

English 1001

Service-Learning: Violence Prevention

12:10-1:30 TTH
Section: 17
34 Allen Hall

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Course Rationale

Strong writing skills will help you succeed in your other college courses and in your future career. Many former students have told me at the beginning of English 1001 that they are not good writers or that they hate writing. Writing is not a skill that some people are already good at when they are born. It is a skill that people become good at through lots of practice. Whatever your comfort level or ability as a writer at the beginning of this class, I hope that each of you will leave class more confident about your writing skills. To that end, we will do a lot of writing in this course – both in class and out of class. Be prepared to do some writing every day.

Through our service-learning partnership with the Capital Area Family Violence Intervention Center (also known as the Battered Women's Shelter), we will have an opportunity to meet an important need in our community while at the same time providing a real-world context for research and writing. It is my hope that by connecting learning with service, this course will be a meaningful and memorable experience for all of us. **Students in this course will be required to volunteer with the Battered Women's Shelter for a minimum of 8 hours. There will be a variety of volunteer activities, including one on the LSU campus, to meet your scheduling needs. A sign-up sheet will circulate in class.**

Course Outcomes

- Demonstrate ability in written analysis and synthesis.
- Undertake writing as a recursive process that develops and transforms thought.
- Learn how to conduct basic research and use it effectively in written works.
 - Learn how to use the resources of the LSU library.
 - Interpret, evaluate, integrate, and document information gathered from print and online sources.
 - Understand a research assignment as a series of tasks that include finding, analyzing, and synthesizing information from primary and secondary sources.
 - Integrate information from sources into writing, and document this information appropriately.
- Respond appropriately to different kinds of rhetorical situations, with a focus on purpose and the needs of various audiences, using appropriate genre conventions.
- Adopt appropriate voice, tone, and level of formality.
- Apply knowledge of structure and organization, paragraphing, and mechanics.

Course Materials

There are two required textbooks:

Reading Rhetorically, 3rd ed., ISBN: 978020574193

Research Matters, ISBN: 9780073383743

You must also have writing materials (paper and pen or pencil) in class each day.

Course Requirements and Grading

Your final grade will be calculated as follows:

Rhetorical Analysis (1500 words)	20%
Place or Event Analysis (1500 words)	20%
Issue Analysis (1500 words)	25%
Research/Service Portfolio	20%
Participation/In-class Writing	15%

Plus/Minus Grade Policy:

According to the Office of the University Registrar, “Plus/Minus Grading is required for all undergraduate, graduate, and professional courses using the A through F letter grading system. The letter grades A, B, C, and D have the suffix plus (+) or minus (-) included to distinguish higher and lower performances within each of these letter grades. The letter grade F does not include the plus/minus distinction.”

For determining mid-term and final grades, the following scale will be used:

100-97=A+	89-87=B+	79-77=C+	69-67=D+	59 and below=F
96-93=A	86-83=B	76-73=C	66-63=D	
92-90=A-	82-80=B-	72-70=C-	62-60=D-	

Rhetorical Analysis: A 1500-word analysis of an opinion essay found in a newspaper, magazine, or on a website. See assignment sheet on Moodle for more detailed requirements. First draft due: Tuesday, Sept. 13. Second Draft Due: Thursday, Sept. 22. Final Draft Due: Tuesday, Sept. 27.

Place or Event Analysis: A 1500-word analysis of a place or event based on your service-learning experience. Those of you choosing the service option of a workday at the Battered Women’s Shelter may write an analysis of the place. Those of you choosing to volunteer at the Take Back the Night Event, on Sunday, Oct. 23, may write an analysis of the event. See assignment sheet on Moodle for more detailed requirements. First draft due: Thursday, Oct. 27. Second draft due: Tuesday, Nov. 1. Final draft due: Tuesday, Nov. 8.

Issue Analysis: A 1500-word analysis of an issue. See assignment sheet on Moodle for more detailed requirements. First draft due: Tuesday, Nov. 15. Second draft due: Tuesday, Nov. 22. Final draft due: Tuesday, Nov. 29.

Research/Service Portfolio: This portfolio will include the following components: 6 Secondary Source Reports (including at least 4 from library sources) (10 points each); 2 Fieldwork Reports (10 points each); 1 Service-Learning Log (30 points); 1 Final Reflection (20 points). Your service-learning log grade will be penalized if you do not complete your required 8 hours of service. Due dates for the individual components of this portfolio will be spread throughout the semester and will be announced in class. Final portfolios with final reflections will be due on Thursday, Dec. 1.

Participation: You will receive a daily grade for participation, which will include your work on any in-class writing assignments or group activities. You must, of course, attend class in order to receive credit for participating in class. Anything that detracts from your ability to participate fully and thoughtfully in class (such as lateness, the use of electronics, failure to complete the assigned reading for the day, etc.) will result in a deduction to your participation grade for the day.

Plagiarism and Conduct

According to section 10.1 of the LSU Code of Student Conduct, “A student may be charged with Academic Misconduct” for a variety of offenses, including the following: unauthorized copying, collusion, or collaboration; “falsifying” data or citations; “assisting someone in the commission or attempted commission of an offense”; and plagiarism, which is defined in section 10.1.H as a “lack of appropriate citation, or the unacknowledged inclusion of someone else’s words, structure, ideas, or data; failure to identify a source, or the submission of essentially the same work for two assignments without permission of the instructor(s).”

Disability Services

According to the our *General Catalogue*, “The *Office of Disability Services* assists students in identifying and developing accommodations and services to help over-come barriers to the achievement of personal and academic goals. Services are provided for students with temporary or permanent disabilities. Accommodations and services are based on the individual student’s disability-based need.” Students must provide current documentation of their disabilities to their 1001 teacher. Students should contact the office early so that necessary accommodations can be arranged.

Attendance

Attendance matters! Students cannot expect to do their best in class if they do not attend and participate. Students with valid reasons for absence (see [PS-22](#)) are responsible “for providing reasonable advance notification and appropriate documentation of the reason for the absence” and “for making up examinations, obtaining lecture notes, and otherwise compensating for what may have been missed.” Teachers “will assist those students who have valid reasons,” but some in-class activities are extremely difficult to make up.

Late Assignments

Homework will not be graded if it is submitted late. Quizzes and other classroom activities cannot be made up if you miss them. If you have a valid excuse that is documented, the instructor will then assist you in making up the assignment. (see attendance policy above)

English 1001-017 Weekly Plans

Week 1 (Aug. 23):

T: Introductions and Syllabus.

In-class Writing Task

Homework: Reading Rhetorically Ch. 1 and 2

TH: Discuss Reading

Introduce Rhetorical Analysis Assignment

In-class Writing Task

Review Names

Homework: RR Ch. 3 and 4

Week 2 (Aug. 30):

T: Discuss Reading

Review Types of Claims with Examples

In-class Writing Task
Homework: Moodle Document on Rhetorical Fallacies

TTH: Group Activity on Rhetorical Fallacies
Homework: Moodle Service-Learning Readings

Week 3 (Sept. 6):

T and TTH: In-class training by S-L Community Partner
Homework: Working on Rhetorical Analysis

Week 4 (Sept. 13):

T: First Draft of Rhetorical Analysis Due; Peer Review
Homework: Research Matters Ch. 1-3

TH: Discuss Reading
Review areas of concern from 1st drafts: introductions, conclusions, organization
Introduce Research/Service Portfolio
Homework: RM, Ch. 16

Week 5 (Sept. 20):

T: Editing Practice
Homework: RA 2nd Draft

TH: Second Draft Due; Peer editing
Homework: RA Final Draft

Week 6 (Sept. 27):

T: Introduce Place/Event Analysis
Writing from Observations
Activity: Conducting an Observation and Taking Observation Notes

TTH: Interviews
Interviewing Activity
Introduce: Fieldwork Report for Research/Service Portfolio
Homework: RM Ch. 5-7

Week 7 (Oct. 4):

T: Review Research Strategies for Secondary Sources
Activity: Evaluating Secondary Sources
Introduce: Secondary Source Report for Research/Service Portfolio
Homework: Preliminary Research; Identify 3 Possible Issues; Read RM Ch. 8-9

TTH: Review Paraphrasing/Summarizing/Plagiarism

Activity: Paraphrasing

Discussion of Topic Ideas

Homework: Find 2 secondary sources for your issue; complete the summary and evaluation sections of secondary source report

Week 8 (Oct. 11):

T: Documentation, the Works Cited Page

Activity: Creating Citations

Homework: Complete the Citation sections of the secondary source reports for your first two sources and turn in complete reports

TH: Fall Break

Week 9 (Oct. 18):

T: Documentation, using parenthetical citations

Activity: parenthetical citations

Homework: Fieldwork Report

TH: Writing Conferences

Homework

Sunday, Oct. 23: Take Back the Night Event

Week 10 (Oct. 25):

T: Activity and Discussion, From Field Notes to Analysis Paper

Homework: Event/Place Analysis First Draft

TH: Peer Review

Homework: 2nd draft

Week 11 (Nov. 1)

T: Peer Editing

TH: Writing Conferences

Week 12 (Nov. 8)

T: Final drafts of Event/Place Analysis Due

Introduce Issues Analysis

Show Samples

Homework: 2 more source reports

TH: Discuss Issues Analysis

Samples

Homework: First Draft

Week 13 (Nov. 15)

T: Peer Review

TH: Review problem areas in style/mechanics

Any major concerns from issues 1st drafts

Homework: 2nd drafts

Week 14 (Nov. 22)

T: 2nd drafts due; peer editing

TH: Thanksgiving

Week 15 (Nov. 29)

T: Final drafts due; discuss reflections; in-class writing

TH: Final class: Portfolios due; course evaluations