) is "an introduction to the basic rhetorical modes through intensive practice in grammar, writing short compositions, and a short research paper.

Prerequisites: Placement by ACT/SAT scores, successful completion of English 990, or successful completion of placement examination.

Materials: Besides your textbooks, you will need to have some sort of notebook to take notes in class, writing implements, and a pocketed report folder for submitting your final portfolio. You may also wish to purchase diskettes to use in the computer labs for saving your word-processed papers (if you don't have your own computer).

Texts: *The Bedford Handbook*. Diana Hacker. 5th ed. Bedford, 1998.

The Norton Sampler Thomas Cooley. 5th ed. Norton, 1997.

Course Objectives: By the end of this course, students should be able to:

- "Appreciate writing as a process and learn to recognize and exploit their own processes."
- Conduct research and create/write an argumentative research document based on their research.
- Recognize and eliminate basic writing errors (sentence fragments, subject-verb agreement, etc.) from their writing.
- Analyze and discern the audience appropriate for the writing conducted and successfully communicate with that audience.
- Successfully address and communicate the purpose of their writing, with appropriate supporting materials and arguments.

Course Philosophy: My method for instructing this course uses a combination of class discussion and workshop techniques. I believe greatly in peer editing and revision workshops; no writing is ever perfect or "finished," but, of course, there comes a time when one must "bite the bullet" and complete the process of writing. Writing is an active process of gathering information, writing, and revision, that moves in a continuous cycle. I like see to examples of student work at different points in the process which is why I like to use portfolios in grading this class. This way I can mentor students at any stage of the process and redirect them if necessary. This is also why I like to hold one-on-one interviews with students about their writing projects. I don't discuss grammar in class often; I feel these concerns are better discussed in one-on-

one interviews. However, I do expect final versions of writing assignments to evidence the use of standard written English.

Readings: Assigned readings will be limited primarily to the texts listed above. However, as supportive information beyond personal anecdote is often necessary to convince an audience, students will have to do some research for some of the written assignments.

Writing Assignments: For assessment in this course you will prepare six essays over the course of the semester. I do greatly believe in the revision process, so for the first 3 essays I will ask to see drafts of essays which I comment on to help your revision. However, I will not comment on drafts of the final 3 essays. You are expected to seek help with revision for these on your own, although you are welcome to visit with me during my office hours for help at any point of the writing process. The final portfolio of the course will contain what the student determines to be his/her three best essays accompanied by drafts. It will also contain the final research paper. The portfolio will be submitted in a pocketed report folder.

Research Paper: Your research paper will be a 6 to 10 page argumentative research project that will further examine some topic you worked on earlier in the course. Topics will be discussed in class and developed through small research writing assignments. This paper does require the use of published sources and will be written using MLA style.

Midterm and Final Exams: There are no midterm or final examinations in this class.

Grading: I follow the university standard for grading : A - excellent, B - above average, C - average, D - below average, F - failure. Each letter grade is given points for averaging grades: A - 4 points, B - 3 pts., C - 2 pts., D - 1 pt., F - 0 pts. I do place pluses and minuses (+/-) on grades (ex., B- or D+) to indicate the strengths and weaknesses of grades, but these do not affect the point values of grades. In the beginning of the semester I base my grading primarily on the students' organization and development of ideas during the writing process. Grammar and mechanics are secondary to these for grading considerations. However, grammar and mechanical errors will still be marked in the grading/editing process, and students are expected to show improvement in these areas. As the semester progresses, I become more stringent in grading grammar and mechanics, and these begin to have more weight in determining the overall grade of an assignment. Your midterm grade will be based on graded assignments completed by midterm. Your final grade will be based on all the assignments:

Essay grades -	40%
Research grades -	20%
Final Portfolio -	<u>40%</u>
Final Grade -	100%

NOTE: I don't give extra points. I don't curve. I don't drop the lowest grade.

Attendance: Attendance for this course follows the university standard for all 1000 level courses. You are allowed six (6) absences regardless of illness, approved travel, accident, etc. If you exceed these six absences, you receive an "FE" (failure for excessive absences) in the course. Tardies are counted as absences unless you tell me at the end of class that you were late. Habitual tardiness will receive one warning. Afterward, such tardies will remain absences.

Make-Ups: You are responsible for everything you miss in this class. You must speak with me about missed deadlines immediately after returning to class because of absence. I am not responsible for reminding you of your obligations.

Classroom Conduct: (While this section shouldn't be necessary, some instructors find it necessary for freshmen.)

1. Be respectful of who is talking at all times.
2. Always be prepared for class.
3. Avoid rude behaviors such as reading materials from another class, sleeping, placing your head on your desk, wearing hats that cover your eyes, wearing sunglasses, or eating meals in class.

4. Turn off your beepers and phones before entering class.

Should you be unable to meet these expectations, you will be dismissed from class and marked absent.

Deadlines: (Many instructors like to give instructions concerning meeting deadlines and penalties for missing deadlines, such as dropping the assignment a letter grade for each day the assignment is late, or emphasizing that assignments are due at the beginning of class and are considered late if received afterwards.)

Cheating/Plagiarism: The university has stringent policies concerning cheating and plagiarism. Students caught cheating or plagiarizing will receive an "F" for the course. Plagiarism is when someone tries to pass off someone else's work, writing, ideas, etc., as their own. For this course, cheating is when a student communicates with another student or looks at another student's work during the course of an examination without the instructor's permission.

Course Content: The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

WEEK 1 (1/19-1/21): Planning

Reading Assignments: Dillard, "Transfigurations" 9; Keillor, "How to Write a Letter" 117; Didion, "On Keeping a Notebook" 414; Abbott, "The True Story of Why I Do What I Do" 54; The Writing Process 7; Writer on the Writing Process 137

In Class: Review Syllabus; Discuss essays with the aid of study questions; Start a notebook

Writing Assignment: "Freewriting" exercises in class as explained in the Keillor essay. Dash off a "Letter" to the teacher.

WEEK 2 (1/24-1/28): Drafting and Revising

Reading Assignments: Dillard, "How I Wrote the Moth Essay --And Why" 15; Wolf, "The Death of the Moth" 410; Ackerman, "Anosmia" 183; Talbot, "The Potato: How It Shaped the World" 145; Introductions 3, 69, 140, 170

In Class: Discuss essays with the aid of study questions

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft an essay based on one of the Discussion and Writing Topics--100, 138, 147, 188.

Submit Essay 1.

WEEK 3 (1/31 - 2/4): Revising

Reading Assignments: Baker, "A Nice Place to Visit" 213; Davis, "Body Imperfect" 202; Dipo, "No Rainbows, No Roses" 277; Cofer, "More Room" 239; Introductions 199, 231; Writers on the Writing Process 225

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Revise, edit, and proofread the essay drafted in Week 2. Change your topic if you must.

Additional topics: 205, 217, 245, 281

WEEK 4 (2/7 - 2/11): Introduction to Research: Explaining with the Testimony of Experts

Reading Assignments: Quintana, "The Price of Power: Living in the Nuclear Age" 320; Woolsey, "Reinvent Welfare, Humanely" 353

In Class: Discuss essays with the aid of study questions; Discuss the basic elements of the research paper

Writing Assignment: In your notebook: Record ideas for a research paper you will write before the end of the semester. Pay special attention to how personal experience and expert testimony are interwoven in Quintana's paper. Compare the research papers available in the *Bedford Handbook*. How do they differ?

Submit Essay 2.

WEEK 5 (2/14 - 2/18): The Personal Experience Essay

Reading Assignments: Schneider, "A Name is Just a Name?" 173; Rodriquez, "None of This is Fair" 47; Maynard, "Four Generations" 30; Erdrich, "Skunk Dreams" 422; Introduction 27; Writers on the Writing Process 62, 263

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft an essay based on one of the topics on 36, 46, 53, 61, or 66. Focus on an event or events that you experienced or witnessed; tell what happened.

WEEK 6 (2/21 - 2/25): Writing About Other People

Reading Assignments: Toth, "Cinematypes" 72; McDonald, "A View from the Bridge" 272; Nye, "Double Vision in New Old World" 289

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Share on Research Topics--Research Progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay in which you learned a lesson or otherwise came to understand another person or persons. Write from your point of view, but try to give a sense of what the other person looks and talks like, and how he or she thinks. See Discussion and Writing Topics on 77, 276, 288, and 300 for ideas.

Submit Essay 3.

WEEKS 7 & 8 (2/28 - 3/10): Explaining by Analysis

Reading Assignments: Seilsopour "I Forgot the Words to the National Anthem" 156; Diamond, "Who Killed Easter Island?" 148; Petrunkevitch, "The Spider and the Wasp" 109; Grice, "Caught in the Widow's Web" 433; Introduction 106; Writers on the Writing Process 167

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Discuss research progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 139, 168, 169.

Submit Essay 4.

WEEKS 9 & 10 (3/13 - 3/24): Explaining by Comparison and Contrast, Metaphor and Analogy

Reading Assignments: Catton, "Grant and Lee: A Study in Contrasts" 202; Raver, "Pulling Up Roots"; Dershowitz, "Shouting 'Fire!'" 255

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Discuss research progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 288, 265.

Submit Essay 5.

WEEKS 11 & 12 (3/27 - 4/7): Persuasion & Argument: Proving with Logic

Reading Assignments: Jefferson, "The Declaration of Independence" 307; Montgomery, "The Island of Plenty"; Wilson, "Reasonable Search and Seizure" 327; Ehrenrich, "Maintaining the Crime Supply" 335; Introduction 303; Writers on the Writing Process 341

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress. Discuss research progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 343.

Submit Essay 6.

WEEKS 13 & 14 (4/10 - 5/1): Appealing to Emotion and Ethics

Reading Assignments: Verhulst, "Being Prepared in Suburbia" 347; Shilts, "Good AIDS/Bad AIDS" 358; Quindlen "The War on Drinks" 362; Seattle, "Reply to the U.S. Government" 367; Introduction 344; Writers on the Writing Process 374

In Class: Discuss essays with the aid of study questions. Exchange and critiques drafts of work in progress

Writing Assignment: In your notebook: Record notes on your reading and ideas for writing assignments. Draft and revise an essay based on one of the topics on 377.

Submit Final Portfolio

6 English 1020: Composition and Literature

English 1020 is an introductory course to the main genres of literature: short fiction, poetry, and drama. The novel can be introduced in this course, but it is optional. The course is also a continuation of the freshman composition sequence. This means that writing and writing process are the primary focus of the course. The primary goal of the course is instructing students in using writing skills to analyze materials in and to respond to a specific discipline.

The use of writing process methodologies such as peer and group editing and workshop techniques are also encouraged in this course. However, more formal discussion and lectures are sometimes needed in helping students understand the literary works and how to analyze these works.

6.1 Guidelines & Objectives

The objectives for English 1020 are primarily to continue the work begun in 1010:

- The elimination of basic errors in writing as defined by the 1010 syllabus.
- The development of a clear thesis sentence.
- The skill necessary to structure an essay into an introduction, body, and conclusion.
- A knowledge of basic development through details, examples, and illustrations.
- The ability to select content that is meaningful and worthwhile.

In addition to these goals, students should be able to discuss literature and use the literary terms listed below in their discussions and writing about literature.

6.1.1 The Literary Essay

The literary essay is much like other essays, except for the focus of the contents. In this case the essay should be analyzing some aspect of a literary work or works using an appropriate strategy for the presentation of the analysis. Such essays should avoid using plot summaries and instead focus on the use of examples from the literary work(s) examined to support the thesis and main points of the essay. Students should also be taught conventions for writing about literary works, such as how to reference titles, authors' names, and page numbers, and use of present tense and third person.

6.1.2 The Literary Research Paper

The literary research paper differs from the research paper in English 1010 in that its purpose is analyzing and researching a literary work(s). As stated in the General Syllabus, "This research may involve both primary texts (original poems, stories, plays, and novels) and secondary texts (criticism written about poems, stories, plays, and novels). In all cases, the research paper goes beyond information presented in class discussions and in the required readings." This research paper can involve either works discussed in class or selected outside of class. However, it is recommended that the instructor closely monitor how students select their topics and conduct their research. Holding individual conferences with students regarding their progress is one method of insuring that students are doing their own work. The instructor may also want to guide the students through the research and drafting of the paper step-by-step, making sure that the

students are not inadvertently misusing sources. Instructors may also want to require students to turn in photocopies of source materials from which direct quotes or paraphrased information is drawn.

6.1.3 Examinations

Instructors may give examinations in 1020 if they wish. While 1020 is intended to be a writing intensive course, instructors may wish to give short quizzes to insure that students are reading materials or test student's knowledge of terminology. Midterm and final exams, if given, should incorporate writing components.

6.2 Texts and Literature Supplements

The required text for English 1020 is the handbook required for all English classes:
Hacker, Diane. *The Bedford Handbook*. 4th ed. New York: Bedford, 1998.

Normally, instructors have their choice of texts for English 1020. However, the current default text ordered for courses is:

Abcarian, Richard, ed. *Literature: Reading and Writing the Human Experience*.
(current edition).

Desk copies are available from the Director of Composition.

6.3 Literary Terms

The terms listed below are to be covered in all English 1020 courses. Understanding these concepts is necessary to the student's ability to discuss and analyze literature. Thus, instructors should make an effort to introduce these terms to students in their discussions of literature.

<u>General</u>	<u>Poetry</u>	<u>Fiction</u>	<u>Drama</u>
allusion	alliteration	antagonist	catharsis
archetype	blank verse	magical realism	comedy
cliché	free verse	narrator	tragedy
conflict	lyric	omniscience	
diction	meter	point of view	
drama	personification	prose	
explication	simile	protagonist	
genre	rhyme scheme	realism	
imagery	speaker	stream of consciousness	
irony	stanza		
metaphor			
motif			
narrative			
persona			
plot			
rising action			
climax			
falling action			
denouement			
sentimental			
style			
setting			
understatement			
parody			
satire			
symbol			
theme			
tone			

6.4 General Syllabus

A copy of the General Syllabus for English 1020 follows. Please note that while it does give extensive information about the course, it is designed to be "general." Instructors must create an additional syllabus that supplies more detailed information to

the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 1020: Composition and Literature

GOALS AND COURSE DESCRIPTION: English 1020 is the second semester of the freshman composition sequence. Students in the course have successfully completed English 1010. The course attempts to reinforce the skills and goals of 1010:

- The elimination of basic errors in writing as defined by the 1010 syllabus
- The development of a clear thesis sentence
- The skill necessary to structure an essay into an introduction, body, and conclusion
- A knowledge of basic development through details, examples, and illustrations
- The ability to select content that is meaningful and worthwhile

In addition to being a composition course, English 1020 also introduces the student to several types of literature: poetry, drama, and fiction. The course combines the writing component and the literature component by having the student write about the literature assigned and discussed in class.

APPROACH AND REQUIREMENTS: In order to achieve these goals, students will read and discuss literature from the major genres of poetry, fiction, and drama. An informal or a formal approach to the course may be taken. If the course is conducted informally, students may be asked to form small groups for discussion of the literature and for peer review of drafts; to respond to prompts through short, non-graded expressive writing; to keep portfolios or academic journals; and to develop topics for essays and the research paper from journal responses. If the course is conducted formally, the written work and papers may be handled more traditionally, through lectures on the readings and topics assigned by the instructor.

Students will be asked to produce six to eight essays of 500 or more words and a research paper of 6-10 type-written pages. The course will include some in-class and some out-of-class writing.

In all sections revisions will be required for some papers, but student-initiated revision is encouraged throughout the semester.

EMAIL AND WORD PROCESSING: All students are required to obtain an email account. For a more detailed description of how email may be used in a particular section, please see the instructor's addendum to this syllabus. Students also are required to type papers on a word processor. Word processing facilitates editing and revision, and helps students gain technological skills essential to their academic and professional development.

RESEARCH PAPER: The research paper is an important requirement in English 1020 because it represents the student's ability to explore, through library research, various levels of a literary theme in a long paper. This research may involve both primary texts (original poems, stories, plays, and novels) and secondary texts (criticism written about poems, stories, plays, and novels). In all cases, the research paper goes beyond information presented in class discussions and in the required readings.

Specific skills emphasized in preparing the research paper:

1. Ability to narrow an area of interest to a manageable topic for research.
2. Ability to form an original thesis statement, about a work, or works, of literature, that considers themes beyond the basic plot.
3. Use of library facilities to find printed sources, such as books, periodicals, and microforms.
4. Ability to use electronic resources such as databases and other online resources appropriate to academic research.
5. Note-taking, paraphrasing, writing of summaries.
6. Integration of quotations and ideas from sources into the paper, using MLA parenthetical notation.
7. Ability to integrate secondary sources with one's views.

8. Ability to construct a bibliography of all sources, presented in proper MLA style.

Students should regard the research paper, not as a dry academic exercise, but rather as a chance to pursue a topic that truly has captured their interest, about which they want to learn more.

EVALUATION: Progress in this course will be evaluated on the basis of required reading and writing assignments, with emphasis given to assignments completed during the latter part of the semester. To do well in this course, students must demonstrate an energetic commitment to completing all the required work.

INTELLECTUAL HONESTY: Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a violation of intellectual honesty. Since students will be given precise instructions on the most effective ways to document information, there should be no problem acknowledging sources and avoiding plagiarism. **Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."**

ATTENDANCE: The university attendance requirement for this course will be strictly followed. More than six absences if the class meets three times a week, or four absences if the class meets twice a week, will result in the grade of "FE."

6.5 Sample Syllabus

As mentioned above, instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below. Note that this is but one example of a syllabus for this course. Instructors are invited to deviate from this syllabus as needed to best represent the methodology they wish to present to the class.

English 1020-06. Composition and Literature.

Fall 2000

204 Xavier South

9:00 – 9:50 MWF

(Syllabus issued: 17 August 2000)

Instructor: Dr. Jane Deaux

Office: Adm. Annex, room 213A, ext. 5245

Office Hours: 10am-12pm MW; 3pm-5pm TR; and by appointment

Email: jdeaux@xula.edu

Course Description: English 1020: Composition and Literature (3 credit hours) is designed to reinforce skills learned in English 1010 in addition to introducing students to various genres of literature. As a composition-based course, written responses will be the primary sources of learning. The instructor will provide direction and structure, but students will propel class discussions through formal and informal responses to texts. Student writing will be a part of and catalyst for class discussions.

Prerequisites: Successful completion of English 1010.

Materials: : (This may include any materials you think the students need for the course besides texts, such as notebooks, journals, diskettes, folders, etc.)

Texts: *The Bedford Handbook*. Diana Hacker. 5th ed. Bedford, 1998.

Literature: Reading and Writing The Human Experience Richard Abcarian, ed. 7th ed.

Like Water for Chocolate

Course Objectives: (While there are general goals that pertain to all English 1020 classes as stated in the General Syllabus, the instructor may add to these, as seen below.)

- Students will discuss and write about literary works from cultural, social, historical, political, and thematic perspectives.
- Students will respond to literary works using the techniques of analysis, evaluation, and comparison/contrast.
- Students will learn to give short oral presentations.
- Students will keep a journal to record their reactions to literature.
- Students will complete a research project using a process that requires library and computer resources, and MLA documentation.

Writing Assignments: (The type of writing assignments an instructor plans on using should be explained to the student. Instructors use different types of assignments in 1020 depending on if they want to use a formal approach in which they require formal essays, or a more informal approach in which case they might use a combination of short responses which might develop into more formal essays or journal writings that do the same.)

Oral Reports: (These also work well with 1020 classes and can lead to class discussion. Assessment and guidelines are the instructor's discretion.)

Research Paper: (How research papers are handled is also up to the instructor. They may be one of the required formal essays that has been expanded into a longer paper or a separate project. Of course, the research paper must be literary in nature.)

Midterm and Final Exams: (The inclusion of examinations in 1020 is up to the instructor.)

Grading: (This section should clearly explain the grading system, especially how you plan to incorporate different assignments into the assessments and the weights of different types of assignments. An example follows.)

I follow the university standard for grading : A - excellent, B - above average, C - average, D - below average, F - failure. Each letter grade is given points for averaging grades: A - 4 points, B - 3 pts., C - 2 pts., D - 1 pt., F - 0 pts. I do place pluses and minuses (+/-) on grades (ex., B- or D+) to indicate the strengths and weaknesses of grades, but these do not affect the point values of grades. In the beginning of the semester I base my grading primarily on the students' organization and development of ideas during the writing process. Your midterm grade will be based on graded assignments completed by midterm. Your final grade will be based on all the assignments:

Essay grades -	40%
Research grades -	20%
Response Papers -	20%
Oral Reports -	20%

Attendance: Attendance for this course follows the university standard for all 1000 level courses. You are allowed six (6) absences regardless of illness, approved travel, accident, etc. If you exceed these six absences, you receive an "FE" (failure for excessive absences) in the course. Tardies are counted as absences unless you tell me at the end of class that you were late. Habitual tardiness will receive one warning. Afterward, such tardies will remain absences.

Classroom Conduct: (While this section shouldn't be necessary, some instructors find it necessary for freshmen.)

1. Be respectful of who is talking at all times.
2. Always be prepared for class.
3. Avoid rude behaviors such as reading materials from another class, sleeping, placing your head on your desk, wearing hats that cover your eyes, wearing sunglasses, or eating meals in class.
4. Turn off your beepers and phones before entering class.

Should you be unable to meet these expectations, you will be dismissed from class and marked absent.

Deadlines: (Many instructors like to give instructions concerning meeting deadlines and penalties for missing deadlines, such as dropping the assignment a letter grade for each day the assignment is late, or emphasizing that assignments are due at the beginning of class and are considered late if received afterwards.)

Make-Ups: You are responsible for everything you miss in this class. You must speak with me about missed deadlines immediately after returning to class because of absence. I am not responsible for reminding you of your obligations.

Cheating/Plagiarism: The university has stringent policies concerning cheating and plagiarism. Students caught cheating or plagiarizing will receive an "F" for the course. Plagiarism is when someone tries to pass off someone else's work, writing, ideas, etc., as their own. For this course, cheating is when a student communicates with another student or looks at another student's work during the course of an examination without the instructor's permission.

Course Content: The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

(page numbers are examples only)

- WK 1 Intro to Course; Response Papers explained; preliminary writing.
- WK 2 Eveline (4-10); A Rose for Emily (315-20); Roman Fever (255-63).
- WK 3 Writing about plot and setting Arranging ideas
- WK4 Response paper 1 due; Presentations
- WK 5 Poetry Unit (selections given at this time)
- WK 6 Writing About Poetry; Poetry presentations
- WK 7 MIDTERM; Response paper 2 due.
- WK 8 Discussion of Research paper; Drama Unit. *A Raisin in the Sun*
- WK 9 *A Raisin in the Sun*
- WK 10 *A Raisin in the Sun* Writing about Drama
- WK 11 Presentations; Response paper 3 due; Research paper discussion.
- WK 12 Intro to the Novel; *Like Water for Chocolate*
- WK 13 *Like Water for Chocolate*.
- WK 14 *Like Water for Chocolate*; Writing about longer works.
- WK 15 Presentations; Response paper 4 due.
- WK 16 Review for Final; Final research paper due.

7 English 1023H: Introduction to Literature - Honors

English 1023H is different from English 1020 in that it combines both English 1010 and 1020. Thus, the approach to 1023 is somewhat altered from both classes in that it is part writing workshop and introduction to literary genres. Students in this course are introduced to the writing process and the collegiate essay, yet at the same time they read literature and write about that literature.

Students in 1023H are expected to show more rigor in their discussions and writing. Instructors are expected to challenge these students to go beyond that which is expected of students in other freshman English courses. Also note that while students who are in English 1020 have been through at least one semester of college and may adapted to college life, students in 1023H are usually first semester freshmen which should be taken into consideration by the instructor.

In addition, students can be required to become familiar with major critical approaches to literature--(such as formalist, historical, feminist, reader response, Afrocentric, psychoanalytic, deconstruction)--and to write essays in which they apply these approaches. Other special assignments and activities can include attendance at cultural events, participation in networked computer conversations, researching topics on the Internet, viewing oral presentations, reading literary essays, and reading a novel.

Because discussion and thoughtful exploration of texts are expected, class activity can go beyond classroom meetings. Collaborative learning--the sharing of insights and discoveries among peers--should be a regular feature of this course. Students can be asked to form small groups for discussion of the literature and for peer review of drafts; to respond to prompts through short, non-graded expressive writing; to keep portfolios or academic journals; and to develop writing topics from journal responses.

7.1 Guidelines & Objectives

Students in English 1023H are expected to:

- Write essays with introductions, bodies, and conclusions and which display clear, original thesis sentences.
- Keep one's focus throughout an essay.
- Show basic development through details, examples, and illustrations.
- Select content that is relevant and personally meaningful.
- Eliminate such basic errors in writing as lack of clarity at the sentence level, subject-verb agreement errors, comma splices and fused sentences, sentence fragments, incorrect verb forms, and spelling errors.
- Comprehend and analyze texts and develop skills specific to discuss and write about literature.

In addition to these goals, students should be familiar with the literary terms listed below.

7.1.1 The Literary Essay

The literary essay is much like other essays, except for the focus of the contents. In this case the essay should analyze some aspect of a literary work or works using an appropriate strategy for the presentation of the analysis. Such essays should avoid using plot summaries and instead focus on the use of examples from the literary work(s)

examined to support the thesis and main points of the essay. Students should also be taught conventions for writing about literary works, such as how to reference titles, authors' names, and page numbers, and use of present tense and third person.

The writing done for this course will be accomplished both in and out of class with more than 50% completed out of class. The total writing required for the semester will be the equivalent of at least 30 pages of typed, double-spaced text. Students should be required to use a word processor for their typed work. They should also be required to rewrite essays, to restructure or expand beyond mere editing.

7.1.2 The Literary Research Paper

The literary research paper differs from the research paper in English 1010 in that its purpose is analyzing and researching a literary work(s). This is also the first research paper these students will write as college students, since they have not taken English 1010. Thus, the instructor will have to introduce students to research paper writing and MLA Style. As stated in the General Syllabus, "This research may involve both primary texts (original poems, stories, plays, and novels) and secondary texts (criticism written about poems, stories, plays, and novels). In all cases, the research paper goes beyond information presented in class discussions and in the required readings." This research paper can involve either works discussed in class or selected outside of class. However, it is recommended that the instructor closely monitor how students select their topics and conduct their research. Holding individual conferences with students regarding their progress is one method of insuring that students are doing their own work. The instructor may also want to guide the students through the research and drafting of the paper step-by-step, making sure that the students are not inadvertently misusing sources. Instructors may also want to require students to turn in photocopies of source materials from which direct quotes or paraphrased information is drawn.

7.1.3 Examinations

Instructors may give examinations in 1023H if they wish. While 1023H is intended to be a writing intensive course, instructors may wish to give short quizzes to insure that students are reading materials or test student's knowledge of terminology. Midterm and final exams, if given, should incorporate writing components.

7.2 Texts and Literature Supplements

The required text for English 1020 is the handbook required for all English classes:
Hacker, Diane. *The Bedford Handbook*. 4th ed. New York: Bedford, 1998.

Normally, instructors have their choice of texts for English 1020. However, the current default text ordered for courses is:

Abcarian, Richard, ed. *Literature: Reading and Writing the Human Experience*.
(current edition).

Desk copies are available from the Director of Composition.

7.3 Literary Terms

The terms listed below are to be covered in all English 1023H courses. Understanding these concepts is necessary to the student's ability to discuss and analyze literature. Thus, instructors should make an effort to introduce these terms to students in their discussions of literature.

<u>General</u>	<u>Poetry</u>	<u>Fiction</u>	<u>Drama</u>
allusion	alliteration	antagonist	catharsis
archetype	blank verse	magical realism	comedy
cliché	free verse	narrator	tragedy
conflict	lyric	omniscience	
diction	meter	point of view	
drama	personification	prose	
explication	simile	protagonist	
genre	rhyme scheme	realism	
imagery	speaker	stream of consciousness	
irony	stanza		
metaphor			
motif			
narrative			
persona			
plot			
rising action			
climax			
falling action			
denouement			
sentimental			
style			
setting			
understatement			
parody			
satire			
symbol			
theme			
tone			

7.4 General Syllabus

A copy of the General Syllabus for English 1023H follows. Please note that while it does give extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 1023HN: Introduction to Literature for Honors Students

GOALS AND COURSE DESCRIPTION: English 1023HN is the first semester of the freshman sequence for English Honors students. For initial placement in the honors sequence, students must meet criteria that include ACT or SAT scores and a high school transcript. The English Department determines final placement based on the results of the diagnostic essay administered during the first week of classes. English 1023HN attempts to reinforce basic skills including the following:

- The development of a clear, original thesis sentence
- The ability to structure an essay into an introduction, body, and conclusion
- The ability to keep one's focus throughout an essay
- A knowledge of basic development through details, examples, and illustrations
- The ability to select content that is relevant and personally meaningful
- The elimination of such basic errors in writing as lack of clarity at the sentence level, subject-verb agreement errors, comma splices and fused sentences, sentence fragments, incorrect verb forms, and spelling errors

In addition to being a composition course, English 1023HN also introduces the student to poetry, drama, and fiction. The course combines the writing component and the literature component by having the student write about the literature assigned and discussed in class. Students will learn methods to comprehend and analyze texts and will develop skills specific to writing about literature.

APPROACH AND REQUIREMENTS: In order to achieve these goals, students will read and discuss literature from the major genres of poetry, fiction, and drama. Compared to the reading requirement for English 1020, more reading is expected in Honors English, and this reading may be more challenging. In terms of grading, Honors English students are held to higher standards than students in English 1020, as outlined in the following paragraph.

Honors students should demonstrate in discussion and writing rigorous development of ideas and go beyond first-level thinking--beyond first thoughts and into synthesis. In addition, they may be required to become familiar with major critical approaches to literature (such as formalist, historical, feminist, reader response, Afrocentric, psychoanalytic, deconstruction)--and to write essays in which they apply these approaches. Other special assignments and activities that may be required include attendance at cultural events, participation in networked computer conversations, researching topics on the Internet, viewing oral presentations, reading literary essays, and reading a novel.

Because discussion and thoughtful exploration of texts are expected, class activity will go beyond lecture. Collaborative learning--the sharing of insights and discoveries among peers--will be a regular feature of this course. Students may be asked to form small groups for discussion of the literature and for peer review of drafts; to respond to prompts through short, non-graded expressive writing; to keep portfolios or academic journals; and to develop writing topics from journal responses.

Several critical essays and one research essay are required. The writing done for this course will be accomplished both in and out of class with more than 50% completed out of class. The total writing required for the semester will be the equivalent of at least 30 pages of typed, double-spaced text. Students may be required to use a word processor for their typed work. They may also be required to rewrite essays, to restructure or expand beyond mere editing.

EMAIL AND WORD PROCESSING: All students are required to obtain an email account. For a more detailed description of how email may be used in a particular section, please see the instructor's addendum to this syllabus. Students also are required to type papers on a word processor. Word processing facilitates editing and revision, and helps students gain technological skills essential to their academic and professional development.

RESEARCH ESSAY: The research essay is a fundamental component of English 1023HN. It is a required opportunity for students to develop and argue a significant critical idea of their own, one that integrates primary works (such as poems, stories, essays, plays, novels) and secondary sources. Honors English students will be expected to use library facilities to find printed sources, such as books, periodicals, and microforms. They will also be expected to use electronic resources such as databases and other online sources appropriate to academic research. Students will be expected to document sources correctly and effectively, using MLA parenthetical citation format and a list of Works Cited. Some teachers may also require a bibliography of works consulted. The English Department recommends a minimum of three sources, but teachers will determine the exact number of sources for their own classes. Teachers also will decide the question of whether personal experience can serve as a secondary source.

In this essay students should demonstrate an ability to narrow an area of interest to a manageable topic for research and to form an original thesis statement that considers meanings beyond superficial ones such as the basic plot of a story. The research essay should be clearly organized and have a discernible introduction, body, and conclusion. The essay should demonstrate the fact that a research essay is not simply a string of quotations and paraphrases but that it is an argument and a student's writing voice and presentation are essential to that argument. The secondary sources should support and illuminate the argument, and students' thinking should shape how they handle this argument. The student's argument, not the secondary sources, should drive the research essay. Students should integrate note-taking, paraphrasing, and writing of summaries. They should regard the research essay, not as a dry academic exercise, but rather as a chance to pursue a topic that truly has captured their interest, about which they want to learn more.

The research essay should be typed and double-spaced, and its format should follow MLA guidelines as spelled out in *The Bedford Handbook for Writers*, pages 589-639. Teachers may require that, for ease of revision, students use a word processor and retain their drafts on a disk. The recommended length for the research essay is 5-8 pages, though teachers are at liberty to specify a different length. Teachers may require that the research essay be part of a portfolio, that it include an author's note, or that it be an assignment separate from others. Teachers also may require a proposal, an outline, and internal sub-headings.

EVALUATION: Progress in this course will be evaluated on the basis of required reading and writing assignments, with emphasis given to assignments completed during the latter part of the semester. To do well in this course, students must participate in class discussions and demonstrate an energetic commitment to completing all the required work.

INTELLECTUAL HONESTY: Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a violation of intellectual honesty. Since students will be given precise instructions on the most effective ways to document information, there should be no problem acknowledging sources and avoiding plagiarism. **Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."**

ATTENDANCE: The university attendance requirement for this course will be strictly followed. More than six absences if the class meets three times a week, or four absences if the class meets twice a week, will result in the grade of "F" or "FE."

7.5 Sample Syllabus

Instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below.

English 1023H-03. Honors Introduction to Literature
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Fall 2000

204 Xavier South

9:00 – 9:50 MWF

(Syllabus issued: 17 August 2000)

Instructor: Dr. Jane Deaux

Office: Adm. Annex, room 213A, ext. 5245

Office Hours: 10am-12pm MW; 3pm-5pm TR; and by appointment

Email: jdeaux@xula.edu

Course Description: English 1023H is a writing emphasis course designed to improve students' argumentative and analytical skills. While the topics for essays will be drawn from readings in poetry, fiction, and drama, the writing skills obtained will be applicable across the curriculum. Honors students should demonstrate in discussion and writing rigorous development of ideas and go beyond first-level thinking—beyond first thoughts and into synthesis.

Prerequisites: Placement in English 1023H is determined by ACT/SAT scores.

Materials: : (This may include any materials you think the students need for the course besides texts, such as notebooks, journals, diskettes, folders, etc.)

Texts: *The Bedford Handbook*. Diana Hacker. 5th ed. Bedford, 1998.

Literature: The Human Experience Richard Abcarian, ed. 6th ed.

Like Water for Chocolate

Course materials on reserve in the library.

Course Objectives: (While there are general goals that pertain to all English 1023H classes as stated in the General Syllabus, the instructor may add to these, as seen below.)

- Students will discuss and write about literary works from cultural, social, historical, political, and thematic perspectives.
- Students will respond to literary works using the techniques of analysis, evaluation, and comparison/contrast.
- Students will learn to give short oral presentations.
- Students will keep a journal to record their reactions to literature.
- Students will work in collaborative groups on discussion topics.
- Students will complete a research project using a process that requires library and computer resources, and MLA documentation.

Writing Assignments: (The type of writing assignments an instructor plans on using should be explained to the student. Instructors use different types of assignments in 1023H depending on if they want to use a formal approach in which they require formal essays, or a more informal approach in which case they might use a combination of short responses which might develop into more formal essays or journal writings that do the same.)

Oral Reports: (These also work well with 1023H classes and can lead to class discussion. Assessment and guidelines are the instructor's discretion.)

Research Paper: (How research papers are handled is also up to the instructor. They may be one of the required formal essays that has been expanded into a longer paper or a separate project. Of course, the research paper must be literary in nature.)

Computer Interaction: (Some instructors have begun having online discussions with students concerning course materials. Discussion groups outside of class can also be conducted via email or chat groups.)

Midterm and Final Exams: (The inclusion of examinations in 10223H is up to the instructor.)

Grading: (This section should clearly explain the grading system, especially how you plan to incorporate different assignments into the assessments and the weights of different types of assignments. An example follows.)

I follow the university standard for grading : A - excellent, B - above average, C - average, D - below average, F - failure. Each letter grade is given points for averaging grades: A - 4 points, B - 3 pts., C - 2 pts., D - 1 pt., F - 0 pts. I do place pluses and minuses (+/-) on grades (ex., B- or D+) to indicate the strengths and weaknesses of grades, but these do not affect the point values of grades. In the beginning of the semester I base my grading primarily on the students' organization and development of ideas during the writing process. Your midterm grade will be based on graded assignments completed by midterm. Your final grade will be based on all the assignments:

Essay grades -	40%
Research grades -	20%
Response Papers -	20%
Oral Reports -	20%

Attendance: Attendance for this course follows the university standard for all 1000 level courses. You are allowed six (6) absences regardless of illness, approved travel, accident, etc. If you exceed these six absences, you receive an "FE" (failure for excessive absences) in the course. Tardies are counted as absences unless you tell me at the end of class that you were late. Habitual tardiness will receive one warning. Afterward, such tardies will remain absences.

Classroom Conduct: (While this section shouldn't be necessary, some instructors find it necessary for freshmen.)

1. Be respectful of who is talking at all times.
2. Always be prepared for class.
3. Avoid rude behaviors such as reading materials from another class, sleeping, placing your head on your desk, wearing hats that cover your eyes, wearing sunglasses, or eating meals in class.
4. Turn off your beepers and phones before entering class.

Should you be unable to meet these expectations, you will be dismissed from class and marked absent.

Deadlines: (Many instructors like to give instructions concerning meeting deadlines and penalties for missing deadlines, such as dropping the assignment a letter grade for each day the assignment is late, or emphasizing that assignments are due at the beginning of class and are considered late if received afterwards.)

Make-Ups: You are responsible for everything you miss in this class. You must speak with me about missed deadlines immediately after returning to class because of absence. I am not responsible for reminding you of your obligations.

Cheating/Plagiarism: The university has stringent policies concerning cheating and plagiarism. Students caught cheating or plagiarizing will receive an "F" for the course. Plagiarism is when someone tries to pass off someone else's work, writing, ideas, etc., as their own. For this course, cheating is when a student communicates with another student or looks at another student's work during the course of an examination without the instructor's permission.

Course Content: The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

(page numbers are examples only)

- WK 1 Intro to Course; Response Papers explained; preliminary writing.
- WK 2 Eveline (4-10); A Rose for Emily (315-20); Roman Fever (255-63).
- WK 3 Writing about plot and setting Arranging ideas
- WK4 Response paper 1 due; Presentations
- WK 5 Poetry Unit (selections given at this time; Research paper discussion.
- WK 6 Writing About Poetry; Poetry presentations
- WK 7 MIDTERM; Response paper 2 due; Research paper discussion.
- WK 8 Discussion of Research paper; Drama Unit. *A Raisin in the Sun*
- WK 9 *A Raisin in the Sun*
- WK 10 *A Raisin in the Sun* Writing about Drama
- WK 11 Presentations; Response paper 3 due.
- WK 12 Intro to the Novel; *Like Water for Chocolate*
- WK 13 *Like Water for Chocolate*.
- WK 14 *Like Water for Chocolate*; Writing about longer works.
- WK 15 Presentations; Response paper 4 due.
- WK 16 Review for Final; Final research paper due.

8 English 2010/2011H: Introduction to World Literature I

English 2010/2011H is the last English course required by the core curriculum, and its purpose is to introduce students to the literature of the early cultures of the world. Beginning with the earliest writings available, the course introduces students to literature from early civilizations, moving to Greek and Roman literature, then Medieval and Renaissance literature, usually ending with a play from Shakespeare or selections from Cervantes' *Don Quixote*. The literature should not be solely from Western culture, but should include at least one pre-modern work from a tradition other than Western literature.

Students in this course should perform a minimum of 20 pages of writing (for example, essays, essay exams, portfolios, and other evaluated writing), including a paper with library research.

However, like English 1023H, English 2011H should be more rigorous and require a higher standard of work from the students.

8.1 Guidelines & Objectives

The objectives of English 2010/2011H are:

- To provide students with a broad knowledge of world literature from the ancient world through the Renaissance.
- To acquaint students with major movements, genres, authors, and works in the development of world literature.
- To expose students to the use of literary terms and the questions raised by the use.
- To encourage an understanding of literature as a means of reflecting and commenting upon human experience across culture and time.
- To aid students in developing their ability to make critical judgements and to express them effectively.
- To reinforce the writing skills of the freshman English sequence (1010-1020) through the writing of essays and a research paper.

8.1.1 The Literary Essay

While the essay in 2010 is much like the essay in 1020, considering both concern writing about literature, the essay in 2010 should be of a better quality and should show evidence of more developed thinking skills.

8.1.2 The Literary Research Paper

Once again the research paper in 2010 is much like the research paper in 1020, but should show evidence of better and more thorough research and writing skills.

8.1.3 Examinations

Since 2010 is more focused on literature than writing, instructors are more likely to use examinations in this course. Instructors often use a combination of quizzes, objective tests, and essay exams to assess students on their knowledge of the literature.

8.1.4 Literary Terms

While the literary terms required for 2010 are not as extensive as those for 1020, students need to be familiar with the and be able to use them in their discussions and analysis of texts. These terms are: Ancient/classical period, allegory, archetype, catharsis, chorus, comedy, deus ex machina, epic, *hamartia*, hero, hubris, irony, medieval period, myth, oral tradition, poetic justice, Renaissance, romance, satire, and tragedy.

8.2 Texts and Literature Supplements

The required text for English 2010/2011H is the handbook required for all English classes:

Hacker, Diane. *The Bedford Handbook*. 4th ed. New York: Bedford, 1998.

Instructors have their choice of texts for English 2010/2011H. However, the current default text ordered for courses is:

Mack, Maynard, et al., eds. *The Norton Anthology of World Masterpieces*. Vol. I
Expanded Edition.

Desk copies are available from the department secretary.

Instructors may also use a collection of texts if they do not wish to use a single textbook, such as separate copies of *The Odyssey*, *The Iliad*, *Don Quixote*, *Gilgamesh*, Dante's *Inferno*, *The Canterbury Tales*, *Sundiata*, and/or *Hamlet*.

8.3 General Syllabus

A copy of the General Syllabus for English 2010/2011H follows. Please note that while it does give extensive information about the course, it is designed to be “general.” Instructors must create an additional syllabus that supplies more detailed information to the student to accompany the General Syllabus. Copies of the General Syllabus to disperse to classes can be obtained from the Department Secretary.

English 2010/2011H: Introduction to World Literature I

TEXTS: *The Norton Anthology of World Masterpieces*. Vol. I Expanded Edition. Maynard Mack, et al., eds.

OR: *Literature of the Western World*. Vol. I., 3rd ed., Brian Wilkie, et al., eds.

OR: Selected paperbacks (assigned by instructor).

COURSE DESCRIPTION: A critical examination of masterpieces of literature of the ancient period through the Renaissance, including at least on non-European work. This course counts toward completion of Xavier’s core curriculum English requirement. Prerequisite: English 1020 or 1023H.

COURSE OBJECTIVES:

- To provide student s with a broad knowledge of world literature from the ancient world through the Renaissance.
- To acquaint student with major movements, genres, authors, and works in the development of world literature.
- To expose student to the use of literary terms and the questions raised by the use.
- To encourage an understanding of literature as a means of reflecting and commenting upon human experience across culture and time.
- To aid students in developing their ability to make critical judgements and to express them effectively.
- To reinforce the writing skills of the freshman English sequence (1010-1020) through the writing of essays and a research paper.

COURSE CONTENT: All classes will examine ancient/classical literature (including Homer and/or a Greek dramatist), medieval literature (including Shakespeare and/or Cervantes). At least one pre-18th century, non-European work will be covered, as well as key terms from the vocabulary of the discipline ancient/classical period, allegory, archetype, catharsis, chorus, comedy, deus ex machina, epic, *hamartia*, hero, hubris, irony, medieval period, myth, oral tradition, poetic justice, Renaissance, romance, satire, and tragedy.

WRITING REQUIREMENT: A minimum of 20 pages of writing (for example, essays, essay exams, portfolio, and other evaluated writing), including a paper with library research.

INTELLECTUAL HONESTY: Passing off any other person's work as one's own, whether in essays or in the research paper, constitutes plagiarism, a violation of intellectual honesty. Since students will be given precise instructions on the most effective ways to document information, there should be no problem acknowledging sources and avoiding plagiarism. **Any assignment that gives evidence of not being completely one's own work will receive the grade of "F."**

8.4 Sample Syllabus

As mentioned above, instructors must supply a supplemental syllabus to accompany the General Syllabus. An example is provided below. (Note that this example does not list a text. The instructor indicates to the students during the first week of classes which text listed on the General Syllabus to purchase.)

English 2010: Introduction to World Literature I

Fall 2000

204 Xavier South

9:00 – 9:50 MWF

(Syllabus issued: 17 August 2000)

Professor: Dr. Jane Deaux

Office: 201F Admin. Annex

Phone: (504) 485-5154

Office Hours: 10-11 am & 2:3 pm MWF

Email: jdeaux@xula.edu

Course Goals

This course is designed to introduce students to literature that will enable them to explore forces on earth that continually have contributed to the shaping of a transnational world. Intent is to present a global perspective on aspects of cultural and intellectual history. This course will examine examples of Ancient, Classical, medieval and Renaissance literature and explore how these examples illuminate, in both traditional and non-traditional ways, terms from the vocabulary of the discipline, including epic, tragedy, comedy, myth, hero, genre, irony, satire and allegory. The goal of English 2010 is to help students develop skills, competency and knowledge necessary to cultivate their potential as learners and scholars. The course encourages students to engage in four processes--relationality, interaction, reflection and inquiry.

Course Objectives

- A. Introduce students to origins of respective literature and specific historical, cultural and literary design processes that have shaped a particular work (*relationality*).
- B. Provide students with information on responses to challenges, struggles and design operative in literature from respective world cultures (*interaction*).
- C. Provide students with critical and analytical frameworks necessary for examining literature from respective world cultures (*reflection*).
- D. Introduce students to interdisciplinary theories and paradigms in a number of traditions that assist in the examination of literature from respective cultures (*inquiry*).

Course Outcomes

Demonstrate the origin of a particular literary work and the role a respective artist plays in shaping that work relative to a respective culture (*relationality*).

Demonstrate general knowledge of the unique role of history and culture that surfaces in a particular work as well as an appreciation for its role as part of a wider human experience (*interaction*).

Show a capacity for sustained and independent intellectual inquiry in the body of knowledge that comprises literature from respective world cultures (*reflection*)

Successfully employ appropriate and critical analytical approaches when investigating literature or material applicable to a particular work from respective world cultures (*inquiry*). The textbook for this course is **World Masterpieces** (the Norton Anthology, expanded edition, Volume I). This text can be purchased in the University Bookstore. Particular full length major works to be read and discussed in this course are included in the textbook.

Course Requirements

The instructor will designate required readings and other materials necessary for matriculation in this course. Students must read all materials assigned by the instructor. Readings will serve as the basis for classroom discussions and are to be completed prior to class date listed on course outline.

Regular and punctual attendance at scheduled classes is necessary. This course is governed by three hours of academic credit; no more than six absences are encouraged. Excessive absences adversely will affect fulfillment of the course requirement.

Students are expected to participate actively in discussions and other learning activities that take place in the classroom.

No text listed for required reading can be utilized for research; b) commercial magazines cannot be utilized for research; c) students are required to take the final exam on the official date scheduled by the University.

Criteria for Evaluation

The handwritten mid-term and handwritten final exam will be essay style. The typewritten research paper must comprise exactly 6 (six) pages. Participation grade (inclusive of turning in all assignments on time, adherence to assignment guidelines, and involvement in classroom discussions and other assigned activities). Late assignments will be lowered one letter grade for each day these are overdue. Absences adversely will affect the participation component of one's grade. Failure to complete all course requirements subjects a student to failure for the course.

Grading

		assessment points on individual assignments
class participation	10%	
critique	10%	9-10 points = A
four quizzes (each 10%)	40%	7- 8 points = B
mid-term exam	10%	5- 6 points = C
research paper	20%	3- 4 points = D
final exam	10%	1- 2 points = F

90-100=A

80- 89=B

70- 79=C

60- 69=D

0- 59=F

Course Content: The schedule below is general and based on week-by-week goals for the course. Please be aware that the schedule may change depending upon timing conflicts and the students' abilities to process material.

Aug.	24 Introduction; approaches to World Literature 26 Writing task; discussion of critique, mid-term, research paper “The Invention of Writing & the Earliest Literatures,” 3-6 31 Discussion of key term “Gilgamesh,” (Akkadian), 13-25 2 “Gilgamesh,” 25-42
Sept. 2	7 “Akahenaten’s Hymn to the Sun, (Egyptian) 44-48 9 from “Job,” 83-89, Quiz 14 <i>Antigone</i> , (Greek), 632-666 16 <i>Antigone</i> , (continuation) Quiz 21 “The Apology,” (Greek), 735-754 23 “The Apology, (continuation) 28 from the “Analects,” (Chinese) 791-799 from the “Second Teaching,” (India), 964-967 30 from the “Aeneid,” (Rome) 1000-1008
Oct.	5 “The Sermon on the Mount,” (New Testament), 1121-1125 (Mid-term exam due) 7 Library assignment Quiz 12 “Conversion,” (St. Augustine/African), 1144-1147 14 Open (1st page draft of research paper due) 19 “The Table,” (the Koran/Arabic), 1364-1373 21 “The Ox and the Donkey,” (Persian) 1524-1528 26 “The Miller’s Tale,” (English), 1917-1925 (to line 280) 28 “The Miller’s Tale,” (from line 280), 1925-1933
Nov.	2 from <i>Don Quixote</i> , (Spanish) 2542-2555 4 from <i>Don Quixote</i> , 2555-2563 9 Quiz 11 from <i>Hamlet</i> , (English), 2741-2748 (Act 1, scenes 4 & 5) 16 “The Epic of Son-Jara,” (African), 2341-2364 18 “The Epic of Son-Jara,” 2365-2388 (Research paper due)
Nov.	23 Quiz “Origin of Humanity, First Dawn,” 2949-2953 25 Thanksgiving holiday
Dec.	30 2 Overview

9 Campus Services

This chapter explains some of the services on Xavier's campus useful to writing instructors.

9.1 Writing Center

The purpose of the Xavier University Writing Center is collaboration with students in order to facilitate their engagement with the writing process--from brainstorming ideas to proofreading the final draft. By enlisting the students' active involvement in this process through individual conferences, useful writing handouts, and computer exercises, the staff encourages them to understand their writing strengths and weaknesses. Using the approach of facilitator, Writing Center staff members try to avoid the "fix my paper" answers that may lead to well-written essays but leave students with little or no knowledge about their writing skills or how to improve them. Therefore, the Writing Center staff's goal is to produce better writers who will compose well-developed, well-structured, coherent papers.

The following list includes some of the services provided by the Xavier University Writing Center:

- Tutorial conferences in general or specific areas of the writing process.
- Handouts covering nearly every phase of writing.
- Assistance with resumes, cover letters, applications for graduate school and internships.
- Assistance with preparation for the writing segment of sophomore competency exam.
- Mini-course on accessing and researching the World Wide Web.
- Online writing assistance through XU OWL.

Xavier's Writing Center staff consists of professional and peer tutors who work with individual students to help them understand and use the basic principles of effective writing. Within the guidelines of writing center pedagogy, each tutor brings a unique style to assisting these students. In addition, staff members are constantly upgrading their tutoring skills, whether in computer technology, composition theory, or writing center ethics.

Location

Administration Annex, Room 105

Fall and Spring Hours

Monday thru Thursday--9am-8pm

Friday--9am-5pm

Saturday--9am-2pm

Sunday—CLOSED

Web Page

<http://xavier.xula.edu/~ghenry>

Writing Center Referrals

English 0990 students are required to meet with a Writing Center tutor on a weekly basis (see Chapter 4 English 0990). A member of the Writing Center staff will meet with each English 0990 class and explain to the students how to make an appointment and what to expect from their meetings with tutors.

Instructors can also require students to receive tutoring from the Writing Center. Using the Student Referral Form available from the Writing Center, instructors can identify particular writing problems they would like students to work on. The Writing Center will send the instructor reports on student progress and attendance which can be tied to student grades, if the instructor wishes (e.g., in order for a student to be eligible to rewrite an assignment for a different grade, the instructor must receive an update from the Writing Center on the student's revision process). A copy of the referral form can be found in the Appendix (Chapter 11).

XU OWL

The primary purpose of Xavier University Online Writing Lab (XU OWL) is to extend the Writing Center's services to cyberspace where more Xavier students are using online resources night and day in computer labs, in the library, and in their dorms as they write informal essays or detailed research papers. With increasing utilization, an OWL supplements and expands assistance to an even larger audience who may not have access to or may not want to use a traditional writing center. Therefore, XU OWL provides helpful writing handouts and links on the World Wide Web to any writer using the Internet. It also facilitates cyber research by bundling links to scholarly sites in several disciplines. Ultimately, XU OWL unites the Writing Center's goals of improving writing skills and expanding the use of scholarly cyber resources. The XU OWL can be accessed at <http://xavier.xula.edu/~ghenry/owlindex.htm>

9.2 Campus Computer Labs

The Information Technology Center (ITC) operates seven (7) open computing labs with a total of 200+ computers available to any Xavier student with a valid ID. Most of these labs feature Internet access. A partial list of locations and times is featured below. More information can be found at http://www.xula.edu/itc/facilities/open_labs.html

Computer Lab	Location	Computers	Times
Resource & Mentoring Center (RMC)	Library 1 st Floor	PC & Macintosh	Monday – Sunday Evening hours
Center for the Advancement of Teaching Lab	Library 5 th Floor Rm. 532B	PC & Macintosh	Monday – Friday 9am-4pm
NCF Science Complex Lab	NCF Rm. 205	PC	Monday – Sunday Evening hours
Xavier South Lab	XS Rm. 355	PC	Monday – Friday Some evenings
Writing Center	Adm. Annex Rm. 105	PC	Monday – Saturday Some evenings
Math Tutoring Lab	Adm. Rm. 323A	PC- no internet Math software	Monday – Friday 9am – 5pm
College of Pharmacy Lab <i>Pharmacy students only!</i>	Pharmacy Bldg. Rm. 201	PC	Monday – Saturday Some evenings

9.3 Center for the Advancement of Teaching

The Center for the Advancement of Teaching coordinates faculty development initiatives at Xavier University and is an interdisciplinary, collaborative academic unit that seeks to focus the University's efforts. Its work is aimed at advancing the art of teaching at all levels, creating opportunities for Xavier faculty to develop new teaching strategies, incorporating the use of technology in educationally effective ways, and providing services and facilities which are available to all Xavier faculty and to three partner schools in the New Orleans Public Schools system.

9.3.1 Facilities and Resources

Xavier faculty may request to reserve any of the Center facilities or equipment listed below. To make a request, instructors may pick up a form at the Center's office on the 5th floor of the library, or use the on-line request forms available at the Center's website. Usage of facilities by other groups may be scheduled at the discretion of Center management and requires the sponsoring organization's support of Center activities. The facilities available include electronic classrooms, a production laboratory, a student laboratory, a teaching laboratory, and a faculty workroom. Resources available for use are computers and other equipment; CD-ROMs, videos, and books; WebBoard electronic conferencing; and web authoring templates.

More information, such as facility availability for the current semester, facilities request forms, equipment request forms, faculty development initiatives, upcoming workshops, and resources, is available at the Center website

<http://www.xula.edu/Administrative/cat/> and in the Center newsletter

<http://www.xula.edu/Administrative/cat/newsletter>.

9.4 Library

The Xavier University Library offers numerous services for faculty and students. The library catalog is available online at the library website which can be reached through the university's resource web page at <http://www.xula.edu/Resources.html>. Available on the same web page are links to internet-based databases, such as ProQuest, Jstor, Ulrich's, netLibrary, and the library's cd-rom databases, such as the MLA bibliography. However, these links can only be used on the campus network and cannot be accessed off campus. There are also links to other state and local libraries such as the Tulane University Library and the State of Louisiana Library.

Instructors can arrange for library tours for groups of students by contacting the Reserve desk and filling out a tour request form (see form in Appendix). Selections available on the form allow the instructor to tailor the tour to fit the needs of the course.

Instructors can also place materials on reserve for student use. The reserve desk has forms for placing materials on reserve (see Appendix). Instructors can indicate how long students can check out material and can even restrict the materials to use only within the library.

The Media Center on the 4th floor of the library has a selection of audio/video equipment that can either be checked out or used in one of the 4 classrooms available for use. There is also an extensive collection of videos available for instructors to use to supplement instruction. A list of videos is available in the Media Center.

The library also has the usual reference materials available as well as microfilm and microfiche of major newspapers; magazines, journals and other serials; and a special Pharmacy library. The library holdings are somewhat limited, but there is an Interlibrary Loan system available. Xavier faculty can gain lending privileges at area libraries by registering for LaLinc privileges at the Reference desk in the library.

10 Computer Services for Instruction

10.1 Word-Processing

Students in all English classes are greatly encouraged to word process their work. In fact, the General Syllabi for freshman level English courses state the following: “Students also are required to type papers on a word processor. Word processing facilitates editing and revision, and helps students gain technological skills essential to their academic and professional development.” As discussed in Chapter 9: Campus Services, students have a number of computer facilities available for their use where they can word process their assignments. It should also be noted that many students also come to campus with their own computers, so not having access to a computer is no excuse for not using word-processing to prepare an assignment. Not having experience or training in typing is also not considered an excuse as this is a skill that students are expected to acquire on their own.

Having computers available for instructors’ use is the responsibility of the Department of English. While most fulltime instructors and professors have computers in their offices, part-time instructors often do not. However, there is a computer and printer available in the main English office (204 Administration Annex) for the use of all English faculty. This computer is available during the regular office hours of the English office and is reserved for use of the English faculty only.

Also, the Informational Technology Center (ITC) maintains all computers on campus belonging to the university. The software used campus wide and installed by ITC is Microsoft Office, which includes Microsoft Word, Excel, and Powerpoint. These applications are also supported by ITC. Any problems with this software should be reported to the ITC Help Desk (extension 7446).

10.2 E-Mail

Email is available on campus to all students, faculty, and staff. Students are given their email accounts as part of their Freshman Orientation course. Campus email addresses are usually composed of the user’s first initial, middle initial, and first six letters of the last name followed by “@xula.edu.” Thus, Jane Marie Deaux’s email address would be jmdeaux@xula.edu. Students are also encouraged to open Hotmail.com or Yahoo.com accounts by their instructors as these are also available at off-campus sites. The General Syllabi of freshman English courses requires students to obtain email accounts. The instructors determine the use of these accounts as part of the course in their supplemental syllabi. Instructors often use email for reviewing drafts of assignments or for answering student questions outside of class and office hours. Students can also email outside assignments to instructors.

New email accounts for faculty are usually assigned the week before or during the first week of classes. Faculty who have not received an email account should contact the ITC Help Desk. Campus email accounts can be accessed either directly through the

Xavier University web page (<http://www.xula.edu>) or through the Messenger option of the Netscape software installed on most computers on campus. To access email on the university web page, use the steps below:

1. Using a mouse, select “Webmail” found at the bottom of the Xavier University home page.
2. A new window should appear that asks for the user’s login and password. The login in the part of the email address that appears before the “@” in the email address, as in “jmdeaux.”
3. After entering the login and password, select the “login” button.
4. A window should appear that lists your email messages in your “Inbox.” Select a message to read. You can also reply to messages and send new ones.
5. When you are finished, simply exit the window or exit Netscape to logout of email. If you experience problems with your email account, call the ITC Help Desk.

10.3 Web-Page Authoring

The Center for the Advancement of Teaching (CAT) facilitates instructors in creating web pages for instructional use. In an effort to support this use of technology, CAT holds workshops throughout the calendar year to instruct the creation of web pages. These workshops are available as classroom or online instruction. As description of the workshops are as follows:

- **Introduction to the Web:** This is designed to be a "ground zero" entry level course and is appropriate for anyone who wants to learn basic information about the Web.
- **Introduction to HTML:** An introduction to the basic concepts of HTML, with guidelines on how to 'mark up' a document for the World Wide Web.
- **Planning Your Website:** Tips on how to design your site and manage your workflow.
- **Basics of Web Imaging:** A few materials on color modes, file formats, bit depth, compression schemes, Web-safe colors, good design practices, and more.
- **Animation for the Web:** A few materials on file formats and basic concepts with links to animated examples.
- **Introduction to Netscape Composer:** How to create Web pages and sites using Netscape Composer, and how to upload files to the Xavier Web server. Basic principles of page design and site organization are also covered.
- **Building Interactive Web Sites:** For busy teachers who don't have the time or inclination to become programmers, but who are relatively comfortable with Web authoring, and would like to add elements of interactivity to their Web sites.

More information can be found by selecting “Workshops” at the CAT web site:

<http://www.xula.edu/Administrative/cat/>

10.4 Other Services

10.4.1 WebBoard

WebBoard is a Web-based application for electronic conferencing which is supported and maintained by CAT. The board provides an organized means for accessing, submitting, and retrieving electronic messages posted by participants of a conference. The board is accessible with the use of any Web browser and Internet connection. WebBoard messages differ from newsgroup postings in that all board messages reside in a database and are assembled on a board at the time of access through a browser. Additionally, all messages in a thread (a chain of related messages) are displayed in sequence. This "transcript style" supports the reading of messages in context with the "virtual" discussion.

The version of WebBoard on campus allows Xavier faculty to maintain their own Web-accessible boards for electronic class discussions, move messages among conferences, attach files to messages, use email linked to the board, and hold "virtual" office hours via a live "chat" feature.

Any Xavier University faculty member may request a WebBoard for university-related activities, including sponsorship of campus organizations. To request a WebBoard account you can login to the board located at <http://cat.xula.edu:8081/~CAT>. Select "New User" and complete a user profile. This action will put your name into the WebBoard system. Instructors can complete their request for a WebBoard account by filling out a form on the CAT web site (<http://www.xula.edu/Administrative/cat/>). Once at the web site, select "WebBoard."

10.4.2 Computer and Multimedia Classrooms

CAT maintains a computer and two multimedia classrooms for instructional use by faculty on the fifth floor of the Library building. The computer classroom contains both PC and Macintosh computers and is internet accessible. Faculty can reserve the classroom for special lessons and software instruction. English faculty have used the facility for exercises in using the internet or the library web page for researching assignments. While the computer classroom can be used for instructing computer-based writing, software traditionally used for such instruction (i.e., Daedulus) is not available.

The multimedia classrooms contain hardware that make the presentation of materials easier for the instructor. The equipment available includes ceiling-mounted projectors and screens for viewing video and computer-based presentations. Desk-mounted cameras and overhead projectors are also connected to the ceiling-mounted projectors. Both a PC and a Macintosh computer are available for the instructor's use. Each has internet access and is connected to the ceiling-mounted projectors. Other equipment available includes a video player and sound system.

These classrooms can be reserved by contacting the CAT office (extension 7512).

11 Appendices

- A. Report form for excessive absences.
- B. Syllabus guidelines.
- C. Writing Center Student Referral Form.
- D. Library Orientation Request Form.
- E. Library Reserve Form.

Failure for Excessive Absences Form

CLASS: _____

STUDENT'S NAME: _____

NUMBER OF ABSENCES: _____

DATES: _____

REMARKS: _____

PROFESSOR'S NAME: _____

(PLEASE NOTE: MORE THAN 6 ABSENCES FOR ANY REASON IN A MWF CLASS CONSTITUTES AN FE GRADE; MORE THAN 4 ABSENCES IN A TR CLASS CONSTITUTES AN FE GRADE.)

COLLEGE OF ARTS AND SCIENCES SYLLABUS INSTRUCTIONS

Syllabi are to be available for students at the beginning of the semester. Syllabi must include the following:

1. Course title, number and section.
2. Number of semester hours, day(s) and time of class meeting(s); building and room number.
3. Semester and Year of the course as well as the date the syllabus is to be issued.
4. Name of professor, location of office, office phone number.
5. Office Hours (for full time faculty--a minimum of 6 hrs/week spread throughout the week to include mornings and afternoons).
6. Course description as in the catalog including any pre-and co-requisites.
7. Required text(s) and supplemental text(s)--title, author, publisher, edition.
8. Course objectives.
9. Course requirements including attendance and test policies, number of quizzes and exams, required papers, etc.
10. Mid semester and final grading procedures indicating all factors to be included in graded determination and the weight of each factor. It is necessary that students have ample information at mid-semester so as to make informed choices about withdrawing from classes. Therefore, it is essential to have more than one exam to compute a mid-semester grade for a Freshman or Sophomore level courses. Include the date of the final exam (as found in the course schedule booklet). Also include here a statement on the policy regarding cheating (refer to the Faculty Handbook, section IV, p. 3. Indicate requirements for papers.
11. Course outline and schedule of classroom activities including readings, assignments, quiz and test dates, etc.

Xavier Writing Center

STUDENT REFERRAL FORM

The XAVIER WRITING CENTER is located in the Administration Annex, Room 105. It is open Monday-Thursday, 9:00 a.m.—8:00 p.m.; Friday, 9:00 a.m.— 5:00 p.m.; and Saturday, 9:00 a.m.—2:00 p.m. Come in at any time within these hours. *Bring* this form with you. We will schedule a time for you to work with one of our Writing Center staff members or student tutors. You will not be graded on the work you do in the Writing Center, but a report on your attendance and progress will be sent to your instructor. Coming to the Writing Center may make the difference between failing and passing a course.

Please bring the paper with which you need help and/or the assignment sheet for the paper.

_____ (Student's name) has been

_____ recommended to register at the Writing Center

_____ required to register at the Writing Center

by: _____ Instructor

_____ Course & Section Number

TO INSTRUCTOR Please detach and send the bottom pan of this page to the Writing Center via campus mail, Box 72A.

_____ Date

_____ (Student's name) has been

_____ recommended to register at the Writing Center

_____ required to register at the Writing Center

by: _____ Instructor

_____ Course & Section Number

STUDENT REFERRAL FORM—AREAS TO BE COVERED

Please check each item with which the student needs help:

GRAMMAR, MECHANICS, AND USAGE

- | | |
|-----------------------------------|---------------------------|
| _____ subject-verb agreement | _____ spelling |
| _____ comma splices | _____ pronoun agreement |
| _____ sentence fragment | _____ modification errors |
| _____ pronoun reference errors | _____ verb forms |
| _____ run-on (or fused) sentences | _____ shift in verb tense |
| _____ faulty parallelism | _____ shift in person |
| _____ possessives | _____ punctuation |
| _____ other _____ | |
| _____ | |

COMPOSING SKILLS

- | | |
|---------------------------------------|--------------------------|
| _____ writing thesis statements | _____ essay organization |
| _____ writing topic sentences | _____ unity |
| _____ essay development | _____ sentence variety |
| _____ paragraph development (support) | _____ sentence clarity |
| _____ paragraphing | _____ use of transitions |
| _____ paragraph organization | _____ outlining |
| _____ other _____ | |
| _____ | |

Check as many as apply:

- _____ Please give this student instruction in the areas indicated above.
- _____ Please help this student to revise paper(s) I have already graded.
- _____ Please help this student to plan/ revise assigned paper(s).

_____ Instructor

XAVIER UNIVERSITY LIBRARY
LIBRARY ORIENTATION REQUEST FORM

Instructor _____ Date _____

Phone Number _____ Post Office Number _____

Course Title and Number _____

*Number of Students _____ Number of Sessions Requested _____

Undergraduate _____ Graduate _____ Other (specify) _____

**Date Requested for Orientation (1st Choice) _____ Date _____

(2nd Choice) _____ Date _____

LIBRARY ASPECTS TO BE COVERED (Select All That Apply)

_____ Library Tour
_____ XAC
_____ Archives
_____ Library Policies (Hours, Loan Policies, etc.)
_____ Electronic Indexes
_____ Research Skills and Term Paper Assistance

_____ Periodicals
_____ Interlibrary loans
_____ CALL Cards

_____ Reference Sources _____

_____ Subject Specialty _____

_____ Other _____

Additional information or Comments _____

***Please use one form per class and attach syllabus or related assignment.**

****ALLOW 5-6 DAYS PRIOR NOTICE FOR ADEQUATE LIBRARY PREPARATION TIME.**

Return form by Campus mail to: Library Reference Staff
Library Post Office Box

Or in person to the Reference Librarian.

Office Use: Date Received _____
Schedule Date and Time _____
Librarian Scheduled _____
Instructor Notified _____
Room Scheduled _____ Room # _____

RESERVE ROOM FORM

DATE _____

INSTRUCTOR _____

COURSE NAME/NUMBER _____

AUTHOR _____

TITLE _____

ITEM NUMBER _____

MATERIAL SOURCE: XAVIER [] PERSONAL []

CIRCULATION TIME:

CLOSED RESERVE []

OVERNIGHT RESERVE []

3—DAY RESERVE []

7—DAY RESERVE []

DATE MATERIAL IS TO BE TAKEN OFF RESERVE _____

HOW DO YOU WANT TO RELEASE RESERVE MATERIAL?

PICKUP []

MAIL []

THROW AWAY []