
ENGL 1000: COLLEGE EXPERIENCE

XCOR 1000 (1 sh) serves as a foundation for the Xavier academic experience. This course aids in the transition to college life by encouraging students to build connections with faculty, staff, and other students in the university community, and to focus on the skills needed for success at Xavier. Students learn about key components of the Xavier support system available to them, become more engaged with our distinct mission, and begin to reflect on their role in becoming more engaged citizens. XCOR 1000 introduces students to Xavier's unique Core Curriculum and helps them discover strategies to construct individualized academic pathways.

Prerequisites: None

WHAT YOU WILL LEARN IN THIS CLASS

This section is intended to help you understand the learning outcomes for this course and the activities you will complete in order to demonstrate your achievement of those outcomes.

This class will introduce you to the following Primary Core Learning Outcomes (PLO):

- PLO1: Students will be able to communicate effectively through writing and speaking.

This class will help you with the above outcomes by helping you achieve the following Student Learning Outcomes (SLO):

- SLO1: Students will develop an effective plan for using the Xavier support systems available to them.
- SLO2: Students will write and speak clearly, concisely, and coherently about the meaning of a more just society, and how it is rooted in Xavier's mission statement.
- SLO3: Students will develop an effective personal strategy for achieving the student's own individual academic goals and for succeeding in difficult courses.
- SLO4: Students will formulate in speech and writing their own coherent account of their role in becoming more engaged citizens, with particular focus on the shared reading.

How You Will Practice What You've Learned

Learning Reflections: Every week, you will submit a short reflection in which you will consider something we've discussed, something you've read, or something you've experienced.

Outcomes: PLO1, SLO1, SLO2, SLO3, SLO4

Homework & Classwork: Each week, you will watch a short video outside of class and complete an assigned task (a worksheet or a quiz) to apply your learning from that video.

Outcomes: SLO1, SLO3

XCOR Presentation: You will give a 2- to 3-minute presentation on any one XCOR 1011/1012 course.

Outcomes: PLO1, SLO2, SLO4

ePortfolio: At the end of the term, you will submit an electronic portfolio of work you have done this semester — for this and other classes — that you think best demonstrates your learning.

Outcomes: PLO1, SLO1, SLO2, SLO3, SLO4

How Your Learning Will Be Graded

I will not be grading any of the work discussed in the previous section. Instead, I will provide you with written or recorded comments about the work you've done. For each assignment, you will receive one of the following notations in the Grades section of Brightspace:

- Completed, meets all expectations
- Completed, does not meet all expectations
- Not completed

At mid-term and at the end of the semester, I will provide you with feedback on how well you have kept up with the work for this class. Because I am required by the university to give you a letter grade for this class, you will be assigning yourself that letter grade. At both mid-term and the end of the semester, you will assign yourself a letter grade and a justification for that letter grade. While I reserve the right to alter the grade you assign yourself, I will only do so if I feel you have significantly under- or over-valued your work this semester.

Yes, you read that correctly. I will not be assigning any grades to the work you do for this class. I will be providing you with written or recorded feedback. However, in order to pass the class, you must complete all of the assigned activities.

WHAT YOU CAN EXPECT FROM THIS CLASS

This section is intended to help you understand how and why I have designed this class as I have. If you have any concerns about how any of these methods will impact your learning, please speak with me.

What You Need for This Class

Primary Texts

- Harper, Michele. *The Beauty in Breaking: A Memoir*. Riverhead Books, 2020.
Any edition of this book — hardback, paperback, or ebook — is acceptable.

Technology Needs

You will need access to a computer and to the internet. You will need to be able to type some assignments with a word processing program and to upload those assignments to our course on Brightspace. Other assignments will require you to fill out a document and then upload it to Brightspace. You will also need to complete online quizzes and to download and/or print documents I post to Brightspace, as well as to keep track of your course progress. You will also need to be able to view short videos posted to YouTube. If the class meets through Zoom, you will need, at a minimum, to use a computer with a working speaker. Having a set of headphones with a built-in microphone is ideal, but not required. Likewise, for this course, having a web cam is ideal, but not required. Please see me if you anticipate any difficulties with these technology needs.

How I Approach Teaching This Class

Over the past few years, I have embraced the idea of inverted teaching: I believe most of the traditional classroom activities (lecture, knowledge sharing) should take place outside of the classroom so that the very limited time we have in the classroom can be devoted to the more challenging, more meaningful, and more enjoyable forms of learning. This has also enabled me to shift my interpretation of my role in the classroom. I do not see myself as the expert who is bestowing my students with some of my knowledge. I see myself as a guide, a mentor, and a fellow

learner. As a result of all this, the actual class meetings we have may seem to you poorly planned, disorganized, or even chaotic, when what they really are is active and engaging.

Given our recent experiences with COVID—19, I have attempted to take this model even further by making this class as resilient as possible, meaning that should we need to switch from in-person classes to remote instruction, we should be able to do so without any significant changes to the course.

Guiding Principles for this Course *

- A good course is informed by issues of equity and justice. It takes into account social, political and cultural issues — including students' backgrounds and socioeconomic circumstances — to craft a learning experience that is just.
- A good course is interactive. Courses are much more than placeholders for students to access information. A good course provides information such as readings or lecture videos, but also involves interactions between professor and students and between students and students.
- A good course is engaging and challenging. It invites students to participate, motivates them to contribute and captures their interest and attention. It capitalizes on the joy of learning and challenges students to enhance their skills, abilities and knowledge.
- A good course involves practice. Good courses involve students in "doing" — not just watching and reading — "doing again" and in applying what they learned.
- A good course is effective. Such a course identifies the skills, abilities and knowledge that students will gain by the end of it, provides activities developed to acquire them and assesses whether students were successful.
- A good course includes an instructor who is visible and active, and who exhibits care, empathy and trust for students. This individual understands that their students may have a life beyond their course.
- A good course promotes student agency. It gives students autonomy to enable opportunities for relevant and meaningful learning. Such a course redistributes power - to the extent that is possible - in the classroom.

* Adapted from "The 7 Elements of a Good Online Course" by George Veletsianos.

How You Should Approach Learning in This Class

Preparation. This class has been organized using the inverted model, meaning you will receive much of the "content" outside of class. In addition to assigned readings, you will often have short instructional videos that will need to be viewed before class. There will, however, be few, if any, formal lectures in class. We will use class time to discuss and explore more complex issues, making class meetings a time for wonder and discovery. Please note, though, that coming to class unprepared will make it impossible for you to learn.

Workload. As with any college course, for every hour you spend in this classroom, you should expect to spend 2 to 3 hours working on this class outside of the classroom, even when you do not have a major assignment due. As this is a one-hour course, every week you should be spending about 3 hours outside of this class doing work for this class. You will have a reading assignment every week that will probably take about an hour (if you are actively reading the assignment). You will also have a weekly reflection to post, which should not take more than 30 minutes. Most weeks you will have an additional task or assignment to complete, as well.

Attendance. Since this class meets once a week and falls under the CAS FE policy, you are allowed two absences. Upon your third absence, regardless the excuse, I am required to give you an FE (Failure Due to Excessive Absences) for the semester. An FE is the same as an F and means you will have to repeat the course next semester. Please talk to me if you are having any difficulties with class attendance.

Engagement. Your active engagement in this class is critical to its success and to your learning. By participating, rather than simply listening, you add to what the class as a whole learns and you enhance your own learning. This course requires all members of the class to participate in discussions and activities. You should always come to class having read the assigned materials, having completed any assigned work, and having prepared to share your opinion, to listen to the opinions of others, and to ask questions relevant to the topic of class. Please see the Class Engagement Assignment Sheet for details.

Late Work. If you are experiencing a hardship that is interfering with your school work, please come see me outside of class. You should never presume to turn in work late; however, you should also never presume that you cannot turn in work late.

Classroom Decorum. Free discussion and inquiry are encouraged in this class. In an inverted classroom such as this, a lot of noise and activity is a good thing, so long as it is productive and focused. Classroom behavior is unacceptable when it interferes with another student's ability to learn. Students whose behavior disrupts the class will be asked to leave.

TIPS FOR STUDENT SUCCESS

This part of the syllabus is intended to provide you with information that may help you over the course of the semester, both within this class and at this university.

Academic Integrity

As students of Xavier University of Louisiana, you are expected to maintain the highest standards of academic integrity. Behavior or actions like those described in the Preamble of the College of Arts & Sciences Academic Integrity Policy are grounds for disciplinary action. All work submitted as an Assignment in Brightspace will be analyzed using TurnItIn, an originality checking system. The consequences for plagiarism or cheating in this class will be determined on a case by case basis but will range from the student having to redo the assignment to the student receiving a 0 for the assignment. All violations of academic integrity will be reported to the Dean of the College of Arts and Sciences.

If you need help with research and citations, in addition to speaking with me, you can also work with the staff in Xavier's Library Resource Center.

Instructional Continuity

It is your responsibility to be aware of any changes to our schedule. If class is ever cancelled, please check your email and Brightspace for updates. In the event of a campus closure or instructor illness, we will continue the course online, using Brightspace and Zoom. This class had been designed to be highly resilient, meaning that any interruption to the traditional face-to-face instruction should not have any significant impact on the momentum of the course. We will continue the class as detailed in this syllabus, but in a fully online format.

If you are having problems with any online campus service, please refer to these Information Technology Center (ITC) Student Resources.

Writing & Learning Assistance

I strongly encourage you to make use of the free services provided by the Writing Resource Center, where peer tutors and professional instructors offer individual assistance on a full range of writing strategies and concepts. The Writing Resource Center is located in Room 106 of the St. Joseph Student Academic and Health Center. I may refer students whose writing demonstrates particular problems to the Writing Resource Center.

Xavier's Student Academic Success Office (SASO) provides tutoring and other learning support services.

Special Assistance

Students requiring special assistance or consideration in order to meet academic requirements should advise the Dean of the College to the nature of their disability upon admission to Xavier or as soon as the need for assistance is known to exist. Students should also contact the Office of Disability Services to arrange access to services available.

Basic Needs Security

Any student who faces challenges securing food or housing and believes this may affect their performance in this or any course is urged to contact the Office of Student Affairs for support. Furthermore, please notify me if you are comfortable doing so. This will enable me to provide any resources that I may have at my disposal.

Title IX & Mandatory Reporting

In compliance with Title IX of the Education Amendments of 1972, Xavier University of Louisiana does not discriminate on the basis of sex in any of its educational programs, activities, or employment. The university is committed to providing a safe environment for all of its members and therefore prohibits sexual misconduct as defined in this policy. As a faculty member, I am considered a responsible employee. Responsible employees are mandated reporters of all types of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking.

While my goal is for you to be able to share information related to your life experiences through discussion and written work, I want to be transparent that as a Responsible Employee, I am required to report disclosures of sexual violence, including sexual assault, domestic violence, dating violence, non-consensual sexual contact, sexual exploitation, sexual harassment and stalking. If you would like to speak with someone confidentially, you can contact one of the following campus offices:

- Violence Prevention Education and Advocacy (520-7503)
- Center of Health and Wellness (520-7315)
- Office of Student Health Services (520-7396)
- Campus Ministry (520-7593)

Other Student Resources

- Office of Financial Aid
- Office of the Registrar
- Military Assistance Program

COVID-19 CONCERNS

This part of the syllabus is intended to provide you with information specific to the challenges caused by the COVID-19 pandemic.

Attending Class

This will be another challenging semester for all of us. We will do our best to work around the challenges caused by the spread of COVID-19, while trying to protect ourselves and one another to our greatest ability. Please recognize that we are all frustrated by the limitations and restrictions. This will be an opportunity to learn to embrace challenges and learn to work through problems.

During the Fall 2022 semester, appropriate face coverings are required by all people on Xavier's campus in indoor spaces and enclosed outdoor spaces. Please remember that face masking is done to protect others as well as yourself. Please embrace our campus culture of caring for one another by engaging in activities that help reduce the spread of COVID-19, such as:

- Wearing a mask that covers your nose and mouth;
- Observing social distance while in the classroom;
- Engaging in proper hand washing;
- Self-monitoring for symptoms of COVID-19;
- Staying home if you do not feel well;
- Complying with directions to quarantine or isolate if ill or exposed to someone who is ill.

Eating and drinking while in the classroom is not permitted. If you need a drink, please step outside. You do not need to ask permission.

Students who come to class without an appropriate face covering will be asked to leave. Repeated issues will be referred to the Office of the Dean of the College of Arts and Sciences. Students who are asked to leave due to improper face coverings or behavior that puts others at risk will be considered absent.

Missing Class for Health Reasons

Please evaluate your own health status regularly and do not attend class if you are too ill to do so. Please seek appropriate medical attention for any symptoms. If you are diagnosed with COVID-19, please contact the Office of the Dean of the College of Arts and Sciences. They will notify your instructors without revealing private information. If you need to self-isolate, please notify me by phone or email.

Any absences due to illness or quarantine will be handled on an individual basis. Unless your medical condition prevents you from being able to do so, you will be able to continue with the class online without much interruption.

CONTACTING ME

Please feel free to contact me whenever you have a question or concern. I try to respond to emails as soon as I receive them, but when that's not possible, I will do my best to respond within 24 hours.

- Email: jtodd1@xula.edu / jason.s.todd@protonmail.com
- Phone: 504-520-5964 / 601-818-2602

My office is in Admin 320-E. For this semester, I have some hybrid office hours and some remote office hours. Hybrid office hours means you can come to my office in Admin 320-E or you can speak with my over Zoom. Remote office hours means you can speak with me over Zoom.

- Mondays & Fridays from 9:00 to 11:00 (Remote)
- Tuesdays & Thursdays from 9:30 to 10:30 (Hybrid)

During my scheduled office hours, I am available to meet with any student who wishes to meet with me. I encourage you to come speak with me about any concern or question you have about this class or even your other classes. I do my best not to allow other commitments, such as committee meetings, to interfere with my office hours; however, there will likely be times when I must attend a meeting during office hours. If I am not available when you come to speak with me or if you need to speak with me at any time outside my office hours, please do so. If I am in my office and not overly occupied by something else, I will be glad to speak with you. If meeting in person, for whatever reason, is not possible for you, please email me and I will respond as soon as I can.

Please speak to me any time you have a question or concern about this class, other classes, or anything else.

SEMESTER SCHEDULE

Please be sure to put the following university dates in your calendar.

- Classes Begin, August 22
- Last Day to Add a Course or Change a Section, August 24
- Labor Day Holiday, September 5
- Last Day to Drop a Course without a "W", September 9
- Last Day to Remove an "I", September 30
- Founder's Day Convocation, October 4
- Contingency Days, October 10-11
- Mid-Semester Grades Due, October 14
- Last Day to Drop a Course (Receive a "W"), October 28
- Registration for Spring Semester and Summer, October 31 - November 4
- Last Day to Officially Withdraw from Xavier, November 18
- Thanksgiving Holidays, November 23-25
- Late Registration Begins, December 5
- Last Class Day Before Final Examinations, December 5
- Quiet Days, December 6-7
- Final Examinations, December 8-14
- Final Grades Due (Noon), December 16

Course Schedule

This schedule describes the required workload for this course and essential due dates. This schedule is liable to change. Please check Brightspace for updates.

DATE	WHAT WE WILL WORK ON DURING CLASS	WHAT YOU MUST DO AFTER CLASS
Wed 08/24	Class introduction Developing good reading skills & study habits Xavier mission and history	Post Learning Reflection 1 by Friday night Watch Integrity & Success video Complete Academic Success worksheet Watch Time Management video Begin your Time Log worksheet
Wed 08/31	Academic integrity questions Academic success challenges Time management predictions	Post Learning Reflection 2 by Friday night Submit your Time Log worksheet Watch Talking to Faculty video Watch Study Skills video Complete Study Skills worksheet
Wed 09/07	Time management surprises Engaging with faculty practice Study skills challenges	Post Learning Reflection 3 by Friday night Complete the Strong Interest Inventory
Wed 09/14	Strong Interest Inventory Jobs & Internships	Post Learning Reflection 4 by Friday night Read Harper, Ch. 1-4
Wed 09/21	Book discussions, Ch. 1-4	Post Learning Reflection 5 by Friday night Read Harper, Ch. 5-8
Wed 09/28	Book discussions, Ch. 5-8 Presentation Assignment	Post Learning Reflection 6 by Friday night Read Harper, Ch. 9-11 Watch Calculating your GPA video Complete GPA worksheet Attend Career Advising Meeting
Wed 10/05	Book discussions, Ch. 9-11 Mid-term Self-assessments GPA surprises	Post Learning Reflection 7 by Friday night Complete Mid-term Self-assessment Watch How to Register video Complete Spring Registration worksheet
Wed 10/12	Registration questions X-Core and liberal education	Post Learning Reflection 8 by Friday night Watch X-Core video Read XCOR descriptions Complete XCOR worksheet
Wed 10/19	XCOR Presentations, Round 1 Portfolio Assignment	Post Learning Reflection 9 by Friday night Watch Awards & Challenges video
Wed 10/26	XCOR Presentations, Round 2 Awards and challenges questions	Post Learning Reflection 10 by Friday night Complete your resume
Wed 11/02	Registration challenges Creating an eportfolio	Post Learning Reflection 11 by Friday night Attend a Career Services workshop
Wed 11/09	Portfolio work	Post Learning Reflection 12 by Friday night Watch Preparing for Finals video
Wed 11/16	Preparing for finals Portfolio work	Submit Career Services Checklist
Wed 11/23	NO CLASS: THANKSGIVING HOLIDAY	
Wed 11/30	NO CLASS: FINAL SELF-ASSESSMENT DUE	Submit ePortfolio link by Friday night

