ENGLISH 102-H01 Rhetoric and Composition Spring 2018

*PUBLIC / INQUIRY / WRITING*

T/THDays/Time Dr. Hannah Rule | ruleh@mailbox.sc.edu

Location 203 Humanities Office Building

 Office Hours: T/W/TH 10-1100am & by appointment

Required Texts |

* ***One Composition Notebook—***used only for this class. Flat, non-spiral.

***There are no textbooks or writing handbooks to buy for this course.***

Some of our materials are available online or scanned selections of books but most are **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 in general, and because I want you to continue to use, and find new, writing resources long after you leave my class.

You are responsible for deciding how you want to bring these materials (as dictated by the schedule) to class—you can bring a laptop or tablet or print (or both). Please let me know if I can assist you in a strategy to have access to materials in class.

Course Description | ENGL 102H builds upon the what you’ve learned in ENGL 101 and/or previous writing courses and experiences to help you become a more rhetorically savvy writer, reader, critical thinker, and researcher. ENGL 102 focuses on research processes, including finding and rhetorically analyzing sources, thinking through and synthesizing multiple viewpoints, and persuading varied audiences for specific purposes.

After beginning the course with rhetorical concepts and analysis, we’ll explore forms and structures of researched arguments as *inquiry*, stretching our assumptions beyond simple for/against or position-driven models. You will develop a researched inquiry essay in which you identify a provoking question and, drawing upon a range of sources, provide a conditional and reasoned argument persuasive to public and academic audiences. Applying what you’ve learned about public persuasion and rhetoric, you’ll recast the inquiry essay into a public genre that you circulate to real-world audiences.

Throughout the course, you’ll practice and improve your writing processes and skills. We’ll practice approaches for writing with sources, revising your writing on the global and sentence-level, paragraphing and structure, and citing and documenting sources. Overall, this course will not only hone your academic writing and researching skills, but will also make you a perceptive and rhetorically aware reader and writer in your everyday lives.

Course Goals and Outcomes | Through this course, you will be able to:

* Understand and practice writing, reading, and research with a *rhetorical perspective*
* Ably conduct research: find, assess, and use appropriate library, internet, and print source material
* Integrate source material into academic and public genres in varied and effective ways
* Document sources ethically using MLA style. Understand and enact principles of academic integrity and ethical use of sources
* Engage in robust writing process and revision practices applicable to across contexts—including deep revision to structure, paragraphing, transitions, and sentence structures
* Understand and enact genre conventions of alphabetic and multimodal compositions



Classroom Expectations **|** Please be courteous and respectful of everyone, particularly when we are sharing ideas, both written and verbal. Be prepared each day to be an active participant as it is your activity—writing, thinking, and speaking—that is the real content of this course. Please avoid distracting yourselves and others. You may use a laptop or tablet provided you use it to engage in course activities only. Please be on time as habitual tardiness is disruptive and will result in marked absences. Be sure to bring printed or digital copies of the readings on the day there are due so that you can reference them during discussion and other activities.

Attendance | Attendance in this course is important *and* mandatory. Based on USC’s “10 Percent Rule,” you’ll be allowed **3 absences** without penalty. Inevitable illnesses *will not be* considered “excused”—they just count toward your allotted 3. In the case of a university-approved absence (observation of a religious holiday, university-approved sporting or other event) you will be able to make up any missed work, if you present proper and prior notification and documentation. Absences beyond the allotted 3 will result in a deduction of points; expect a deduction of 5% (25 points) for each absence beyond the allotted 3.

Late and/or Missing Work Policy | *Late work is unacceptable. Keeping up with the pace of this course is imperative*. Too many missed deadlines, and I may request that you drop the course. There are no make-ups for daily work in the course. For larger assignments, I’m willing to consider accepting something after its due date, if you notify me prior to the assignment’s deadline of the circumstances. We will then negotiate an alternate due date. It’s your responsibility to contact me to make these arrangements.

Conferences | You’ll have at least one required conference during the term. I encourage you to take advantage of my office hours at any point in the course to discuss your progress and writing. In addition to in-person meetings, I am always willing to answer questions/respond to concerns via email.

Academic Integrity and Plagiarism | In accordance with USC’s Honor Code, it is your responsibility to avoid dishonesty and deceit in your work in this course (and all your courses). As writing is our focus, it is especially your responsibility to avoid plagiarism. Violations of the University's Honor Code include, but are not limited to, presenting another’s ideas as your own, improperly citing sources, using another’s work as your own, allowing someone to write an assignment or part of an assignment for you, and any other form of academic misrepresentation. Any instances of plagiarism or other forms of academic dishonesty will result in a minimum academic penalty of your failing the assignment, as well as additional disciplinary measures including referring you to the Office of Academic Integrity. For more information, please see the Honor Code from the Office of Academic Integrity, found here: http://www.sc.edu/policies/ppm/staf625.pdf

Accessibility | The University of South Carolina provides high-quality services to students with disabilities, and you are encouraged to take advantage of them. Students with disabilities needing academic accommodations should: 1) Register with and provide documentation to the Office of Student Disability Services in LeConte College Room 112A (777-6142), and 2) Discuss with me the type of academic or physical accommodations you need as soon as possible.

Revisions to the Course Schedule **|** I’ve planned out our term in detail, but will likely need to make changes/adjustments to the daily work in the course (major assignments and percentages are notgenerally subject to change), including changes to readings, homework, writer’s notebook prompts, etc. to better suit our needs as the course progresses. Please be sure you are referencing the most recent version of the schedule, which will always be posted on Bb.

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Writer’s Notebook (15% | 75 pts.)

You’ll use the notebook for in-class responses and for writing about required readings prepared as homework. Prompts for the notebook will often be presented in class and always posted on Blackboard (the Course Schedule will often indicate these assignments, but make sure you’re checking Bb). **You should bring this notebook to every class**. I expect you to do basically *all* the prompted in-class and writing on readings. Additionally, you can use the notebook for self-directed writing—class notes, freewriting or outlining before a draft, quotes from a reading, etc. ***You should title and date all entries, especially those prompted for HW***.

This notebook is *yours*. You can do all handwritten entries or mix in typed-and-pasted entries. Feel free to doodle in it, ask questions, draw, be informal, write outside the lines. This notebook, however, is not private. I’ll read through your notebook for effort, engagement, and completion once at midterm and once at the end of term. Half the points will be awarded at each check. My expectation will be that you have *MOST* of the prompted entries in there and that you’re doing self-sponsored writing, too. Further details about evaluation will be provided in class.

Progress Quizzes (10% | 50 pts.)

Two quizzes, one early and one later in the term. Short-answer/essay question style on the content of the course including the readings, analysis skills, rhetorical concepts, and research writing skills we’re working on. Each PQ is worth 25 points.

You *can* make up an in-class PQ ***IF*** you contact me before or just after a class you’ve missed to arrange it. After 24 hours, a PQ can no longer be made up and you’ll score a zero.

Drafts: Inq Essay & Public Text (10%| 25 pts. *each*)

Points awarded for being on time and thoroughly fulfilling the expectations

Writing On and About Sources (10% | 50 pts.)

You’ll annotate, rhetorically summarize, and discuss three sources you’ll use in your Inquiry Essay.

Rhetorical Analysis/Peer Review of Public Text Drafts (5% | 25 pts.)

A short persuasive, descriptive argument (1pg. single spaced) in which you outline the central rhetorical strategies and missed opportunities of a classmates’ public text

INQUIRY and ANALYSIS PORTFOLIO (50% | 250 pts.)

* Final Inquiry Essay—*a 8+ page researched inquiry essay on a topic you define*

 A print essay following inquiry genre expectations and MLA style and citation. Includes an informal proposal.

* Final Public Text & Rationale—*a text that delivers part of your project to a public audience with a defined purpose*

You’ll choose a fitting public genre to achieve a communicative purpose you’ve defined

* Rhetorical Analysis of Final Inquiry Essay—1-2 page written or annotation method
* Introductory Reflective Letter

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 TOTAL: 100% | 500 pts.

GRADES

A=90-100

B+=85-89.99

B=80-84.99

C+=75-79.99

C=70-74.99

D+=65-69.99

D=60-64.99

F=59.99 and below

*In most instances/ courses of study, a grade of C or better in ENGL 102 is required*

If you have questions about your grades, please feel free to discuss with me at any point during the term

*See the Assignment Descriptions for further details on each of these assignments*

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IGNMENTS

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GRADES

Course Unit Schedule, Readings—Engl 102 SCoer!

Unit 1: Rhetorical Reading: Weeks 1-3 *WN + reading hw, informal invention exercises for inquiry essay + PROG QUIZ on rhet terms and analysis*

“How to Read like a Writer,” Mike Bunn http://writingspaces.org/bunn--how-to-read-like-a-writer

*On Annotation:* “What I Really Want is Someone Rolling Around in the Text,” Sam Anderson http://www.nytimes.com/2011/03/06/magazine/06Riff-t.html

* *Handout (after discussion of annotation)*: “Twelve Ways to Mark up a Book” http://hwebbjr.typepad.com/openloops/2006/02/twelve\_ways\_to\_.html

On rhetoric/rhetorical situation, OWL https://owl.english.purdue.edu/owl/resource/625/01/

 1) Elements of Rhet Sit, 2) Aristotle (logos, ethos, pathos, telos, kairos), 3) def. of text, context

“Backpacks vs. Briefcases: Steps Toward Rhetorical Analysis,” Laura Bolin Carroll http://writingspaces.org/essays/backpacks-vs-briefcases

 “Shitty First Drafts,” Anne Lamott https://wrd.as.uky.edu/sites/default/files/1-Shitty%20First%20Drafts.pdf

 “The Essay, an Exercise in Doubt,” Philip Lopate https://opinionator.blogs.nytimes.com/2013/02/16/the-essay-an-exercise-in-doubt/?\_r=0

***Vids (In Class + Examples to Rhet Analyze):***

* “Visual Rhetoric”, OWL Purdue https://www.youtube.com/watch?v=-vJvivIzkDg CHANNEL: https://www.youtube.com/user/OWLPurdue
* “How to Use Rhetoric to get what you Want” https://www.youtube.com/watch?v=3klMM9BkW5o
* Budweiser Ad/PSA: “#FriendsareWaiting” https://www.youtube.com/watch?v=56b09ZyLaWk
* Pinker, *The Sense of Style* (selection read-aloud)
* Lebron James: Nike AD, The Decision, Gilbert’s Letter, essay, vid “together” (across the term)

Unit 2: Rhetoric of Inquiry Essays—Analyzing Mentor Texts: Weeks 3-7 *WN + mentors, invention exercises for INQ essays + proposal for inq essay*

“The Attention Economy,” Tom Chatfield https://aeon.co/essays/does-each-click-of-attention-cost-a-bit-of-ourselves

“Siri, Take this Down: Will Voice Control Shape our Writing?,” Robert Rosenberger

 https://www.theatlantic.com/technology/archive/2012/08/siri-take-this-down-will-voice-control-shape-our-writing/259624/

“The Joy of Typing,” Clive Thompson https://medium.com/message/the-joy-of-typing-fd8d091ab8ef

* “Speak and Spell,” Thompson https://www.wired.com/2015/09/hompson-2/ (in-class, as a 5-paragraph style example that’s not really compelling)
* Extras: “Your Ability to Can Even: A Defense of Internet Linguistics” http://the-toast.net/2013/11/20/yes-you-can-even/
* “Is Facebook Making us Lonely?” https://www.theatlantic.com/magazine/archive/2012/05/is-facebook-making-us-lonely/308930/

Unit 3: Rhetorical Researching: Weeks 5-9 *library + annotated sources due + second PQ (rhet analysis + readings)*

“Demystify Research Methods,” Joe Moxley http://writingcommons.org/research-methods-methodologies/research-primer/271-demystify-research

”“Walk Talk Eat Cook: A Guide to Using Sources,” Cynthia Haller http://writingspaces.org/haller—walk-talk-cook-eat

“Quoting, Paraphrasing, Avoiding Plagiarism,” Steven Krause, *The Process of Research Writing* http://www.stevendkrause.com/tprw/chapter3.html

* Maybe: “Everything Changes, or Why MLA isn’t (Always) Right,” Janice Walker http://writingspaces.org/walker—everything-changes

Unit 4: Rhetorical Design—Audience Purpose Public Text: Weeks 9-13 *inq essay first draft due + invention for public text + public text draft due*

“Navigating Genres,” Kerry Dirk http://writingspaces.org/essays/navigating-genres

Examples of college student’s real-life PUBLIC TEXTS: blog, video, infographic, open letter

* **Andrew Watts**, post on Medium, now BackChannel https://backchannel.com/a-teenagers-view-on-social-media-1df945c09ac6
	+ His response to his “fame” https://medium.com/@thatswattsup/the-power-of-blogging-68be6a7cff60
* **Chaz Smith**, video “The Game” http://www.huffingtonpost.com/2015/02/21/rape-culture-video-chaz-smith\_n\_6722386.html?utm\_hp\_ref=college#comments
* **Noir Magazine**, “A Brief History of Blackface”

 https://magic.piktochart.com/output/4640543-a-brief-history-of blackface?fb\_action\_ids=10153706779139358&fb\_action\_types=og.comments

* **Erin Dyer**, an open letter (?) “If I were a Boy” https://www.washingtonpost.com/news/grade-point/wp/2015/01/29/a-u-va-sorority-sister-has-this-to-say-about-being-told-to-stay-away-from-fraternity-parties-on-saturday/?tid=hybrid\_alt1\_strip\_3&utm\_term=.471026467464

Unit 5: Rhetorically Revising: Weeks 13-16 *peer rhetorical analysis due + rhetorically analyzing your own writing + reflection + rhetorical sentence revision*

*No readings*

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Rhetorical Sentence Style (for in-class writing exercises)

Purdue OWL—Mechanics/Style: https://owl.english.purdue.edu/owl/section/1/4/ esp. Parallelism, Clarity, Dangling Modifiers, Transitions

For mini lessons as requested by students (survey them as they are revising the inquiry essay):

* https://courses.lumenlearning.com/styleguide/
* http://grammar.ccc.commnet.edu/grammar/sentences.htm
* https://courses.lumenlearning.com/styleforstudents/

Writing Handbook/Reference (for students—post on Bb)

Purdue OWL—main site: https://owl.english.purdue.edu/owl/

Purdue OWL—Punctuation: https://owl.english.purdue.edu/owl/section/1/6/

Purdue OWL—Mechanics/Style: https://owl.english.purdue.edu/owl/section/1/4/

Purdue OWL—Research and Citation: https://owl.english.purdue.edu/owl/section/2/

 —MLA Guide: https://owl.english.purdue.edu/owl/resource/747/01/