

Writing and Rhetorical Conventions 3 Credits [W]

English 301-01 and 301-02 – Spring 2018

Class Times: 301-01 10:10-11 a.m., and 301-02 9:10 a.m.-11 a.m. Mon/Wed/Fri

Class Locations: 301-01 TODD 204, and 301-02 BRYN 324

Instructor: Elijah Coleman

Office: Avery Hall 217

Phone: (509) 335-5390

E-mail: coleelij@wsu.edu (primary contact)

Office Hours: 11 a.m. to 1 p.m. Mon and Wed, and by arrangement.

Required Texts:

We do not have a required print textbook, however we will be reading parts of *A Rhetoric of Literate Action* and other online articles, which are linked in the Schedule.

Additional Requirements (includes links to assignments and the Schedule):

Access to the course website, at http://public.wsu.edu/~coleelij/301/301_main.html.

Catalog Description:

301 [W] Writing and Rhetorical Conventions 3 Prereq Engl 101 or 105. Designed to provide students with advanced practice in and study of style, argument, and other discourse conventions.

Course description:

English 301 is “Designed to provide students with advanced practice in and study of style, argument, and other discourse conventions.” As we will see, rhetorical modes of writing require consideration of many factors and many elements, such as audience, purpose, genre, and methodology. One question we will try to answer, for example, is, what do we individually and as a group mean by “discourse conventions”? This semester we will study several different modes of rhetoric, practice writing in traditional and nontraditional rhetorical forms, and develop our own modes and styles in reading and writing effective argumentative texts.

Course Outcomes:

- **Rhetorical knowledge and awareness:** recognition of rhetorical models and patterns, and demonstrated ability to use multiple rhetorical strategies to engage differing audiences and situations.
- **Purpose and Content:** presentation of detailed claims and arguments, with appropriate support, analysis, investigation, and synthesis.
- **Ethical Use of Sources:** use of sources to support arguments, and understanding of how sources are used by other writers; this includes analysis and evaluation of sources, and documentation styles.
- **Self-evaluation and Critique:** self-evaluation of strengths and goals for improvement, and the use of multiple drafts to improve writing.
- **Knowledge of Conventions:** demonstrated understanding of rhetorical standards, writing conventions, and assignment guidelines.

Grading and Assessment

Writing Portfolio (submitted at the end of the semester):

Percentage of final grade:

65%

Annotated Bibliography:

10%

In-Class Activities and Homework:

15%

Peer Evaluation:

10%

Formal Essays: 4 total essays, not individually graded but graded as a part of the portfolio.

The grading for English 301 follows university standards:

- A: Outstanding achievement-awarded only for the highest accomplishment
- B: Praiseworthy performance-above average in most respects
- C: Satisfactory performance-work meets the standards for competency
- D: Minimally passing-effort and achievement less than satisfactory.

Notes on grading:

I do not put grades on in-class writing assignments or group work assignments. No grades are assigned to rough drafts or final drafts, however, rough drafts are taken into account when I assess final drafts and the Portfolio. Students who wish to learn their current standing in the class may see me during my office hours or make an appointment.

Midterm Grades:

Due to the nature of the portfolio system, which emphasizes process over product, students who are making satisfactory process in the class (i.e., turning in assignments on time, meeting basic assignment requirements, attending class regularly, etc.) will not receive a mid-term grade. This policy has been approved with the Registrar's Office and the Center for Career Development and Advising and applies to all sections of ENGL 301. If for some reason you are not making satisfactory progress in the class, you may receive a grade of C- or below as a warning, and you are strongly encouraged to meet with your instructor. If you belong to an organization that requires proof of satisfactory progress (not a grade) in writing, you may request that your instructor sign a Satisfactory Progress Form. Forms are available at the Composition Website.

Description and breakdown of graded assignments:

Writing Portfolio:

At the end of the semester you will submit your research essay and two essays of your choosing which you feel represent your best work and submit them in a writing portfolio. Your peers and I will give you extensive feedback on your writing, but you will not receive grades on the drafts of your portfolio essays. Every composition course at WSU uses this method of postponed grading in order to ensure that the focus of the course is on *your writing*. After I return the draft with my comments, you have the rest of the semester to revise your essays before submitting them for the portfolio. The portfolio will be evaluated holistically at the end of the semester, and may be reviewed by other readers. *You must turn in every essay in order to pass the course.* The English Department rubric used to evaluate your portfolio may be found the course website. Expectations and guidelines for the Writing Portfolio will be covered in greater detail later in the semester.

Annotated Bibliography:

At the end of the semester you will submit an annotated bibliography of sources used in your four formal essays, including your final essay; you will be required to submit 12 total entries at the end of the semester; a rough draft of sources used in your first two essays is due for initial review in week 8. The annotated bibliography should demonstrate careful consideration of sources used in your essays, and should further explicate the significance of these sources. Specific guidelines will be discussed in class, and will be available on the course website along with examples.

Essays/Projects:

You will compose, peer evaluate, and submit working drafts for four formal essays/projects.

Types	Number of pages
1. Rhetorical Analysis	3-4 pages
2. Classical Argument	4-6 pages
3. Rogerian Argument	5-7 pages
4. Researched Argument	8-12 pages

A half to full page draft reflection is also required with each essay. Dates and groups for peer evaluation will be determined in the future, and you are welcome to meet with me for further feedback. Although drafts are not graded, all papers must be typed and must be submitted for peer evaluation and to me on the required due dates in order to pass the course.

Topics for the formal essays will be your choice, based on issues in your discipline. The following topics, however, will not be accepted or allowed: the death penalty; euthanasia; abortion; obesity; cigarette smoking; climate change; and fraternities/sororities/"greek life." Other topics may be rejected if they are considered too broad or general, such as "standardized testing" or "animal welfare."

Attendance:

Attendance in this class is vital for your success. This course is collaborative in nature and requires extensive in-class work. Therefore, consistent attendance is integral to your learning. As your instructor, I want you to attend class. As students, you are responsible for communicating with me when you are absent; you are also responsible for the missed material (see course Make-Up and Late Work policies). Roll will be taken daily to encourage regular attendance. After two total weeks of absences, the following attendance penalty will apply:

For students who miss seven (7) or more total classes, any final grade above a C will automatically be reduced to a C. Grades of C- or below are still possible.

Regardless of the number of absences, students are responsible for meeting the English 301 Portfolio Outcomes. The daily course work and in-class activities directly support these Outcomes. Therefore, missing key course material due to excessive absences may further reduce a student's final grade, even after the attendance penalty is applied. This policy does not distinguish between "excused" and "unexcused" absences. Per the WSU Academic Regulations, absences for military service or Access Center accommodations are considered separately. All other absences, including University Excused Absences, count toward the total number of absences. Again, students with multiple and/or extended absences should communicate with the instructor as soon as possible.

Note: Students are required to turn in all major assignments and the Final Portfolio in accordance with the instructor's Late Work policy in order to pass the class. Students who do not turn in one or more major projects will fail the course, regardless of attendance.

In-Class Activities, and Homework:

In-class activities consist of writing and active contribution to workshops, group work, and discussion. Occasional homework assignments may be given to supplement writing and discussion.

Peer Evaluation:

Each of the formal essays and the cover letter for the Writing Portfolio will be evaluated by classmates (see the Schedule for dates and instructions). Keep in mind I probably know as much or little about your topics as your peers do, and that your peers and you bring a wealth of experience and ability to this class. Effective peer feedback is one of the most important contributors to, and indicators of, growth in writing. Successful completion requires submitting drafts on time for evaluation and providing thoughtful responses and feedback that go beyond a few polite positive statements. Each peer evaluation is worth 2%, for a total of 10%.

Eng301 examines rhetoric and its conventions within the framework of ever-shifting and changing discourses. Our class represents one of a myriad of evolving discourse communities, and therefore class participation is a must. We will often examine issues and perspectives you do not agree with, and which may make you feel uncomfortable; nevertheless, rhetoric is the art of persuasion, not the art of yelling. Please treat your classmates with respect, and come prepared with reading assignments done, with assignments on the applicable due days, and ready to engage in discussion and activities.

Make-Up and Late Work:

All assignments are due at the beginning of class on the due date. Only students who miss class for university-affiliated reasons will be allowed to make-up missed in-class assignments. Students who miss class on due dates are still responsible for turning assignments in on time, regardless of the reason for the absence. Late assignments will only be considered on a case-by-case basis with appropriate justification by you, but assignments submitted half a week or more late will not be considered. Please do not assume this means you can turn in every assignment half a week late; under most circumstances I will not accept late work.

Writing Center:

The Writing Center provides free access to experienced tutors who will assist students with any writing assignments or issues, large or small. The Writing Center can be found at CUE 303, and contacted at (509) 335-3628. Writing center resources may be found online at: <http://www.writingprogram.wsu.edu/units/writingcenter/etutoring/>.

Plagiarism:

The Council of Writing Program Administrators (CWPA) argues that “In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source.” The WSU Academic Honesty Policy (based on State of Washington Code) expands the CWPA definition of plagiarism as well as explaining other categories of academic misconduct. As a WSU student, you are bound by these policies and are responsible for being aware of and abiding by them. Students who commit intentional acts of plagiarism will be reported to the Director of Composition and the Dean of Students’ Office and will fail the class.

Disability Accommodations:

Students with Disabilities: Reasonable accommodations are available for students with documented disabilities or chronic medical conditions. If you have a disability and need accommodations to fully participate in this class, please visit the Access Center website to follow published procedures to request accommodations: <http://www.accesscenter.wsu.edu>. Students may also either call or visit the Access Center in person to schedule an appointment with an Access Advisor. Location: Washington Building 217; Phone: 509-335-3417. All disability related accommodations MUST be approved through the Access Center. Students with approved accommodations are strongly encouraged to visit with instructors early in the semester during office hours to discuss logistics.

WSU Safety Statement:

Please familiarize yourself with information regarding campus emergencies/school closings by visiting these websites: University Emergency Management <http://oem.wsu.edu/Emergencies>, WSU Alert <http://alert.wsu.edu>, and the campus safety plan at <http://safetyplan.wsu.edu/>.

WSU Classroom and Campus Safety:

Classroom and campus safety are of paramount importance at Washington State University, and are the shared responsibility of the entire campus population. WSU urges students to follow the “Alert, Assess, Act” protocol for all types of emergencies and the “Run, Hide, Fight” response for an active shooter incident. Remain ALERT (through direct observation or emergency notification), ASSESS your specific situation, and ACT in the most appropriate way to assure your own safety (and the safety of others if you are able).

Please sign up for emergency alerts on your account at MyWSU. For more information on this subject, campus safety, and related topics, please view the FBI’s Run, Hide, Fight video and visit the WSU safety portal.

Office of Equal Opportunity Statement:

Discrimination, including discriminatory harassment, sexual harassment, and sexual misconduct (including stalking, intimate partner violence, and sexual violence) is prohibited at WSU (See WSU Policy Prohibiting Discrimination, Sexual Harassment, and Sexual Misconduct (Executive Policy 15) and WSU Standards of Conduct for Students).

If you feel you have experienced or have witnessed discriminatory conduct, you can contact the WSU Office for Equal Opportunity (OEO) and/or the WSU Title IX Coordinator at 509-335-8288 to discuss resources, including confidential resources, and reporting options. (Visit oeo.wsu.edu for more information).

Most WSU employees, including faculty, who have information regarding sexual harassment or sexual misconduct are required to report the information to OEO or a designated Title IX Coordinator or Liaison. (Visit oeo.wsu.edu/reporting-requirements for more info).

Schedule and Important Dates:

The schedule below provides a summary of the course schedule and due dates. All dates are subject to change. Please see the schedule for more information about assignments.

Week 1, Jan 8-12 Introduction to the course.

Week 2, Jan 15-19 Mon, Martin Luther King Jr. Day, no class. Wed, library session. Discussion of rhetorical analysis.

Week 3, Jan 22-26 Introduction to the Classical Argument. Fri, Rhetorical Analysis peer evaluation.

Week 4, Jan 29-Feb 2 Wed, library session. Review of the Toulmin Model and considerations of others' views. Wed, Rhetorical Analysis due.

Week 5, Feb 5-9 Discussion of assumptions, values, and research methods. Wed, Rhetorical Analysis feedback posted. Fri, Classical Argument peer evaluation.

Week 6, Feb 12-16 Introduction to the Rogerian Argument. Discussion of incorporating others' views in balanced arguments. Wed, Classical Argument due. Fri, library session on government documents.

Week 7, Feb 19-23 Mon, President's Day, no class. Classical Argument feedback posted. Fri, Rogerian Argument peer evaluation.

Week 8, Feb 26-March 2 Midterms week. Examination of integrating sources in rhetorical communication. Wed, sample Annotated Bibliography entries and Rogerian Argument due. Fri, proposal workshop.

Week 9, March 5-9 Mon, Proposal due. Introduction to the Researched Argument essay. Wed, Rogerian Argument feedback posted, and Proposal returned.

Week 10, March 12-16 Spring break, no class.

Week 11, March 19-23 Discussion of causality and values in rhetoric. Fri, Researched Argument peer evaluation.

Week 12, March 26-30 Workshops and continued discussion of cause and value. Wed, Researched Argument due.

Week 13, April 2-6 Conferences.

Week 14, April 9-13 Review of Writing Portfolio guidelines and workshops. Fri, last day to withdraw.

Week 15, April 16-20 Mon, Researched Argument workshop (bring drafts). Wed, Annotated Bibliography due. Fri, cover letter peer evaluation.

Week 16, April 23-27 Last week of class. Final review. Fri, Writing Portfolio due for a grade by 12 p.m.

Week 17, April 30-May 4 Finals Week. No class.

Reading assignments are linked in the Schedule and must be completed by the start of class on the date assigned. Additional homework and assignments may be added as necessary. In-class writing and activities cannot be made up outside class.