



SAINT LOUIS UNIVERSITY

1818 ADVANCED COLLEGE CREDIT
PROGRAM

<http://www.slu.edu/1818>

ENGL 1900: Advanced Strategies of Rhetoric and Research (3 credit hours)

<<High School Name>>

<<High School Course Name and Number>>

Course Syllabus

Semester:

<<TERM and YEAR>>

Instructor:

<<Instructor Name>>

Contact Information:

<<Office Address (?)>>

<<E-mail Address (?)>>

<<Phone (?)>>

<<Availability/Office Hours>>

Textbook/Resources Information:

<<REQUIRED. insert here>>

SLU Course Catalog Description:

Studies complex structures of language including its logical and persuasive possibilities. Emphasizes analytical reading, critical thinking, and research methodology skills.

Prerequisite(s): (ENGL 1500, SLU English Placement with a minimum score of 1900, or SLU English Portfolio with a minimum score of P)

Additional Description

This course will ask you to identify, create, research, and design a rhetorical project. This project, which you will pursue throughout the semester, will grow out of the reading and research you do throughout the semester. Your job throughout the course will be to complete the various stages of this project that will allow you to intervene productively into the problem or issue you've identified. By the end of the course, you will be an expert in the particular situation that concerns you, and you'll be able to craft persuasive messages that will allow you to

intervene in that situation. This rhetorical project is the key to the course. It is not a standard-issue research paper (which are often written for no audience other than the teacher). This project must be geared toward a particular purpose, audience, and context.

<<**OPTIONAL**. Insert HS course description info/additional descriptive info>>

Course Learning Outcomes:

By the end of the course, students will be able to:

- *Write* and *design* persuasive messages for specific purposes, audiences, and contexts.
- *Analyze* messages and arguments using a sophisticated rhetorical vocabulary.
- *Summarize*, *paraphrase*, and *quote* appropriate research sources accurately and fairly.
- *Evaluate* their own compositions and rhetorical choices.

Additional [HIGH SCHOOL NAME HERE] Learning Outcomes:

<<**OPTIONAL**: insert any high school, district, state, or instructor developed outcomes here>>

University Core Courses

Eloquentia Perfecta 1: Written and Visual Communication

This course is part of the Saint Louis University Core, an integrated intellectual experience completed by all baccalaureate students, regardless of major, program, college, school or campus. The Core offers all SLU students the same unified approach to Jesuit education guided by SLU's institutional mission and identity and our nine undergraduate [Core Student Learning Outcomes](#) (SLOs).

Eloquentia Perfect 1: Written and Visual Communication is one of 19 Core Components. The University Core SLO(s) that this component is designed to intentionally advance are listed below:
University Core Student Learning Outcomes The Core SLO(s) that this component is intentionally designed to advance are:
SLO 2: Integrate knowledge from multiple disciplines to address complex questions
SLO 3: Assess evidence and draw reasoned conclusions
SLO 4: Communicate effectively in writing, speech, and visual media
SLO 8: Collaborate with others toward a common goal

Additionally, the Core Component-level Student Learning Outcomes are listed below:
Component-level Student Learning Outcomes Students who complete this course will be able to:
● Write and design purposeful messages and arguments attuned to the particularities of context and audience



- | |
|---|
| <ul style="list-style-type: none">Analyze written and visual messages and arguments from appropriate sources from multiple and contradictory perspectives |
| <ul style="list-style-type: none">Summarize, paraphrase, and quote from appropriate sources in support of specific claims |
| <ul style="list-style-type: none">Critically evaluate their own and others' rhetorical choices |
| <ul style="list-style-type: none">Develop their written and visual claims through several stages of invention and revision |
| <ul style="list-style-type: none">Reflect on the ways in which rhetorically proficient written and visual communication contributes to ethical public discourse |

Method for Determining Final Grade for Course:

<< <REQUIRED. insert here (i.e., Tests 500 points (30%), Quizzes 100 points (ten 10 point), etc.)>>

Course Grading Scale:

<< <REQUIRED. insert here>>

SLU Grading Information:

Unless otherwise presented in this section, Saint Louis University has reviewed and approved the above course grading scale to be used by the instructor for the transcribed Saint Louis University college grade.

Saint Louis University's undergraduate grading system follows a 0 - 4.000 grade point scale. Grades are assigned to the SLU transcript as follows:

Grade	Grade Points	Interpretation
A	4.000	High achievement and intellectual initiative
A-	3.700	
B+	3.300	Above average, approaching high achievement
B	3.000	Above average achievement
B-	2.700	
C+	2.300	Midway between B and C
C	2.000	Average achievement
C-	1.700	
D	1.000	Inferior but passing achievement



F 0 Failure

SLU English Department's Converted Grading Scale

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D 63-69

F 62 or below

Note on SLU Undergraduate Cumulative GPA: The grades earned through the 1818 Advanced College Credit Program are considered Saint Louis University grades and will become part of the student's undergraduate GPA if the student enrolls at Saint Louis University as a full-time student.

Significant Learning Activities & Evaluation Strategies with Approximate Deadlines and/or Calendar:

<< REQUIRED insert here. Please note: Calendars for the course may best be added to the end of the syllabus and this section be a broad overview of topics that will be studied. If the calendar is at the end of the syllabus, please add a note to refer to the end of the document. >>

<<REQUIRED: Common assignment for ENGL 1900: Dissoi Logoi>>

Attendance & Late Work Policy

<<REQUIRED: your and/or your high school's policies on attendance and making up late work, if allowed

Academic Integrity Syllabus Statement



Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy was adopted in Spring 2015, and can be accessed on the Provost's Office website at: [Academic Integrity : SLU](#)

Additionally, each SLU College, School, and Center has adopted its own academic integrity policies, available on their respective websites. All SLU students are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions, and appeals. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Dean/Director of the College, School or Center in which your program is housed.

Students participating in the 1818 Advanced College Credit Program are held to and should be familiar with the College of Arts and Sciences Academic Honesty policy available at: [Academic Honesty : SLU](#)

<<**OPTIONAL:** High School Academic Integrity Policy>>

SLU Disability Services Academic Accommodations

Students with a documented disability who wish to request academic accommodations **must** contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also **must** notify the course instructor that they wish to access accommodations in the course.

Please contact Disability Services, located within the Student Success Center, at Disability_services@slu.edu or 314.977.3484 to schedule an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services and viewed within Banner via the instructor's course roster.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

Title IX Statement

1818 students are provided certain protections under SLU Title IX Policies and guidelines. Our policy is available at: [Title IX Sexual Harassment Policy](#)

Saint Louis University 1818 Program Academic Calendar Link

<https://www.slu.edu/registrar/calendars/1818-calendar.php>

Course Calendar (if not included with Significant Learning Activities above)

<<REQUIRED: A tentative schedule for class plans and topics discussed including due dates for major assignments and projects

Sample Course Calendar:

Date		Assignment
Aug. 14	Course goals/expectations Review Syllabus/course calendar Summer Reading test	Purchase: <i>Power Plus Vocabulary for the ACT – Volume 1</i> (Amazon e-book) Blogger Permission Form Read: “What do Students Need to Know about Rhetoric?”
Aug. 16	Power Plus One I-II Summer Reading Essay Notes: The Rhetorical Triangle	Read: “Why Read? Why Write?”
Aug. 18	Power Plus One, IV, VI Essay Self-Evaluation Notes: Reading Critically Introduce Ad Analysis	Read: “Champion of the World” Read: “Fish Cheeks” Post to Blog
Aug. 22	<i>Power Plus Quiz #1</i> Introduce Remembered Event Essay	Read: “Defining Social Justice in an Unjust World”
Aug. 24	Power Plus Two, I-II Notes: What is Social Justice? Introduce Multimodal Project	Read: “Black Men and Public Space” Post to Blog
Aug. 28	Power Plus Two, III-IV Work on Ad Analysis	Read: “White Privilege: Unpacking the Invisible Knapsack”
Aug. 30	Power Plus Two, V Ad Analysis Presentations	Read: “What my Bike Taught me about White Privilege” Read: “The Downside of Diversity” Post to Blog
Sep. 5	<i>Power Plus Quiz #2</i> Choice, Not Chance Presentation	Read: “Looking at Women”
Sep. 7	Power Plus Three I-II Remembered Event Rough Draft Due Peer Review	Read: “Why Women Smile” Post to Blog



Sep. 12	Power Plus Three IV, VI Remembered Event Hard Copy Due Introduce College Research Paper	
Sep. 14	<i>Power Plus Quiz #3</i> Multimodal Topic Due Writing Portfolio Instructions	Read: "Declaration of Sentiments" Read: "Ain't I a Woman?" Post to Blog
Sep. 18	Power Plus Four, I-III Introduce Rhetorical Devices Project	Read "By Our Own Bootstraps"
Sep. 20	Power Plus Four, IV, V	Read "Deer Hunting With Jesus"
Sep. 22	<i>Power Plus Quiz #4</i> Research Paper Notes Due	Read: "The Death of Horatio Alger" Post to Blog
Sep. 26	Power Plus Five, I, II	Read: "from <i>Education</i> " Read: "Too Much Pressure" Post to Blog
Oct. 1	Power Plus Five, III-IV Research Paper Thesis/Outline Due	Read: "Why So Many Exams"
Oct. 4	Power Plus Five, VI Rhetorical Device Project Presentations	Read: "Getting Along Without Grades" Post to Blog
Oct. 9	Research Paper Rough Draft Due Peer Review	Read: "A Nation of Immigrants"
Oct. 11	<i>Power Plus Quiz #5</i> Introduce College Application Essay	Read: "Keep the Borders Open"
Oct. 13	Research Paper Due Sample Application Essays	Read: "Too Many" Post to Blog
Oct. 18	Power Plus Six, I-III	
Oct. 20	Power Plus Six, V, VI Dissoi Logoi Works Cited Due Present Essay Critique	
Oct. 24	<i>Power Plus Quiz #6</i>	



Oct.26	Power Plus Seven, I-III Dissoi Logoi Thesis/Outline Due	
Oct. 31	Power Plus Seven, IV, VI	Revise/Edit Dissoi Logoi