



**JOHN FELICE
ROME CENTER**

UCWR 110: Writing Responsibly

John Felice Rome Center

Fall 2026

Mondays & Wednesdays | 5:15-6:30 pm

Prof. Theresa Lindo

Email: tlindo@luc.edu

Office Hours: Immediately before or after class, or by appointment

Course Description:

This Core Writing Seminar aims to teach you to craft clear, compelling, effective and ethical writing. We will explore how to articulate, organize and support written positions on a myriad of topics that interest you and that are being debated on the world stage. In an era where information travels at lightning speed, often without a reliable guide, you will learn how to dissect texts carefully and critically, absorb information safely, choose sources wisely, and discard material that is misleading or simply untrustworthy. You will also learn how language – and the medium in which it is delivered – shapes reality and how different perspectives inform interpretations of information. We will also uncover hidden assumptions, logical fallacies, and communication strategies that influence public opinion and personal beliefs. In part, this course will focus on grammar, composition, structure, formal register and the appropriate use of vocabulary and terminology to express our thoughts. But beyond writing as a mechanical skill, we will look at effective communication through the lens of rhetoric, linguistics, culture and as a powerful tool for discovery, persuasion, and social change. Throughout the course, you will both consume and create arguments, drawing on interdisciplinary learning, personal interests, life experiences and intellectual curiosity.

Learning Outcomes

On completion of the course students should be able to:

- Use writing and reading for inquiry, learning, and communicating.
- Understand a writing assignment as a series of tasks-- including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources to clearly formulate a claim.
- Respond appropriately to different audiences and different rhetorical situations.
- Develop strategies for generating, revising, editing, and proof-reading.
- Understand writing as an open process that permits writers to use later invention and re-thinking to revise work.
- Use standard written English clearly and effectively.

Required Text / Materials

- (WR) *Writing Responsibly*, edited by Elissa Weeks Stogner, 2024 edition, ISBNs code 9798331606220
- (TSIS) *They Say / I Say*, 6th edition by Graff, et. al. ISBN-13 code 978-1324070030
- (ACR) Additional course readings provided by the instructor in class or via Sakai
- Computer: bring a computer with a reliable internet connection for in-class research
- Access to a printer: to print out readings for annotation by hand to submit to your instructor



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- Writing utensils (pens, pencils, composition notebooks, lined, loose-leaf paper in a folder for hand-writing assignments)

Attendance Policy

In accordance with the Rome Center mission to promote a higher level of academic rigor, and in compliance with full-time student visa status, all courses adhere to the following attendance policy.

Prompt attendance, preparation and active participation in course discussions are expected from every student and synonymous with academic success. Attendance is mandatory at every class meeting for each course. Lateness or leaving class early will impact the course grade at the professor's discretion. All absences, including medical absences, will be treated the same, unless they are documented long-term conditions or emergencies. Such situations will be evaluated case-by-case by the Academic Affairs office.

Twice-a-week classes:

- After 2 absences, a 2% final grade reduction will be applied for each missed class.
- Missing 6 classes or more will result in an automatic failure (F).

Assessment Components

60% essays and presentations (each final essay version treated as an exam)

15% reading and annotation assignments

15% peer reviews and other class activities

10% remediation assignment (final exam)

Grading

94-100: A

90-93: A-

87-89: B+

84-86: B

80-83: B-

77-79: C+

74-76: C

70-73: C-

67-69: D+

60-66: D

59 or lower: F

NB: Per department policy, you must obtain a minimum overall score of C- to pass and go on to the next level.



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Standards:**

A/A-: Written work demonstrates excellent composition skills including a clear, well-structured and thought-provoking thesis, appropriate and effective organization, lively and convincing supporting materials, effective diction and sentence skills, and perfect or near perfect mechanics including spelling and punctuation. The writing perfectly accomplishes the objectives of the assignment and engages with relevant themes and topics introduced in class.

B+, B, B-: Written work contains strong composition skills including a clear and thought-provoking thesis, although development, diction, and sentence style may suffer minor flaws. Shows careful and acceptable use of mechanics and makes use of acceptable supporting materials. The writing effectively accomplishes the goals of the assignment.

C+, C, C-: Written work contains average composition skills, although development may be insufficient in one area and diction and style may not be consistently clear and effective. Shows minimal competence in use of mechanics.

D+, D: Composition skills may be flawed in either the clarity of the thesis, the development, or organization. Poor diction, syntax, and mechanics may seriously affect clarity. Does not accomplish the majority of the goals of the assignment.

F: Composition skills seriously flawed. Barely accomplishes any of the goals of the assignment and is not acceptable, college-level writing. AI used to generate any part of text. Other plagiarism detected.

Late or Missed Assignments & Exam Policy

Late or missed assignments will not be accepted for grading without the authorization of the instructor. ***As per the John Felice Rome Center's academic policies, students who miss any scheduled exam or quiz, including a final exam at the assigned hours will not be permitted to sit for a make-up examination without approval of the Associate Dean of Academic Affairs. Permission is given rarely and only for grave reason; travel is not considered a grave reason. Make-up exams will only be given for documented absences.***

Note: All in-class essays will be treated as exams; all in-class peer review sessions will be treated as quizzes. Drafts submitted later than 1 class period after they are due will receive a zero.

Housekeeping:

Email Etiquette: Please read and rigorously apply the 10 elements listed in the following blog post from Medium.com: **"How to Email Your Professor."** There is one additional element you must include: a clear, concise, specific, relevant **subject line**. Note that these elements refer to initial emails, only. Email chains (from email 2 in the conversation, onward) should be treated as ongoing discussions and formatted as such. Here, your common sense will aid you. Emails that do not apply these 10+1 elements and a healthy dose of common sense may not receive a reply.



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Academic Integrity

Plagiarism and other forms of academic misconduct are unacceptable at the the Rome Center and will be dealt with in accordance with Loyola University Chicago's guidelines. Please familiarize yourself with Loyola's standards here: <https://catalog.luc.edu/academic-standards-regulations/undergraduate/>. You are responsible to comply with the LUC University Catalog.

Course AI Policy: *Plagiarism and Submitting AI-Generated Text are Failing Offenses.*

Submission of AI-generated work may result in an F for the assignment, an F in the course, or other disciplinary action at the university level depending on the severity of the offense.

Accessibility Accommodations

Students registered with the Student Accessibility Center (SAC) requiring academic accommodations should contact the Academic Affairs office at the John Felice Rome Center during the first week of classes.

Statement on Title IX

The Rome Center follows Loyola's [Comprehensive Policy and Procedures for Addressing Discrimination, Sexual Misconduct, Retaliation](#) and will comply with those as indicated and instructed.



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Course Schedule

The course schedule is subject to change based on the needs and direction of the class.

Any changes will be communicated by the instructor.

All readings and annotations listed at the end of each session are to be completed by the NEXT CLASS.

Wk.	Day	During Class
1 Intro Overview	M – Aug 31	Course intro, expectations and aspirations. First-day writing activity
	W - Sep 2	THE ART OF PEER REVIEW Read and annotate Cronon and Didion.
2 The Liberal Arts, Critical Thinking, The Writing Process	M - Sep 7	Writing, the liberal arts, critical thinking and the writing process. Read and annotate WR pp. 1-2, and TSIS Intro & Ch. 1 & 14.
	W - Sep 9	Researching and comparing sources. Understanding motivation. The communication triangle. Read and annotate WR pp. 3-14 and TSIS Ch. 2 & 3.
3 Summary and Response	M - Sep 14	SUMMARY AND RESPONSE Understanding and presenting what “They Say”; quoting and paraphrasing Read and annotate TSIS Ch. 4, an article from ACR Group 1 or 3, and Lamott.
	W - Sep 16	THESIS STATEMENTS & OUTLINES Read and annotate TSIS Ch. 5 Prepare summary essay thesis statement and outline
	F - Sep 18	PEER REVIEW workshop and professor conference Read and annotate TSIS Ch. 6 & 7
4 Summary and Response	M - Sep 21	In-class writing workshop: Summary essay. Revisions and quote integration. TSIS Ch. 8
	W - Sep 23	EXAM: Summary and response essay final version and submission Pick a theme from ACR Group 4. Read and annotate an additional article in this theme that matches your article from Group 1/3. Prepare a 10-12 minute presentation of your summary essay AND your theme for next class.
5 Rhetorical Analysis	M - Sep 28	MINI PRESENTATIONS: summary & response paper Read and annotate WR pp 15-22 and final article from Group 4 theme.
	W – Sep 30	RHETORICAL ANALYSIS



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		Ethos, Pathos, Logos, and Kairos Understanding audience and incorporating your voice Read and annotate TSIS Ch. 9 and WR pp 22-27
6 Rhetorical Analysis	M - Oct 5	In-Class Writing: Thesis statement and outlining Read and annotate TSIS Ch. 10
	W - Oct 7	In-Class Workshop: Examining and understanding visual data Read and annotate TSIS Ch. 11
7	F - Oct 9 to Sun - Oct 18	FALL BREAK – NO CLASS
8 Rhetorical Analysis	M - Oct 19	Rhetorical Analysis In-class drafting: (2) blocks Read and annotate TSIS Ch. 12
	W - Oct 21	Rhetorical Analysis In-class drafting: additional blocks (2 new) Peer review and professor conferences Read and annotate TSIS Ch. 13
9 Rhetorical Analysis	M - Oct 26	ESSAY FRAMING: Introduction and conclusion
	W - Oct 28	EXAM: Analysis essay final review and submission Read and annotate TSIS Ch. 15
10 Synthesis & Researche d Argument	M - Nov 2	SYNTHESIS AND ARGUMENT Assignment review and peer activity TSIS Ch. 16; WR pp. 29-35
	W - Nov 4	SPEAKER: John Felice Rome Center Librarian RESEARCH PROPOSAL Read and annotate TSIS Ch. 17; WR pp. 37-44
11 Synthesis & Researche d Argument	M - Nov 9	TYPES OF SOURCES Fact-checking, Fake News and Propaganda In-Class Workshop Read and annotate TSIS Ch. 18; WR pp. 45-52
	W - Nov 11	CITATIONS AND CITATION STYLES Review WR pp. 63-64 Visual data Read and annotate TSIS Ch. 19
12 Synthesis & Researche d Argument	M - Nov 16	ANNOTATED BIBLIOGRAPHY Finding and categorizing sources Read and annotate WR pp. 52-61
	W - Nov 18	LITERATURE REVIEW Synthesizing source information; identifying the research gap Independent practice
13 Synthesis	M - Nov 23	In-class workshop: ● Putting it all together



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& Research d Argument		<ul style="list-style-type: none"> • Guided practice
	W - Nov 25	<ul style="list-style-type: none"> • Peer <u>Review</u> workshop • Professor Conferences • In-class writing: Incorporating feedback
14 Remediati on Project	M – Nov 30	EXAM: Synthesis and Research Lecture: Remediation
	W - Dec 2	ORAL COMMUNICATION STRATEGIES
15 Remediati on Project	M - Dec 7	FINAL EXAM Remediation project due via Sakai by midnight