

COMPOSING RHETORICALLY

English 101*402: Spring 2014
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Lyon Tower, Room G07 & G06
Class Time: 9:00-9:50 a.m.
My Office: 345 Colson Hall
Office Hours: T 3:00-4:00 p.m.
Th 3:00-4:00 p.m.
and by appointment

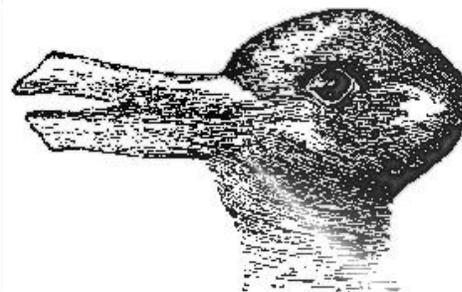
Course Description:



Mercator Map



Peters Map



What animal is this?

Humanity transcended its animal nature and mere guidance by instinct through acquiring culture(s) constructed by language [Ferdinand de Saussure]. People became subjects of ideology (and specific ideologies) through language (genres, gestures, symbols, texts), which calls us [Louis Althusser]. Aristotle in *Poetics* discusses three broad ways language/texts appeal to us – emotionally (faith, sex, pathos, etc.), logically (reason, weighed judgment with evidence, albeit possible logical fallacies, logos), and ethically (speaker appeal, credibility, ethos).

In this course, you will write four major papers that will show your understanding of how language (texts), directed at various audiences and employing various rhetorical appeals, shapes humanity. In the multi-angle personal narrative (MAPN), you will write a multi-genre story, which blends pathos/ethos and perhaps a bit of logos to convey a theme for an audience of peers. In the feature article (FA), you will present the perspective of another whom you interview (ethos) in order to convey a message to an audience of your choice. In the rhetorical textual analysis (TA), you will rhetorically analyze for an English teacher audience how the director/producer in a film (or compatible text) conveyed a message to a particular audience through emotional, logical, and speaker appeals (ex: *Birth of a Nation*). Of course, you will need to define the film's audience and point out why the appeals made to that audience would be effective (ex: why racist sexual appeals in *Birth of a Nation* would be effective to an early 1900s southern white male audience). Finally, in your stakeholder research paper (SRP) you will face the challenging task of taking a controversial issue and creating a proposal from that issue. You will then need to engage in extensive research to discover how various groups of people impacted by your proposal (stakeholders) will respond to the proposal. That is, what arguments will they make? Finally, in the conclusion of your SRP, you will need to engage in logical augmentation in respect to a classical liberal value system to determine whether the positives of the proposal outweigh the negatives or vice versa.

Class Content:

"Successful writers are not the ones who write the best sentences. They are the ones who keep writing. They are the ones who discover what is most important and strangest and most pleasurable in themselves, and keep believing in the value of their work, despite the difficulties."
--Bonnie Friedman, *Writing Past Dark*

In class, in preparation for each paper, we shall examine various samples to learn how writers before you went about the process of composition for different purposes and for different audiences. We will read a variety of essays submitted for past intonations of the course and, you, as budding academics, will comment on what you feel made a paper particularly strong as well as point out areas in which the paper can be improved to reach better its targeted audience. As such, *it is very important that you read the sample papers BEFORE class discussion*. You will also have time in class to peer review the work of your colleagues in order to point out places in which you feel your colleagues' essays were particularly strong AND ALSO places in which you feel their work could be improved. Remember: Since writing is a process – a journey to becoming a better writer – (and because *there will be plenty of time to edit and revise based upon the feedback you receive from me and from your classmates*) please do not feel:

- 1] As though you cannot point out areas in which your colleagues' writing could improve because you will be offending them
- [2] The need to begin/commence the course with a superior work product that will require no subsequent revision

Required Texts:

Lunsford, Andrea A. *Easy Writer, WVU Edition*. 4th ed. Boston: Bedford/St. Martins, 2010.

ISBN-10: 0-312-63821-3

ISBN-13: 978-0-312-63821-4

Undergraduate Writing Committee: *Work in Progress, 6th ed.* Detroit, MI: Hayden-McNeil, 2013.

ISBN-13: 978-073805268-7

Course Policies & Procedures:

Please see *Work in Progress* for more in-depth departmental policies and procedures.

Accessibility Accommodations: If you need any accommodations for this course, please seek accommodations through the Office of Accessibility Services at 304-293-6700. For more information, refer to *Work in Progress*, pp. xxiii-xxiv.

Attendance: Because of the importance of discussion, editing, and revision in this class, attendance is **mandatory**. The expectation is that you are present *for each and every class period*. (Note: I look favorably upon perfect attendance because it shows strong initiative.) If you miss **6 or more** class meetings, you will fail the class, in accordance to the policy stated on the bottom right of page xxi of *Work in Progress 6th ed.*, which states that those “who miss six or more M-W-F classes will fail the course.”

Cell Phones/Electronics: Personally, I do not have a problem with cellular phones. However, I would appreciate if you would turn them to silent during class so as not to cause disruptions. Furthermore, if you are text messaging during class rather than paying attention, please do not complain about not understanding the material or about a low class participation grade.

Cheating/Plagiarism: Plagiarism (submitting someone else’s work as though it were your own) is unacceptable since it is both unfair to others who have worked diligently and cheats you out of having to learn the material yourself. Clear evidence of plagiarism will result in an unforgivable F for the course. If you are repeating English 101 and wish to build upon something you have already written, come see me to discuss. For more information on this topic, refer to *Work in Progress*, pp. xxii.

Conferences: Conferences are opportunities to discuss your papers in progress and consider ways in you might improve them as well as ask me questions you may have about your work in progress. Conferences count as class attendance for that day. Conferences are scheduled for 10 minutes. (Conferences scheduled during class time will take place in the classroom (Lyon G07 or G06). Conferences on Tuesday/Thursday will take place in my office.) Please feel free to bring questions you might have to our conference.

Email: I will likely send you a large amount of information including links and attachments via email. Please check your WVU MIX account email *at least once every day* during the academic week. If you email me, I will try to respond to your emails in a timely fashion, although I do not own any hand held devices and do not have Internet in my apartment so emails sent late in the evening may not be responded to until the next day.

Extensions: I am usually quite lenient about granting extensions for major papers so long as you request them *before* the day the paper is due. In your application for an extension (emailed to me), I would like to know (1) the proposed date to submit your paper to me – usually not more than 3 days later than the original deadline, and (2) how you will use this extra time to improve the quality of your written product. In respect to informal writing assignments, I do not grant extensions.

FFN Drafts: Final-for-now drafts are due by 11:59 p.m. on the date specified on prompt and syllabus daily schedule. Please email your draft in .doc format (or .rtf if you do not have .doc). If these formats do not work for you, please talk with me about other arrangements. While FFN drafts are not assigned a grade, *it is to your advantage to spend serious time formulating your FFN draft*. If you submit a draft that still requires a lot of work, I will have to focus my comments on the most important places for revision. I would prefer to spend the time assisting you in polishing your FFN drafts into superior (or at least strong) portfolio-quality work.

Food and Drink: No food or beverages are allowed in the computer classroom since accidental spills could result. (Please see me if you have any medical reason for food or beverages in the computer classroom.) Beverages and small snacks may be brought into the non-computer classroom so long as you take responsibility for cleaning up any spills that result.

Late Work: Late work is not acceptable. The best way to harm your grade substantially is not to submit anything at all. Maybe your schedule has been really busy but at least submit something!!! Even submitting 3 pages for a first draft will provide something upon which to give feedback. Not submitting anything totally locks you out of the important process of writing and revising. Your colleagues cannot provide helpful feedback to your work if you have no draft for them to peer review. In the event that you must miss class because of illness, email me an electronic version of your draft before class, which will still allow you to receive feedback either from one of your colleagues or from me. For more information, refer to *Work in Progress*, p. xxiii.

Office Hours: My scheduled office hours are listed at the top right-hand side of page 1 of the syllabus. I will also usually be available to talk in the 10-20 minutes before my 9:00 a.m. class. Furthermore, if office hours do not work for you, email me or talk with me before or after class about other possible meeting times that might fit both our schedules. Finally, if you want to stop by my office in Colson outside of office hours to see I am there, feel free to do so, although I cannot make guarantees that I will be there.

Peer Reviews: Peer reviews count toward your class participation grade and perhaps, at times, toward your informal writing grade. For each paper, try to choose a **different person** with whom to partner. (Outside of class, you may, of course, have other students in your 101 class further peer review, so long as you peer edit in person, and you include the peer-edited copy in your portfolio.) Be sure to print and sign your name to any colleague's paper for which you peer reviewed so that I know whose papers you peer edited so that I can give you credit while assessing portfolios. Although I prefer you focus peer editing among your 101 classmates, you may also have a roommate or another fellow student read your work and offer feedback for improvement. As always, you may visit the Writing Center for help [see *Writing Center*].

Prompts: I will distribute a prompt for each of the 4 major papers as well as a Mid-Term and Final memo prompts. Follow the procedures and requirements of the prompt. Also, if you wish to obtain brainstorming help from someone in the Writing Center [see *Writing Center*], please bring your prompt as different 101 instructors sometimes have slightly different expectations/guidelines for the major papers.

Quality Writing: For your final portfolio (and hopefully before that point), proper grammar, syntax, capitalization, punctuation, and spelling are required if you wish to receive an A or A+. Information pertaining to quality of writing can be found in *Easy Writer*. Please read the required selections in *Easy Writer*!!! If I indicate on your final-for-now (FFN) draft that your grammar, syntax, etc. need improvement, *please visit me during office hours to discuss the matter.* (You might also visit the Writing Center [see *Writing Center*].) Good Oxford-style English grammar is fundamentally important to all successful college writing, whether you are writing formal scientific theses, history research papers, or applying for jobs after graduation.

Time Commitment: Ideally, you should see yourself spending an average of **6 hours** per week outside of class working on material related to this class. I take this policy seriously! This time commitment may include visiting the Writing Center (or visiting me) for grammar assistance, reading supplementary articles, interviewing for your second paper, researching for your third and especially fourth papers, and, of course, editing and revising your work up to this point. (You might also consider meeting with other class members outside of class to receive feedback on your writing. However, if you do choose this option, please include the draft for which you received help in your portfolio and note the name of the classmate who assisted you in supplementary peer editing.)

University Counseling Services: The Carruth Center provides resources to help manage stress, improve relationships, make healthy lifestyle choices, and face new challenges and transitions. For more information about their hours, services, and location see *WiP* p. xxiv.

Writing Center: If you find coming up with an idea for a paper topic challenging (and you do not want to visit me personally), you might take advantage of WVU's Writing Center <http://english.wvu.edu/centers-projects/writing-center> located in G02 Colson Hall (the lower level). You can schedule an appointment by calling 304-293-5788 or drop in to see if a tutor is available. You can also schedule an appointment online at <http://www.snapappointments.com/listing/1ow>. The Writing Center is also a great place to visit for assistance in organizing your papers and improving your grammar and styling. For more information, refer to *Work in Progress*, p. xxiv.

Responses and Evaluation:

The standard grade breakdown for English 101 is the following:

Participation	10%	includes presentations, class participation, and quizzes (if necessary)
Informal Writing/Homework	20%	includes proposals, drafts, memos, and timely FFN submissions
Final Portfolio	70%	includes your final portfolio quality MAPN, FA, TA, and SRP

Please review *Work in Progress* pp. xix-xxi for more information about the specific grade breakdowns.

Social Justice Statement: English 101 supports WVU's commitment to social justice. All sections expect to maintain a positive learning environment based upon open communication, mutual respect, and nondiscrimination. Our University does not discriminate on the basis of race, sex, age, disability, veteran status, religion, sexual orientation, color, or national origin. Any suggestions as to how to further such a positive and open environment in this class will be appreciated and given serious consideration.



COURSE OUTLINE
(subject to slight change according to progress)

*Due refers to the class period at which a particular assignment is due. Thus, a reading due 8-31 would require a student to read the material BEFORE class on 8-31 so that the assignment could be discussed during class. (Exception: Electronically submitted writing assignments are due before the end of the day in question unless otherwise specified. Thus, an electronic writing activity due 1-18 is due anytime before 1-19 begins rather than before class on 1-18 although the earlier submitted the better.)

In addition, because I am unsure of your specific strengths and weaknesses in respect to grammar, grammar exercises may be assigned throughout the semester. Completing them will count toward your class participation grade (and occasionally to your informal writing grade).

DATE	CLASS FOCUS/ACTIVITIES	READING ASSIGNMENT DUE	WRITING ASSIGNMENT DUE
1-8 W Classroom	Course Introduction - Writing as a process - Review syllabus - Discuss university education theory Meeting ENG 101 colleagues	N/A	N/A
1-10 F Classroom	Plagiarism (sign contract) <i>WiP</i> p. xxv Introduction to Rhetoric Ethos, logos, pathos Language & culture Discuss Mark Twain's "War Prayer." [Recommended: "Man That Corrupted Hadleyburg"]	Reread Syllabus (*If some part of the syllabus seems unclear, ask questions at the beginning of class.) Read <i>WiP</i> xv-xxix	Writing Activity Due (Time I Communicated Well Paper) Note: The previous means writing assignment is due sometime on Friday (but not before class begins).

1-13 M Classroom	Introduction to MAPN <ul style="list-style-type: none"> - What is genre? Using genre - What makes a narrative interesting? - How to choose a good topic? - Who is your audience? - What tone do you wish to convey? 	Watch: http://www.youtube.com/watch?v=PwVU8FqIKZI [Note how this relates to Friday's conversation.]	
1-15 W Classroom	Discuss <i>WiP</i> 1-4 Discuss narrative arc Discuss narrative "Answered Prayers" in respect to theme and narrative arc	Read "Answered Prayers" Optional: Review MAPN PowerPoint emailed to you on 1-13.	
1-17 F Classroom	Assessing Sample MAPNs (Recall what we discussed 1-13 & 1-15) How do I peer review constructively? (Schedule MAPN conferences) Basic MLA paper formatting Using Microsoft Word and technology	I will have emailed you some sample MAPNs to read and critique for 1-17. Read sample MAPNs keeping in mind material covered on 1-13 & 1-15.	Be prepared to discuss these sample narratives in class 1-17 to comment upon their strengths and weaknesses and mention how/where they could be improved and why. (I'll give you my own notes in respect to these MAPNs in class as well as emailing them to you after class on 1-17.) Finalize your topic for MAPN
1-20 M	No Class: Martin Luther King Jr.'s Birthday		Writing Activity Due *Email me at least 2 pages of your MAPN in progress and be sure your submission tells me sufficiently about where you wish to take your paper in respect to a theme. I'll try to have these back to you at conference with comments/suggestions. [Because we have no class on Monday, feel free to email your progress over the weekend of 18/19.]
1-22 W Lab	No Class: Conferences on your MAPN in progress on Tuesday and today.		Work on MAPN draft on Wednesday afternoon and Thursday in preparation for peer editing on Friday.
1-24 F Lab	MAPN Peer-Review (1) Read colleague's MAPN (2) Give feedback on MAPN evaluation form and give the form to the colleague whose MAPN you have read. (3) Make some notes/comments on hard copy of colleague's MAPN (4) Be sure to have written YOUR name on both your colleague's evaluation form and hard copy MAPN *Note: This evaluative criterion will be used for <u>every</u> peer review session.		Paper #1 draft one due (print hard copy for peer review editing) Revise MAPN over weekend taking into account peer-review comments.
1-27 M Classroom	Begin Unit #2 Introduction to Feature Article <ul style="list-style-type: none"> - What is a (strong) feature article? - Leads - Vivid descriptions Integrating Sources (Paraphrase, summary, quotation)		Paper #1 FFN copy due Reflection on Paper #1 due
1-29 W Classroom	Discuss <i>WiP</i> 15-20, 23, 27 Research Overview for FA ~ Interviewing Protocol ~ Ethics of representation	Browse <i>WiP</i> 15-20, 23, 27 for class 1-29	

1-31 F Classroom	Assessing “Badlands,” a sample FA Discussing the different types of FAs	Read “Badlands,” which I will have emailed to you on 1-29 or before.	Be prepared to discuss “Badlands” in class 1-31 to comment upon its strengths and weaknesses and mention how/where it could be improved and why. [This may require taking some notes.] *Know your topic, what type of FA you are writing, and whom you are interviewing by Monday (2-3)!
2-3 M Lab	Assessing Sample FAs MLA citations for interview (more on MLA later on in course) (Schedule FA conferences)	On Friday, I will have emailed you some student FAs to read and critique for class on 2-3.	Be prepared to discuss sample FAs in class 2-3 to comment upon its strengths and weaknesses and mention how/where it could be improved and why. [This may require taking some notes.]
2-5 W Lab	Assessing Sample FAs	On Monday, I will have emailed you some student FAs to read and critique for class Wednesday.	Writing Activity Due *Email me approximately 2 pages of your FA in progress and be sure your submission tells me sufficiently about where you wish to take your paper in respect to a theme. I'll have these back to you before or at conference with comments/suggestions
2-7 F Lab	No Class: Conferences on your FA in progress on Thursday and Friday.		
2-10 M Classroom	Discussion of Midterm Memos Discussion of Midterm Portfolio	Read my sample Midterm Memo that I will have emailed you on 2-7.	Continue writing FA for peer-editing session on 2-12.
2-12 W Classroom	FA Peer-Review [see date 1-24 for instructions]		Paper #2 draft one due (print hard copy for peer review editing)
2-14 F Classroom	Begin Unit #3 Introduction to Text Analysis - What is text? - Review of context Discuss <i>WiP</i> 41-44 Decide student topics with students CAP → ANALYSIS organizational	<i>EW</i> 206-252 (browse/glance over) <i>WiP</i> 41-44	Paper #2 FFN copy due Reflection on Paper #2 due If you need FA extension, I will try to give you one. I know your time has been cramped and finding time to interview someone that fits both your schedules can be a challenge.
2-17 M Lab	Discuss sample contextual papers emailed to you	Read sample contextual papers (<i>The Outsiders</i> & <i>Donald Duck</i>) emailed to you	Writing Assignment Due: Write 100-150 word summary of each sample contextual paper emailed to you and bring print copy to class Friday. This will form basic of conversation on Monday.
2-19 W Lab	Answer questions about TA unit (ex: from <i>WiP</i> 41-44) Rhetoric and rhetorical strategies (emotional appeals, logical appeals, and appeals to the speaker) Discuss textual analysis v. rhetorical analysis Create Your Own Advertisements → Work in pairs/present your ads to class	Watch film <i>Class Dismissed</i> by 2-26 (I'll provide link to film.)	Beginning crafting midterm memo around this time.

2-21	F	Present & Discuss Advertisement *Even if you present today, your short paper is still due Monday although you may submit early.	Find your own advertisement (see writing assignment) <u>Note: Today (2-21) is last day to drop a class.</u>	See entry for 2-24.
2-24	M	Present & Discuss Advertisement	Find your own advertisement (see writing assignment) Watch film <i>Class Dismissed</i> by 2-26.	Writing Activity Due (Find your own TV advertisement to share with the class (ex: from Youtube) – Be prepared to give short 1-2 minute presentation in clip chosen; write an approximately 2 page rhetorical analysis.
2-26	W	Discuss <i>Class Dismissed</i> in class. *Get to know your film for TA paper. Be sure to select a film that is serious enough to warrant analysis of the rhetorical appeals used to convey a specific theme within the film.		Midterm Portfolios Due Midterm Memo Due (include in portfolio) *These are due at beginning of class 2-26
2-28	F	MLA citation style - In-text citations Works cited page Summary/rhetorical analysis discussion		
3-3	M	Assessing Sample TAs	I will have emailed you some sample rhetorical text analysis papers to print, read, and mark up <u>before</u> class on 3-3	Writing Activity Due (Ex: What is your film that you plan to analyze and what theme within the film will you analyze? How is your research progressing for CAP?) (circa 1-2 page)
3-5	W	No Class: Conferences on Tuesday and Wednesday for your TA in progress		*Free feel to bring a list of questions to your conference – ask what you do not know!!!
3-6	F	TA Peer-Review #1 [see date 1-24 for instructions]		Paper #3 draft one due (print hard copy for peer review editing)
3-10	M	Spring Break: No Class		Work on revising TA for peer-editing number 2 on 3-17.
3-12	W			*While revising, keep in mind sample TAs from 2-17 & 3-3. Also, remember the difference between summary and rhetorical textual analysis.
3-14	F			
3-17	M	TA Peer-Review #2 [see date 1-24 for instructions]		Paper #3 draft two due (print hard copy for peer review editing)
3-19	W	Begin Unit #4 How to Choose Research Topic? - Of what are you passionate? - Stakeholders Developing a research plan		Continue revising TA paper taking into account peer suggestions for revision from 3-17.
3-21	F	Discuss Preliminary List (with class, consider strength of topic, possible difficulties of particular topic, etc.) Using Web Resources (ex: for research) Discuss synthesis (see 45-15 education paper)	<i>WiP</i> 57-61 Read sample SRP on 45-15 education (which I will have electronically sent you).	Paper #3 FFN copy due Reflection on Paper #3 due

3-24	M	Discuss sample SRPs in class Lab Discuss your SRP proposal ideas [have list of proposal topics prepared]	I will have emailed you some sample student SRP FFNs to read and mark up <u>before</u> class on 3-24	Write preliminary list of possible proposals for change that interest you and why
3-26	W	Find research sources SRPs in class → Taking advice from our conferences Lab		
3-28	F	Discuss Logic Further Lab Logical Fallacies: Lecture	Read Logical Fallacy handout I will have sent you on 3-26.	Writing Activity Due Choose Topic (write a formal proposal about the topic you have chosen for your SRP and why you have chosen it. List your stakeholders. – I'll try to have proposal back to you before Monday.
3-31	M	Logical Fallacies: Group Activity Classroom	Review Logical Fallacy PowerPoint for 3-31.	
4-2	W	Discuss importance of outlining!!! Classroom Work on SRP in class	Research for your SRP!	Outline arguments!
4-4	F	Work on SRP in class Classroom *Ask me questions, gain help, etc. from me during class	*It is imperative you spend time researching over this weekend if you have not yet begun serious researching!!!!	Outline arguments!
4-7	M	SRP Peer Review #1 Lab [see date 1-24 for instructions]	Research for your SRP!	Paper #4 draft one due (print hard copy for peer review editing)
4-9	W	Conferences on SRP in progress. Lab	Research for your SRP!	Feel free to email me draft of SRP before conference.
4-11	F	Conferences on SRP in progress. Lab	Research for your SRP!	Feel free to email me draft of SRP before conference.
4-14	M	Revise MAPN FFN Draft Classroom		Spend this time revising SRP (and researching further based upon my and peer's suggestions from 4-7).
4-16	W	SRP Peer Review #2 Classroom [see date 1-24 for instructions]		Paper #4 draft two due (print hard copy for peer review editing)
4-18	F	No Class: Easter Recess Classroom		Paper #4 FFN copy due 4-18 (feel free to submit before due date) Reflection on Paper #4 due
4-21	M	Review Course Goals Discuss Final Memo Discuss Final Portfolio Lab		Revise FA FFN! Begin drafting final memo!
4-23	W	Revise TA FFN Draft Lab		Draft final memo to include at beginning of final portfolio!
4-25		Revise SRP FFN Draft Lab		Final Portfolios Due *These are due in my Colson mailbox BEFORE Tuesday 4-29.

***You may pick up your final portfolios from my office on Friday, May 2nd from 9:00 a.m. to 11:30 a.m.