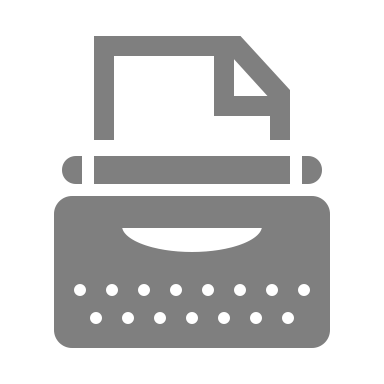
**ENGL 102H-01 Honors Rhetoric and Composition** University of South Carolina Spring 2023

Tuesdays/Thursdays 1:15-2:30pm| Wardlaw 114

Dr. Hannah Rule

ruleh@mailbox.sc.edu

203 Humanities Office Building

Office hours: Tuesdays/Thursdays 11am-1pm **and/or by appt.**

I am generally prompt with email.

Appointments can be arranged in person or via video call (Bb Collaborate)

**Bulletin Description** | Instruction and intensive practice in researching, analyzing, and composing written arguments about academic and public issues. *Prerequisites*: C or better in ENGL 101 or equivalent credit.

*Carolina Core*: CMW, INF

**Course Description** | **Writing *Works***

ENGL 102H builds on what you’ve learned and practiced in ENGL 101 and/or previous writing courses and experiences. Our study and practice of writing in this section of ENGL 102H emphasizes that writing *works* and how it does so. First, this means that we’ll explore writing as an active force, a way to change things, an ethical means of impacting others. In other words, good writing, in all domains of life, *does* things: it can influence, provoke, inform, create, share knowledge, engage, remember, imagine, analyze, inspire and more. Second and related, writing works means that texts (written, visual, auditory, etc.) are active forces comprised of rhetorical choices made by designers/writers and their contexts. In order to be discerning consumers and producers of texts of all kinds, we’ll continuously ask how texts *work*—how they work upon us through their choices and how we might enact mindful choices in the texts we create. You can expect work on these topics and more:

* Approach writing as rhetorical processes
* Learn and apply rhetorical concepts and thinking to everything we read and write
* Study genre as method (a “mentor text method”) to figure out how writing might work in a certain context
* Collaborate on a writing/composing project
* Explore the processes, structures, conventions of research and argument as *inquiry*
* Practice informal writing as a mode of reading, learning, and thinking
* Engage in sentence-level style and revision
* Enact MLA conventions and ethical work with source material

**Course Outcomes** | ENGL 102 satisfies the Communication-Written (CMW) requirement in the Carolina Core. Through this course, you’ll be further equipped as a writer, reader, and researcher to compose in college and in your everyday lives. You will be able to:

1. **Practice and understand writing, reading, and research processes from a situated and rhetorical perspective**
   * Understand and enact genre conventions of alphabetic and multimodal compositions; compose in response to purpose, audience, genre expectations, and other rhetorical constraints; engage in processes of figuring out how writing works differently in different contexts
2. **Perform research ably and critically**
   * Find, assess, and use appropriate library, internet, and print source material; INTEGRATE and SYNTHESIZE source material and multiple viewpoints into academic and public genres in varied and effective ways; DOCUMENT sources ethically using MLA style
3. **Engage in robust context-responsive writing processes and revision practices**
   * Revise texts to achieve rhetorical goals; select tools, conditions, genres, etc. to achieve communicative aims; perform deep revision to structure, paragraphing, transitions, and sentence structures

**Required Texts** | *There are no textbooks or writing handbooks to buy.*

* **You (*may*) just need one composition notebook—used only for this class.** 70pgs. or Flat, non-spiral.
  + OR you can choose to keep a digital notebook. You will not need to buy a composition book if you choose this option (see Writer’s Notebook assignment description)
* Our course materials are available online, scanned selections of books, or Open Educational Resources—vetted, public domain, open license, and freely accessible texts written by professionals for educational use. I use OERs because I am concerned about costs of higher ed, and because I want you to continue to use, and find new, writing resources after you leave my class
* Always bring reading materials to class as indicated on the schedule for discussion and activities. You can bring a laptop or tablet or print (or both)

COURSE POLICIES

**Community Health Expectations |** The health threat from COVID-19 and other contagious illnesses remains. Please continue to observe *current* guidance **and the following:**

* Do *not* come to this class when you are feeling ill in a manner that could make others ill (see attendance section for more)
* Keep up with vaccinations and boosters
* When needed, consider wearing a mask in the classroom. I will have disposable masks; just ask if you want one
* Get tested regularly or as needed
* Follow guidelines for testing and reporting symptoms and positives for COVID-19
* If you have to be out due to illness, keep record of your misses and hold on to any documentation

**Classroom Expectations** | Please be courteous and respectful of everyone, particularly when we are sharing written and verbal ideas and working in groups. Be an active participant in class everyday—your writing, thinking, speaking, and analytical activity is the core content of this course. Please completely avoid distracting yourselves and others. You may use a laptop or tablet provided you use it to engage in course activities only (*if this becomes a problem, I will request that no one use electronic devices in class*). Please be on time as habitual tardiness is disruptive (repeated tardies will result in marked absences). Bring printed or digital copies of the readings on the day they’re due for discussion, group work, and other activities.

**Course Structure |** Students can expect largely discussion-based class sessions, small group activities, and informal writing tasks, with occasional short lectures from the professor.

**Group Discussion Practices |** This course consists mainly of discussion and activities. Since a functioning group dynamic is integral to course success, there are some important expectations to establish: first, we should practice discussion with respect and professionalism, an openness to a range of perspectives, and with engaged listening and response. We should all prepare thoroughly and participate actively. We should all work to ensure that many or most are involved, that comments build upon one another, and that we make space for all to get in the discussion. Overall, we—professor and students—will work together to create an ongoing, connected, and rigorous conversation to benefit the learning of all.

**Attendance Policy |** I encourage you to make attending this class (and all your courses) a priority. Sometimes though, misses are unavoidable. There are two kinds of absences, excused and unexcused. (**For more on this university-wide policy,** [**visit this link**](https://academicbulletins.sc.edu/undergraduate/policies-regulations/undergraduate-academic-regulations/#text.) **and find “Attendance Policy” in the list**.)

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| **Excused Absences** | *These are relatively rare. Most misses will not rise to the level of “excused”*  Including but not limited to military service, jury duty, childbirth, observance of a religious holiday, *severe, prolonged* and/or transmissible illness, participation in authorized university activities | **What to Do:**   * **Document**: To arrange planned excused absences, [use this ombuds form](https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout_id=77), if needed/ relevant to your situation * **Notify me** as soon as you can; briefly explain reasons for the absence and provide documentation * **Turn in Work**: Ensure that I have any work that is due that day, before class starts (or make alternative arrangements) * **Arrange Make-Ups**: Work with me to arrange make up work, including point-bearing work like in-class writer’s notebook prompts as well as make-up tasks for discussion/participation | *It is imperative that you stay home if you feel sick in a way that may be contagious to others.*  **If you experience COVID-19 symptoms,** stay home, and follow all guidelines  If still active, [Fill out the COVID ombuds form](https://cm.maxient.com/reportingform.php?UnivofSouthCarolina&layout_id=79) and notify professors that you will be absent from class  *A doctor’s note does not necessarily mean your absence is excused*. Routine illness or emergency dental care etc. is something you should/can miss class for, but it is likely not an excused absence  There are no limits per se to excused absences; however, certain circumstances may make it impossible for you to continue the course (e.g., extended severe illness). You’ll work with the university to sort these situations, if they arise. |
| **ROUTINE Unexcused Absences** | Including but not limited to not feeling well, appointments/ schedule conflicts, elected travel, mental health breaks, etc.  *Whatever doesn’t rise to the level of documentation but still feels necessary* | **What to Do:**   * Notify me, in brief, if you like * Ensure I have any work due that day, *before* the deadline * Hang on to any documentation of your miss to submit, if needed, at the end of the term | **Based on the University’s 5% rule, you have two unexcused absences to use as needed**   * Because of the community- and discussion-based nature of this class, **active attendance is a part of your grade** (see Assignments and Grades for further details), rather than a penalty for misses beyond those allotted. * Accrued habitual tardies can “add up to” one (or more) unexcused absences |

**If you ever find it difficult or impossible to attend your classes, you may qualify for** [**Hardship Withdrawl**](https://sc.edu/about/offices_and_divisions/student_affairs/our_experts/our_offices/dean_of_students/withdrawal/hardship_withdrawal/)

**Late Work Policies |** *Keeping up with the pace of this course* (doing all daily work, meeting all deadlines, regularly attending, etc.) *is important to your learning and success.* Meeting deadlines is moreover important to *me*, and so I ask that you be conscientious. This request is not about being able to meet every deadline (though that’s great too); rather it’s about requesting adjustments you need in a timely and efficient manner. When you find you need more time,here is what to do:

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| ***If you miss a class* 🡪** | * Try to email me when you are going to miss a class. I don’t need every detail, just a quick word on what’s going on. * Complete any assignments (e.g., do the readings, writer’s notebook entries, etc.). If something is due, get it in before the deadline to avoid late penalties (or request an extension) |
| ***If you need more time for a larger assignment 🡪*** | * **Email me in *advance* of a deadline*,* and I will consider accepting the work late with no penalty if you 1) request your extension and notify me of the circumstances prior to the assignment’s deadline and 2) propose and meet a *specific* reasonable alternate submission date and time** * (requests for 24-48 hrs. is typically no issue; longer extensions are considered, as needed) * Don’t abuse this opportunity but do use it if circumstances present |
| ***If you miss a due date but never contacted me* 🡪** | * You’ll have up to 72 hours to get the work in and incur a 25%-point penalty; 4-5 days is 50%; 6 or more days 75% penalty or no credit, depending on duration and situation |
| ***If work is missing for more than a week past its due date* 🡪** | * If no arrangements have been made, after a week, a zero is recorded and there are no make-ups. More than one missed deadline like this, and I may request that you drop the course. \*Note that you’re required to submit drafts to me as part of the portfolio requirements, even if they don’t earn credit\* |

***It is your responsibility to ensure you’re meeting deadlines/completing the required work*.** I will not consistently/always notify students when work is missing. Check Blackboard. As always, reach out if you’re unsure or need assistance. I’m here to help. Because of the way points are awarded for major assignments, including points for submitting drafts, I will enforce timeliness.

**Academic Integrity |** The first tenet of the Carolinian Creed is, “I will practice personal and academic integrity.” You are expected to practice the highest possible standards of academic integrity. Any deviation from this expectation will result in a minimum penalty of failing the assignment and may include additional disciplinary measures. Violations of academic integrity especially relevant to this course includes improper citation of sources, using another student's work, unacknowledged reuses of work from other courses, and other forms of academic misrepresentation.

Here are ways to learn more about relevant University policies:

* [Carolinian Creed](https://sc.edu/about/offices_and_divisions/student_affairs/our_initiatives/involvement_and_leadership/carolinian_creed/index.php) (http://www.sa.sc.edu/creed)
* [Academic Responsibility](https://www.sc.edu/policies/ppm/staf625.pdf) (http://www.sc.edu/policies/staf625.pdf)
* [Office of Student Conduct and Academic Integrity](https://www.sa.sc.edu/academicintegrity/) (https://www.sa.sc.edu/academicintegrity/)
* [Information Security Policy and Standards](https://sc.edu/about/offices_and_divisions/division_of_information_technology/security/policy/universitypolicy/) (https://sc.edu/about/offices\_and\_divisions/division\_of\_information\_technology/security/policy/universitypolicy/)

**Accessibility/Disability Services |** The [Student Disability Resource Center](http://www.sa.sc.edu/sds/) (SDRC) (http://www.sa.sc.edu/sds/) empowers students to manage challenges, limitations, and differences experienced as part of disability. Students with disabilities are encouraged to contact me in the first week of classes to discuss the logistics of any accommodations needed to fulfill course requirements. To receive reasonable, timely accommodations appropriate to the work and expectations of this course, you should be registered with the Student Disability Resource Center (1705 College Street, Close-Hipp Suite 102, Columbia, SC 29208, 803-777-6142). For all, I will do my best to make materials and course delivery widely accessible; should anything about that delivery indicate otherwise, please let me know so I can modify.

**Course Communication | Ensure that you are checking your school email regularly** (if necessary, you can have your school address forwarded to a preferred account). Ensure you are receiving communications and notifications through Blackboard. Do not use the “Messages” feature in Bb to contact me; email instead. Check Blackboard routinely. Carefully read all course Announcements. Carefully read course documents, including Assignment Descriptions, Schedule, Syllabus. Ask prompt, informed questions when something is confusing.

**Contacting Me & Conferences |** I urge you to take advantage of my office hours throughout the term to discuss your work in the course. In addition to meetings, I am happy to answer questions and respond to concerns via email. I typically promptly reply to email M-F 10am to 7pm, weekends more sporadically. I’m very consistent with communication to students; I expect that you reciprocate by keeping up with course messages and by not hesitating to contact me for any reason.

**ASSIGNMENTS AND GRADES**

**Active Attendance 50 pts. 10%**

**Writer’s Notebook 125 pts. 25%**

**Writing to Change Group Project 75 pts. total 15%**

**First Final DRAFTS 50 pts. total 10%**

Writer Profile (5)

Summary and Response (5)

Rhetorical Analysis and Annotation (20)

Inquiry Essay (20)

**Inquiry Proposal + Writing On and About Sources 20 + 30 pts. 10%**

**Writer’s Portfolio 150 pts. 30%**

TOTAL: 500 pts. 100%

**Tracking your Progress** | All grades will be logged in My Grades in Blackboard. If you have questions about any of your grades or see a potential error, contact me to discuss at any point during the term.

**Grading Scale** | *A grade of “C” or better is required in ENGL 102:*

90% - 100% = A | 85% - 89.99% = B+ | 80% - 84.99% = B | 75% - 79.99% = C+ | 70% - 75.99% = C

65% - 69.99% = D+ | 60% - 64.99% = D | 0% - 59.99% = F

Aside from Active Attendance, described below,

**\*\*\* SEE BLACKBOARD FOR ALL OTHER FULL ASSIGNMENT DESCRIPTIONS**

**Active Attendance**—(10% 50 pts. possible) | ENGL 102H is a community- and discussion-based course. Learning and practicing writing too is not something you can memorize or cram for; we get better and more comfortable as writers only through steady practice. Attending class meetings is thus critical for your learning in this course and as such, your active attendance is part of your course grade.

* ***Attendance*** means that you show up.
* ***Active*** means that you’re alert, focused, engaged, not distracted with your phone or laptop. It means that you participate, by raising your hand, leading in a small group, actively listening to your classmates, taking notes in your Writer’s Notebook and so on. It means participating thoroughly in activities, in-class WN entries, group work, and so on.

I’ll keep a record of your attendance. Based on the University’s 5% Rule**, you have two unexcused absences to use as needed.** *Documented* excused absences (see Attendance details above) do not count toward your two allowable; for excused misses, you’ll do make-up work to earn the attendance. As demonstrated in the chart below, each subsequent miss beyond your allotted 2 allowable unexcused absences is worth an increasingly amount of your attendance points.

**0, 1, or 2 misses 50 pts.**

3 misses 44 pts.

4 misses 38 pts.

5 misses 28 pts.

6+ misses 0 pts.

I advise that you keep track of your own attendance. And you can always ask me for an update on your unexcused/excused absence count. If you accumulate many misses (5+) before the last Withdraw date, I will likely suggest that you drop the course.