Course Description: English 1020 (3 credit hours) is a course in college writing in which students use different patterns of organization, including research, to respond to literary texts. Prerequisite: ENGL 1000 or 1010.

Course Terms: Students who earned a final grade of “D” in ENGL 1000 or 1010 must sign up for and attend at least six (6) consecutive weekly sessions in the Writing Resource Center at the beginning of their English 1020 semester.

Course Goals: In this course, students will explore connections of literature to society, culture, and personal experiences. The English Department offers this course not only as a way to develop the critical reading, thinking, and writing skills necessary to college and professional life, but also with the intention of cultivating an enjoyment of literature as a lifelong practice.

Course Learning Objectives: The English Department has identified the following learning objectives as key elements in helping students comprehend and actively engage with the literature as a means of meeting the goals of the course.

- Students will demonstrate comprehension of literary texts by competently explaining and describing plot and characters.
- Students will demonstrate comprehension of literary terms and identify and apply these terms to literary texts.
- Students will develop techniques to approach and evaluate literary texts. Students will develop clear thesis statements that establish their approach. Students will support their position with effective, logically organized evidence.
- Students will develop research writing skills by incorporating credible and reliable sources into their writing, integrating other’s voices and positions in consideration of a text while also constructing their own critical judgments effectively, and citing primary and/or secondary sources.

Approach: The English Department bases its approach to English 1020 on the following principles:

- Writing is a process, and students must learn to recognize, develop, and make use of their own writing processes.
- Short, non-graded expressive writings, such as journal responses to readings, provide opportunities to begin the writing process.
- Student-centered responses, such as peer reviews, are valuable to the writing process, especially during the middle stages of that process.
- Revision is essential to the production of successful writing in a variety of situations across a wide range of disciplines, and is especially necessary to produce effective college-level prose.
• Grammar should be taught on an "as needed" basis and/or reviewed as part of the writing process.
• Basic technological skills, such as typing and saving papers, accessing university websites and searching library databases, are required.

Note: Teachers of this course should include in an appropriate section of the syllabus (Grading, Policies, Course Work?) a statement of how writing is assessed in the class. The Department makes no recommendations regarding how writing should be assessed (holistically, via rubric, or otherwise). We ask only that teachers include some statement of their approach in this regard.

Course Work: Each instructor decides exactly how many papers students will write. However, the English Department recommends no less writing than one of the following choices:
• Four short papers (400-600 words) and one long paper (750-1,000 words); or
• Two short papers and two long papers; or
• Three long papers
• A research paper in addition to the above assignments is also required.
• MLA-style format is required.

Research Paper: The research paper should be 5-8 pages (1,250-2,000 words). Students should regard the research paper not as a dry academic exercise, but rather as a chance to learn about and develop a topic. Students are expected to use the university library’s print and electronic resources, and other resources appropriate to academic research. Students are expected to document sources correctly, using MLA parenthetical citations and a Works Cited list.

Class Work: To provide students with experience in impromptu writing, one or at most, two essays could be in-class essays. Ideally, students can have an opportunity to pre-write in preparation for the in-class essay. Each instructor will decide if these essays will be graded.

This course is often conducted informally, sometimes as a workshop, with students expected to read their papers aloud, participate in peer review, and write in-class drafts and revisions.

Class Attendance: The university attendance requirement is strictly followed. Whether the absences are “excused” or “unexcused,” 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” (failure due to excessive absences).

Writing Resource Center Attendance: Students who earned a grade of “D” in ENGL 1000 or ENGL 1010 are required to sign up, early in the semester, for six consecutive weekly sessions in the Writing Resource Center. The instructor will determine if the student will be required to continue attending sessions after midterm. Students who fail to attend all six sessions will earn a
midterm grade no higher than a “D” and will be required to make up the missed sessions. Additionally, instructors may recommend or require that any ENGL 1020 student attend the Writing Resource Center for one or more hours of individual tutoring.

**Cheating/Plagiarism:** Passing off another person’s work as one’s own constitutes plagiarism, a flagrant violation of the intellectual honesty expected of all students. Any assignment that gives evidence of not being completely one’s own work will receive a grade of F or zero. Egregious plagiarism or additional evidence of plagiarism after the first incident may result in a grade of F for the course and possible administrative action.

**ACADEMIC INTEGRITY**

Students should become thoroughly acquainted with the following documents:

- Xavier University’s *Plagiarism Policy*
- The English Department’s *Plagiarism Statement*

(http://www.xula.edu/english/documents/plag.doc)