

ENGW 1302.06: RHETORIC AND COMPOSITION II
Fall 2015

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Intern: Cooper Day, Class of December 2015
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Undergraduate Bulletin Course Description

This course provides continued instruction and practice in the techniques of composing, with emphasis on argumentation. Students will write both formal and informal assignments, one of which will be a research paper. They will be expected to demonstrate increased competence in the writing processes from invention through revision. Class work involves analysis of occasion, audience, and purpose, as well as peer critiques and evaluation. Grades assigned are A, B, C, N and F. [In other words, no D's are assigned; students who invest effort but have a final score of D will earn a "No Pass" and take the course again.]

Prerequisites: ENGW 1301 or FSTY 1311. Same as FSTY 1313.

Office hours:

Mondays from 3:30 to 5:00

Thursdays from 2:00 to 3:30

*I am also readily available by appointment (including evening phone appointments),
and I respond to email queries within 24 hours.*

Office location: Premont 211

Campus phone (worst way to reach me): 512.485.4622

Because of teaching and administrative meetings, I am not near my office phone very often.

Feel free to communicate with me through the Facebook account I created for student use.

E-mail: amyrc@stedwards.edu

St. Ed's and LinkedIn Sites: <http://sites.stedwards.edu/amyrc/>
https://www.linkedin.com/profile/view?id=33419230&trk=nav_responsive_tab_profile

Grading scale used in this course:

A+ = 97 and above, earned by producing SUPERIOR work that EXCEEDS the minimum requirements

A = 96-94

A- = 93-90

B+ 89-87, earned by producing solid work that meets the minimum requirements

B = 86-64

B- = 83-80

C+ = 79-77 ascribed to adequate work with moderate deficiencies

C = 76-70

N = 69-60, for work that demonstrates significant deficiencies

F = 59-0, for work that shows severe disregard for the requirements of the assignment

The departmental scoring rubric is included at the end of this document.

Required Reading

Timothy Crusius and Carolyn Channell's *The Aims of Argument*, 7th ed., ISBN 978-0-07-338384-2

Diana Hacker and Nancy Sommers' *A Pocket Style Manual*, 6th ed., ISBN 978-0-312-54254-2

Wayne Booth, *The Craft of Research*, 3rd or 2nd edition (3rd edition includes an excellent chapter on coming up with a first draft)

Tabulation of Final Grade

Essay 1.1: Toulminian Analysis Draft: 20 points toward the score on the final version.

Essay 1.2: 15%

Essay 2.1: Persuasive Essay: 10%

Essay 2.2: Persuasive Essay, Revised: 15%

Essay 3: Annotated Bibliography: 5%

Essay 4.1: Draft, Research Paper: 10%

Essay 4.2: Final Version of the Eight-to-Ten-Page Research Paper, featuring the student's advocacy on a contemporary controversy (page count does NOT include Works Cited page): 25%

Presentation/performance of your final argument: 5%

Other projects, including quizzes over the assigned reading: 15%

*** Participation in peer-editing exercises is required for earning attendance credit.

You should save all graded assignments until you have confirmed your final course grade with the registrar in late December. In the highly unlikely event of a grade dispute, those graded papers are the only "receipts" you have. It is your responsibility to save them in an organized manner and to track your progress throughout the semester. Your grades will be posted on Canvas.

Learning Outcomes for Rhetoric and Composition II

Students in Rhetoric and Composition II will continue to develop the skills listed for Rhetoric and Composition I and work especially on research and argumentation. By the time students leave Rhetoric and Composition II they should have gained competency in the following areas:

Rhetoric

Students will be able to

- Identify and evaluate the elements of argument (claims, reasons, evidence, assumptions, values) and rhetorical strategies (style, voice, tone, emotional appeals, and so forth)
- Evaluate sources for balance, credibility, relevance, currency, and point of view
- Appropriately integrate accurate quotations, paraphrases and summaries of sources into their own writing in a way that audiences will find persuasive
- Select a structure and format for a piece of writing to suit a particular rhetorical situation

Composition

Students will be able to

- Write multiple revised drafts for out-of-class writing and do extensive planning for in-class writing
- Adapt a recursive sequence of invention, drafting, revision, and editing for each assignment
- Critique their own and others' work constructively
- Edit texts according to the conventions of Edited American English

Research

Students will be able to

- Formulate an appropriate research question
- Use databases, library catalogs, and reference texts to research a topic
- Recognize the strengths and weaknesses of different types of primary and secondary sources and make effective choices among scholarly and non-scholarly sources (books, journal articles, newspaper articles, web sites, interviews, observations)

Critical Reading

Students will be able to

- Identify faulty logic
- Evaluate evidence for accuracy and reliability
- Evaluate the strengths and weaknesses of arguments

Moral Reasoning and Civil Discourse

Students will be able to

- Identify and evaluate the values underlying their own and others' arguments
- Discuss respectfully their own and others' viewpoints both orally and in writing

Class Policies

• **You're allowed 2 absences without penalty. After that, 3 points per absence will be deducted from your final grade. If you miss more than 6 classes (i.e. 3 weeks), I may withdraw you from the class;** instructors have the authority to “un-enroll” a student who abandons a course. This applies to absences for any reason—including but not limited to brief illnesses, family vacations, work schedules, and funerals. Save those 2 non-penalty absences for true emergencies, trying to avoid using them at all. My attendance policy may only be waived in cases of documented hospitalization.

The discussions that take place in class are valuable. If you're absent, it's your responsibility to get class announcements and notes from a classmate. Tests and essays only comprise a portion of the college experience. This attendance policy is one of the benefits of being admitted to a smaller, private university with a low student-to-professor ratio. The policy is designed to ensure that your diploma reflects a true immersion in the material covered in your coursework, beyond what I'm able to measure by grading your tests and essays. Active participation in class is an important aspect of your professional development. *Note: if you are disruptive in class or do not participate in classroom projects, you will not earn attendance credit for that day.*

• **Late papers will only be accepted if accompanied by a note from a medical provider (including our on-campus Student Health Services staff) confirming that you were too ill to complete the assignment.** Early papers are welcome! All deadlines are listed clearly on this syllabus. You are expected to add those deadlines to your calendar on the first day of class and schedule your other activities accordingly. Expect the unforeseen: get a head start on your projects so that last-minute illnesses, computer problems, etc. don't interfere with your ability to meet these deadlines. This policy prepares you for the world of work, in which our increasingly digital society relies on technology to enforce deadlines. Back up your work via a cloud, a thumb drive, and your email account(s).

• **Check your St. Edward's email every weekday.** It's linked to Canvas, alerting you when I post an announcement.

• **Turn off your phone before class.** If your addiction to technology is severe, it will be necessary for me to keep the device at my desk until class has ended.

• **Plagiarism or cheating on tests = failing grade in the course.** Academic dishonesty is in conflict with the University's core values and with our fundamental purpose of pursuing knowledge. Plagiarism occurs when you copy text (even promotional copy!) from a source without giving credit to the original author of the text. It's a form of theft. Cheating on tests is equally unethical. We will discuss this further in class, but be aware that I maintain a zero-tolerance approach to academic dishonesty.

• **Accommodations for Special Circumstances**

Student Disability Services coordinates reasonable accommodations for students with documented disabilities (medical, learning or psychological). Any student who feels s/he may need an accommodation based on the impact of a disability should follow the university's accommodation procedure by contacting Student Disability Services (512-448-8561 or Moody Hall 155).

All students in our courses must meet the same grading criteria, but I am happy to work with all students (whether diagnosed with a disability or not) to develop strategies for success.

• **Additional Resources**

St. Edward's provides a variety of services to support you in achieving academic success.

Computer Help: Located in Moody Hall, or call the Computer Help Desk at 448-8443.

Tutoring/504 Forms: Academic Planning and Support is in Moody Hall 155 (<http://think.stedwards.edu/apss/>). Note: the "think" intranet site is being phased out this year, so the pages listed on this syllabus may migrate to the new St. Edward's site.

Help with anxiety or depression: The Counseling and Consultation Center in 110 Lady Bird Johnson Hall (<http://think.stedwards.edu/healthcounseling/>) is available for your emotional needs. Another excellent resource is Campus Ministry (<http://think.stedwards.edu/ministry/>).

The Writing Center: The Writing Center at St. Edward's University offers students free one-on-one consultation with an experienced writing instructor. Students come to the Center for help with papers, memos, technical reports, research papers, general help with grammar, punctuation, and usage, as well as MLA and APA citation formats. The Center is located in the library on the second floor. Schedule your appointment online through the library's website.

Course Calendar

AA = *Aims of Argument* textbook

CR = *Craft of Research*

Come to class with the book in hand, having read the parts of the book listed on the syllabus for that day. Be prepared to raise questions, answer quiz questions, and/or lead a discussion about the assigned passages.

Hacker = *A Pocket Style Manual*

You'll occasionally need to bring this to class for projects. The syllabus will remind you.

CV = Canvas

Tuesday, August 25

Welcome to class! We'll familiarize ourselves with each other, with the course goals, and with the fundamentals of rhetoric as they apply in *The Aims of Argument* (**inquiry, convincing**/case-making, **persuading** through a blend of emotional and logical appeals, and **mediating**). I'll also conduct a quick survey to gather data that will help me tailor our course.

Thursday, August 27

Tips from Cooper for succeeding in your first year at St. Ed's. Plagiarism discussion using the Fareed Zakaria controversy of 2012. In-class viewing of George Wallace's disturbing inaugural speech, with a worksheet to guide you in detecting his rhetorical moves. We'll lay the groundwork for your first essay.

Tuesday, September 1

Quiz and discussion: AA chapter 3 on Stephen Toulmin's approach to rhetorical analysis. You may not use the book or a computer while taking the quiz, but *you may use any notes you took while reading this chapter*. The quiz will cover the sample essay by William May as well as the components of Toulminian analysis. Review: how to upload a document to Canvas.

Thursday, September 3

Quiz and discussion: CR chapter 11: Warrants. Also, it's your instructor's 48th birthday.

Tuesday, September 8

TODAY'S CLASS MEETS IN OUR CLASSROOM AS USUAL, PROMPTLY AT 12:30. We'll have a discussion of scholarly, college-level research resources that are available to you in Munday.

Thursday, September 10

****Essay 1.1 (Toulmin's analysis combined with research re: political rhetoric) due by 12:30 p.m.. via Canvas.** Discussion of primary, secondary, and tertiary sources.

Tuesday, September 15

Blue and Green Teams come to class for peer review with heavily edited papers from each of your classmates. The papers are available in Canvas Files, clearly labeled for Blue and Green Teams. **If you arrive empty-handed or with papers that are clean (i.e. without evidence that you delivered intensive, extensive revisions BEFORE coming to class) you will be counted as absent today.** It won't be possible for you to fully participate in class today if you haven't heavily revised your group members' work BEFORE coming to class. Edited papers are your admission ticket for class today. I'll direct the Blue Team, and Cooper will direct the Green Team. **Orange and Red Teams must schedule individual meetings with me in lieu of attending class today.**

Thursday, September 17

Bring Hacker book today for in-class citation exercise.

Tuesday, September 22

**** Essay 1.2 due by 12:30 p.m. via Canvas.** In class, we'll have a Believe It Or Not exercise.

Thursday, September 24

CLASS WILL NOT MEET in order to compensate you for the time you will spend on your individual field trip to the LBJ Library.

Tuesday, September 29

****LBJ Library Primary Research Project is due today, uploaded to Canvas (CV) by 12:30.** In small groups, you'll deliver oral reports on your findings. I'll direct the Green and Orange Teams, and Cooper will direct the Blue and Red.

Thursday, October 1

Bring AA to class for discussion: Appendix B re: Fallacies and Critical Thinking.

Tuesday, October 6

****Essay 2.1 (persuasive rebuttal) due, uploaded to Canvas by 12:30 p.m.** Discussion and in-class exercise regarding Wikipedia, its history (including the etymology of *wiki*), and the source of its controversies.

SCHEDULE CHANGE FOR ENGW 1302 WITH DR. CLEMENTS

Because of room availability options in the library, I have to switch the activities planned for Thursday, October 8, and Tuesday, October 13. The revised calendar is as follows:

Thursday, October 8

Second Library Training Session. Meet at 12:30 in the Munday classroom, located on the first floor of the library.

Tuesday, October 13

Orange and Red Teams come to class for peer review. Blue and Green Teams have already scheduled individual meetings with me in lieu of attending class today.

Cooper will direct the Orange Team, and I'll direct the Red Team.

Orange and Red Team members should arrive with heavily edited papers from each teammate in hand. The papers will be available in Canvas Files after 12 noon on Wednesday, October 7, clearly labeled for Orange and Red Teams. Peer review instructions are posted in Canvas Files also. **On Tuesday, if you arrive empty-handed or with papers that are clean (i.e. without evidence that you delivered intensive, extensive revisions BEFORE coming to class) you will be counted as absent today** because it won't be possible for you to fully participate in if you haven't heavily revised your group members' work BEFORE coming to class. Edited papers are your admission ticket for class today.

Thursday, October 15

****Due, uploaded to Canvas: Essay 2.2, revised rebuttals.** In-class introduction to the research paper.

Tuesday, October 20

Quiz and discussion, AA on Motivating Action, pages 241 to top of 244 and sample essay on 249.

Thursday, October 22

Quiz and discussion: AA chapter 11 re: mediation. You only need to read pages 271 to 273 and the sample student essay that begins on 303. In class, we'll apply Rogerian principles to contemporary debates.

Tuesday, October 27

Hypothesis Day: In class, you'll present your research paper hypotheses. **Upload your hypothesis to CV before 12:30 in order to receive attendance credit.**

Thursday, October 29

New York Times homework assignment due today, uploaded to CV. We'll discuss these in class, including the rise of the Freedom of Information Act and the Information Age.

Tuesday, November 3

Third and Final Library Training Session. Meet at 12:30 in the Munday Library classroom. Last day to withdraw from a class.

Thursday, November 5

Quiz and discussion, "The Rise of Renewable Energy," AA 76-87. Discussion will be led by Cooper Day.

Tuesday, November 10

Quiz and discussion, *Silent Spring* excerpt posted to Canvas. Bring CR to class today: we'll use chapters 5 and 6 of CR to evaluate Rachel Carson's excerpt.

Thursday, November 12

Bring AA. Discussion: The ethical use of statistics and visual rhetoric.

**** Due on hard copy at 12:30 p.m.: Essay 3.1, Annotated Bibliography.** Over the weekend, I'll check Blue and Orange. Cooper will check Red and Green. I'll assign a grade to all of them.

Tuesday, November 17

Quiz and discussion: AA pages 6 through 8, Pitts essay and brief textbook commentary on it.
Additional in-class discussion: visual rhetoric drawn from popular culture.

Thursday, November 19

In-class proofreading exercise. Final questions re: research paper.

Tuesday, November 24

**** Due on hard copy: Essay 4.1, draft of the research paper.** This one is not uploaded to Canvas; bring a hard copy to class for peer editing.

Thursday, November 26

THANKSGIVING HOLIDAY

Tuesday, December 1

Essay 4.1 will be returned to you. In class, final presentations begin today. *Congratulations! The finish line is in sight.*

Thursday, December 3

Final presentations, part II. Course evaluations.

Wednesday, December 9 in our classroom at 1:30 p.m.

**** Essay 4.2, 8-to-10-page research paper due in hard copy format today.** Remember to incorporate both persuasion and mediation.

Essay Evaluation Form

Student's Name: _____

Components	Range	Description
Communicability and Organization	25-22	In light of audience, purpose, and occasion: <u>EXCELLENT:</u> Highly fluent and coherent. Clear, forward-moving line of reasoning. Parts of paper tightly cohesive and effectively arranged. Effective use of paragraphing.
	21-18	<u>GOOD:</u> Generally fluent and coherent. Purpose/main idea clear to reader. Occasional problems with paragraphing/logic or sequence/cohesion between parts of paper.
	17-11	<u>FAIR TO WEAK:</u> Problems with focus, coherence, and/or fluency. Purpose/main idea frequently obscured by problems with fluency, or by lapses in logic or sequencing/lack of cohesion between parts of paper/problems with or lack of paragraphing. Introduction fails to structure discourse. Conclusion is redundant or lacking.
	10-0	<u>POOR:</u> Serious lack of fluency and coherence. Unclear aim/purpose/main idea. Serious lack of logical sequencing/cohesion between parts of the paper.
Content and Development	25-22	In light of audience, purpose, and occasion: <u>EXCELLENT:</u> Relevant to assigned topic. Convincing support of main idea with specific, appropriate examples/evidence and/or reasoning.
	21-18	<u>SUBSTANTIVE:</u> Relevant to assigned topic. Generally adequate support for main idea; however, a few points are left too general/abstract/vague/unsupported.
	17-11	<u>FAIR TO WEAK:</u> Paper addresses assigned topic; however, it is weakened by lack of specific, appropriate examples/evidence/arguments to support main idea, or by failure to follow plan of development.
	10-0	<u>POOR:</u> Only marginally related to assigned topic. Main idea unclear. Little or no use or specific, appropriate examples/evidence/arguments.
Style	25-22	In light of audience, purpose, and occasion: <u>EXCELLENT TO VERY GOOD:</u> Excellent control of stylistic choices for aim, audience, and occasion. Clear, consistent, appropriate voice/ p.o.v. Effective use or writer's options to achieve desired effect.
	21-18	<u>GOOD:</u> Stylistic choices generally appropriate for aim, audience, and occasion. Generally consistent, appropriate voice/ p.o.v. Occasional problems with sentence variety/inappropriate word choices/clichés/redundant language.

	17-11	FAIR TO POOR: Fair-to-weak of stylistic choices for aim, audience, and occasion. Paper marred by shifts in p.o.v./lack of sentence variety/inappropriate word choice/clichés/redundant language/inappropriate tone.
	10-0	POOR: Little or no evidence of control of stylistic options for aim, audience, and occasion. Serious problems with word choices/redundant language/shifts in p.o.v./tone
Grammatical Conventions and Mechanics	25-22	In light of audience, purpose, and occasion: EXCELLENT TO VERY GOOD: Excellent control of grammatical conventions and mechanics. Very few, if any, careless errors.
	21-18	GOOD: Generally good control of grammatical conventions and mechanics. Occasional errors resulting from careless proof-reading or recurring particular error
	17-11	FAIR TO POOR: Fair-to-poor control of grammatical conventions and/or mechanics. Frequent problems with form/function/position of: nouns/pronouns/verbs/adjectives/abverbs/prepositions/agreement/modifying words or phrases—or with nonparallel structures/sentence fragments/comma splices/run-on sentences. Or frequent errors of spelling, capitalization, punctuation, and indentation for paragraphs.
	10-0	VERY POOR: Little or no control of grammatical conventions and/or mechanics. Systematic problems with form/function/position of: nouns/pronouns/verbs/adjectives/abverbs/prepositions/agreement/modifying words or phrases—or with nonparallel structures/sentence fragments/comma splices/run-on sentences. Or very poor control of conventions of spelling, capitalization, punctuation, and indentation for paragraphs.
Total Score		© 1994 John A. Perron, Anne Crane, Anna Skinner, Austin, TX 78704. All rights reserved. Adapted from “English Ability Profile,” © 1978 F. Hartfiel, J.J. Hugney, M. Jacobs, & O. Wormuth. College Station, TX.

Grading Standards

A

To earn an A, a document must demonstrate all of the following qualities:

- Outstanding job of meeting assignment guidelines
- Thoughtful and innovative adaption of text to audience needs, to the purpose for the document, and the context for the document.
- Information well tailored to the targeted audience’s needs
- Style consistently well suited to audience, purpose, and context.
- Subject usefully organized at every level for reader comprehension
- Format and graphics well suited to audience, purpose, and context
- Writing free both from all errors in standard English usage, syntax, and conventions and from all errors attributed to careless proofing

B

To earn a B, a document must demonstrate all of the following qualities:

- Very good job of meeting assignment guidelines
- Text well adapted to the audience, purpose, and context for the document
- Information appropriate to the needs of the audience

- Style consistently appropriate to audience, purpose, and context
- Organization of information appropriate to audience, purpose, and context
- Format and graphics suit the audience, purpose, and context
- Writing free from mechanical and stylistic errors: perhaps one or two careless proofreading errors

C

To earn a C, a document must demonstrate all of the following qualities:

- Adequate job of meeting assignment guidelines
- Text generally adapted to the audience, purpose, and context for the document
- Information generally appropriate to the needs of the audience
- Style consistently appropriate to audience, purpose, and context
- Organization of information generally appropriate to audience, purpose, and context
- Format and graphics generally suit the audience, purpose, and context
- General mastery of standard written English conventions evident

D or lower

A document will earn a D or lower if ANY of the following characteristics are evident:

- Inadequate job of meeting assignment guidelines
- Text poorly suited to the audience, purpose, and context
- Information inappropriate to the needs of the audience
- Parts of the discussion missing or out of order
- Format and graphics poorly suited the audience and/or purpose and/or context
- Poor style relative to audience and/or purpose and/or context