

ENGLISH 102-H01 Rhetoric and Composition

Fall 2016

PUBLIC / INQUIRY / WRITING

T/TH 11:40am—12:55pm
WMBB Nursing 131

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203 Humanities Office Building
Office Hours: T/W/TH 10-11:00am & by appointment



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 reader and writer in your everyday lives.

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

- Think about and practice writing, reading, and research from a *rhetorical perspective*
- Conduct research to 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 writing in any context—including deep revision to structure, paragraphing, transitions, and sentence structures
- Compose digitally and multimodally

Required Texts | *No textbooks are required in this course.*

- **One Composition Notebook**—used only for this class. Flat, non-spiral.
- **Collaborative Writing Handbook**—we will collaborate to develop resources for MLA, sentence style, usage rules, punctuation, etc. that you can use for writing reference in this course and others
- **PDFs**—you are required to bring to all our class meetings access, print or digital, for all provided PDF readings
- **Weebly (or other website) Account**—you'll host your inquiry project portfolio on a website or blogging platform



Writing is GENERATIVE. MOTIVATED. RHETORICAL.

C
O **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.

U
R **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 from the final grade TBD by the professor; expect a deduction of 2% (10 points) *at minimum* for each absence beyond the allotted 3.

S
E **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.

P **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.

O
L
I **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>

C
I **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.

E
S **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 not generally 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.

WRITER’S NOTEBOOK (10% | 50 pts. possible)

You’ll use the notebook for in-class responses (freewrites, reflections, exercises, peer review notes, etc.) 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 class every day.** I expect you to do basically *all* the prompted in-class and writing on readings. *You should title and date all prompted entries.* Additionally, you should do some self-sponsored writing in this notebook—notes during class, freewriting or outlining before a draft, quotes from a reading, etc.

This notebook is *yours*. You can do all handwritten entries or, if it makes sense to you, mix in typed and pasted entries. Feel free to doodle in it, ask questions, draw in it, be expressive, be informal, write outside the lines. This notebook, however, is not private. I’ll read through your notebook for effort 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. possible)

Throughout the term, you’ll be given short, mostly short-answer style check-ins, or progress quizzes (PQs), on both on the content of the course (including the readings and skills we’re working on), and on the process of developing your online portfolio project. These “quizzes” are meant to ensure that you’re keeping up in the course, and making progress on the research project. PQs are listed on the course schedule; you’ll either do a PQ in class, or prepare it for homework and bring it in.

Each PQ is worth a different amount of points (those totals are on the course schedule), totaling 50 possible 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.

RHETORICAL ANALYSIS ESSAY (15% | 75 pts. possible)

A short persuasive, descriptive argument (3-ish pages) in which you argue for a central rhetorical strategy of a particular text (written or visual) and how that strategy works together with other authorial choices to achieve certain effects. **Eligible for Optional Revision.*

INQUIRY PROJECT PORTFOLIO (65% | 325 pts. possible)

All term, you’ll develop a web space that hosts thinking, brainstorming, reading, and writing related to an inquiry on a topic of (mostly) your choosing. You’ll get professor and peer feedback throughout and you’ll have the chance to revise the first two steps.

- **Invention**—*blog style posts, 50 points*
At least three first-person blog style posts that will help you define your areas of interest and what you want to say by gathering possible sources, images, and ideas. **Eligible for Optional Revision.*
- **Writing about Sources**—*rhetorical summary and discussion of at least three sources, 50 points.*
You’ll write about at least three of the sources you’ll use in the Inquiry Essay. **Eligible for Optional Revision.*
- **Final Academic Inquiry Essay**—*a 8+ page researched inquiry essay on a topic you define, 125 points*
Turned in electronically, a traditional print essay form following MLA style and citation
- **Public Text & Rationale**—*a text that delivers part of your project to a public audience with a defined purpose, 100 points*
You’ll choose a fitting public genre to achieve a communicative purpose you’ve defined

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 file for details on the rhetorical analysis essay and inquiry project portfolio