

English 150: Honors English

Dr. Amy Ferdinandt Stolley

Office Hours: 1-2 p.m. T/TH or by appointment

Office: WAC N428

Email: stolley@sxu.edu

Phone: x3239

Engl 150.01

T/TH: 11-12:20

GS 206

what is english 150?

English 150 is a class that will give you the opportunity to think and talk and write and research using all of the resources available to you: the library, the Internet, technology, your classmates, and your instructor. Because this is an accelerated version of the introductory composition courses required of all SXU students, this class will require you to do a significant amount of reading outside of class, as well as a variety of informal and formal writing projects. Expectations are high, but so are results; this class will provide you with the opportunity to further develop your critical writing, reading, and thinking skills, skills that will be crucial to your success as an SXU student and alum.

Our primary focus of the course will be the consideration of the rhetorical nature of all writing. We'll examine the ways in which your audience, message, purpose, and rhetorical situation all work to shape your final compositions, and as a class, we'll develop strategies to negotiate these forces and write effectively for different audiences.

To that end, we'll be using Aristotle's *Rhetoric* to illuminate the rhetorical theory that we'll be discussing in class, and we'll be applying these theories to a variety of essays and articles from a mix of popular and academic presses to see the myriad of ways authors approach unique rhetorical situations. While much of our work will focus on understanding the principles of rhetoric, we will also pay attention to the writing process and all of the through processes that play a role in completing writing tasks effectively.

course goals

After completing English 150, students should be able to:

1. Identify the basic principles of rhetoric and apply those principles to their own inquiry-based written arguments.
2. Read texts in a variety of media and analyze the rhetorical contexts that influence their production and reception.
3. Develop flexible, often collaborative, strategies for drafting, revising, editing, and proofreading.
4. Argue effectively from sources and understand the responsibilities associated with incorporating, citing, and documenting sources.
5. Identify and employ the range of structural and stylistic options available to writers, including paragraph organization and appropriate diction and tone.
6. Utilize different technologies to support and develop the students' information literacy skills, their writing processes, and their written products.
7. Control sentence-level features such as syntax, grammar, punctuation, and spelling.

required texts and materials

The following textbooks will be required for this course, and can be found in the SXU campus bookstore or through online booksellers:

- *Rhetoric*, Aristotle, Dover Thrift Edition
- *Rules for Writers*, 6th Edition (2007), Diana Hacker
- Various articles and essays available on the course Blackboard site.

I would also suggest purchasing a **1-1.5 inch binder** in which you should save your notes, drafts, handouts, and writing assignments throughout the semester. This will help you stay organized for your final and process portfolios which will be due at the end of the semester.

Additionally, you will be expected to have access to a computer with the following software, which is available on any SXU computer on campus:

- Microsoft Office (or some other similar word-processing software)
- Adobe Acrobat Reader
- Working SXU e-mail account
- Access to the course Blackboard site (log in at <http://courses.sxu.edu>)

course expectations & participation

In order to accomplish the course goals, you must come to each class prepared. This means coming to class on time, as well as completing your readings and outside assignments. You will be responsible for the following this semester:

quotations and questions (20%)

At various times during the semester, you will be asked to select a passage from the reading and prepare a brief response (at least one page) to the quotation you have selected. You may choose a passage that you found particularly interesting, confusing, or noteworthy, and your response should explain why you chose the selection that you did, the questions it raised for you, and how it relates to other readings or discussions we have had in class.

midterm exam (15%)

An in-class essay exam will be completed during the seventh week of class. You will be asked to apply the rhetorical theory we have discussed in class to a short reading. Further information will be provided closer to the exam date.

final writing portfolio (40%)

You will complete four projects this semester that you will turn in on the assigned due date. Each paper will be returned to you promptly, and we will discuss plans for revision during individual conference time or in class. You will not receive a grade on each paper; instead, you may continue to revise your paper throughout the semester, and you are encouraged to conference with me on your drafts. Your final writing portfolio will include the final drafts of the four writing projects you complete this semester, as well as an essay reflecting on what you learned as a writer and reader this semester. More details about the final portfolio will follow.

process portfolio (15%)

All writing is a process, and we have a better understanding of that process when we look at all the materials we create as we write. The process portfolio provides a way to collect those

materials, and it is an essential tool for you to keep track of your research and writing process as you move through your projects this semester. Your process portfolio should be clearly divided into four sections—one for each of the projects you will complete this semester. You should keep all invention and planning documents you completed for each project, as well as any research notes, bibliographical information, outlines, drafts, or other documents you complete—in your research portfolio. This binder should be attached to your hip this semester, at least when you’re doing anything related to English 150. Bring this binder with you to class every day, and be certain you have it when you come to conference with me. The material you have in your binder is proof of the work you’re doing in class, so it’s important to keep it updated and organized.

class participation (10%)

The quality of this class, and the amount that you will learn from this class, is dependent on your attendance and active participation in class activities and discussions. You will be expected to be in class and participate; students who choose other alternatives will be held accountable by earning a lower class participation grade.

point distribution

course assignments	point allocation
final writing portfolio	200 pts.
process portfolio	75 pts.
quotations and questions	100 pts.
midterm exam	75 pts.
class participation	50 pts.
TOTAL	500 pts.

grading scale

point distribution	final grade
500-450	A
449-400	B
399-350	C
349-300	D
299 and below	F

peer review workshops

Peer review workshop will be a crucial tool you will use as you grow and develop as writers this semester. You will be responsible for participating in in-class writing workshops where you will benefit from the constructive criticism of your fellow students, and you will be expected to provide the same to your peers. Attendance and participation in peer workshops is mandatory, and workshoped drafts of all projects must be turned in as part of your final portfolio. You must be in class and prepared when a workshop is scheduled; failure to participate in these workshops (either by missing class or coming to class without writing to be shared) will result in a deduction of 20 points from your final portfolio grade for each workshop you miss.

honor code and plagiarism

Please remember that all assignments submitted for a grade must abide by the Writing Program Honor Code. The Writing Program Honor Code is:

“I composed this paper exclusively for this class, and it is my original work. When I have used information from other sources, I have provided appropriate in-text citations and a corresponding list of references. I also understand that evidence of plagiarism may result in a failing grade for this course.”

All written work submitted for a grade in this course must be the product of your own composition. Ideas generated due to reading and group discussion may provide the inspiration for your work, but should not be the sole ideas represented. With collaborative projects, of course, ideas should be representative of the group’s work. Plagiarism is the act of presenting as your own work another individual’s ideas, words, data, or research material. The concept applies equally to written, spoken, or electronic texts, published or unpublished. All ideas and quotations that you borrow from any source must be acknowledged: at a minimum, you should give the name of your author, the title of the text cited, and the page number(s) of the citation. The only exceptions to this requirement would involve what is familiar and commonly known (e.g., the fact that the earth is round).

attendance

To get as much out of this class as you can, you’ve got to be in class. Students in the past have found that the more class they miss, the harder it is to do well in the class; as such, you are strongly encouraged to attend class except in the case of serious illness or a personal/family emergency.

If you do need to miss class, you are allowed three (3) absences without penalty. Each additional absence will result in the deduction of 5 points of your final class grade. In case of extended illness or an emergency, please contact me to make necessary arrangements.

office hours

I look forward to discussing with you matters pertaining to the course, readings, and your writing. Please feel free to contact me via e-mail or phone, and I hope you will also take advantage of my office hours, which are Tuesday and Thursday from 1-2 p.m. in WAC N428.

classroom environment

I am committed to creating a classroom environment that raises questions, challenges our beliefs, and forces us to think critically; however, it is crucial that this is done in a respectful, tolerant manner. Insults, slurs, or attacks of any kind will not be allowed in my class.

ENGLISH 150
Course Policy Agreement Form

I have read and reviewed the English 150 syllabus and calendar, and agree to meet its requirements to the best of my ability. I understand that course assignments may change throughout the semester, and I will check my e-mail and the course Blackboard site frequently for updates.

Additionally, I promise to uphold the principles of academic honesty outlined in this syllabus and the SXU student handbook. By signing this document, I agree to abide by the Writing Program Honor Code (as outlined below) for all of the work I submit for this class.

“I composed this paper exclusively for this class, and it is my original work. When I have used information from other sources, I have provided appropriate in-text citations and a corresponding list of references. I also understand that evidence of plagiarism may result in a failing grade for this course.”

Student Name (please print)

Student Signature

Date