

English 101: Spring 2020
Introduction to Rhetoric and Composition

M & W, 12-1:40 PM

English & Philosophy Building, rm. 305

Instructor: Leah Heilig (pronounced high-leg)

Office: English & Philosophy Building, rm. 462

Office Hours: Tuesdays, 10:00-2:30pm

Also available by appointment

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(please note that I don't respond to e-mail after 6pm or on weekends)

Welcome to English 101! This is the go-to document for all my policies and procedures. Let me know if there's anything I can further clarify. I reserve the right to change the syllabus at any time.

Required Texts and Materials

Texts

- *EasyWriter*, 5/e, by Andrea A. Lunsford
ISBN-13: 978-1457640469 (hard copy)
ISBN-10: 1457640465 (digital)
- *Writer/Designer: A Guide to Making Multimodal Projects*, 1/e, by Kristin L. Arola, Jennifer Sheppard, and Cheryl E. Ball
ISBN-13: 978-1457600456 (hard copy)
ISBN-10: 1457600455 (digital)
- *They Say, I Say: The Moves that Matter in Academic Writing*, 3/e, by Gerald Graff and Cathy Birkenstein
ISBN-13: 860-1401247128 (hard copy)
ISBN-10: 0393935841 (digital)

Materials

Please bring a notebook and a pen or pencil with you to every class. You will need to have regular access to a computer for this course, and it is encouraged that you bring your devices to class. Most assignments will be electronically submitted, and need to be in either **.doc**, **.docx**, or **.rtf** format.

Course Description

English 101 introduces students to the theory, principles, and processes of effective written and digital communication. Emphasis is placed upon critical thinking, analytical reading and writing, multi-modal composition, digital literacy, and student-to-student evaluation of arguments. This semester, English 101, section 056, will meet for 16 weeks on Mondays and Wednesdays from 12:00 to 1:40 pm in English and Philosophy rm. 305.

Course Objectives

By the end of the course, students of ENG 101 should:

Improve rhetorical sophistication by learning to make choices as composers and by developing their abilities

- to discern different situations, aims, and purposes in composition
- to use different modes of inquiry, development, and presentation in composition
- to modulate their voices, diction, and style according to different rhetorical situations
- to develop in points, judgments and critical perspectives coherently with appropriate support and evidence
- to respond to, evaluate, and revise their own and others' composition

Develop their abilities to engage critically with various kinds of discourses, texts, and information learning

- to describe, summarize, and analyze discourse, texts, and information accurately
- to develop critical strategies for researching, evaluating, interpreting, and documenting various discourse, texts, and information
- to use researched material for support and evidence in analytical and rhetorical composition

Acquire digital literacy skills, allowing students to

- use a variety of technology tools to collaborate, compose, and revise
- use a variety of digital and multimedia sources critically
- understand that images, sounds, and animations—in addition to words—constitute the building blocks of 21st century communication

In addition to developing skills and abilities in reading, writing, digital literacy, and critical thinking, students will learn how language informs or affects our understanding of human values, cultural perspectives or interrelatedness of disciplines.

Attendance

It is important that you attend every class meeting. If you are absent from class, you are still accountable for assignment deadlines, will earn no participation points for that day, and will have no opportunity to make up those points. Students will be counted absent if they arrive later than twenty minutes after the start of class.

Any student who is absent for six or more class meetings will automatically fail the course. I do not differentiate between excused and unexcused absences, unless absences are for official campus functions (club events, student athletics, etc.) or active-duty military service. Other situations will be considered on a case-by-case basis. It is your responsibility to keep track of your absences.

To monitor attendance, I will circulate an attendance sheet for you to sign at the beginning of class. If you are late, don't interrupt class to sign-in; wait until class is over. If your name isn't on the sheet, you will be recorded as absent.

Participation

Class participation is crucial to achieving the course outcomes, and it is just as important as the quality of the final drafts you submit for your projects. You should attend all classes (on time), bring your materials every meeting along with assignments/drafts the day they are due, be respectfully quiet when your peers or I am talking, keep your electronic devices quiet, and be ready to make a contribution to group and class discussions. **Your participation grade has the highest point value of the course.**

Electronics in the Classroom

Electronic devices (e-readers, laptops, tablets, smart phones, etc.) used for educational engagement will be permitted for as long as they don't cause distraction—this includes instances where they are distracting for the teacher or fellow classmates. The first time your device causes distraction, you will receive a warning. Any distractions afterwards will result in an automatic loss of participation points for the day, without verbal warning from the instructor.

Overview of Assignments

This course centers around six major assignments, each of which will be using a different style and mode of argument. Every project will have a mandatory first draft and peer review session, with the option for submitting a second draft that will receive teacher feedback. In addition to main projects, there will be smaller in-class assignments, reading quizzes (if needed), and occasional homework. There will not be a midterm or final exam.

Assignment	Point Value
Google Mapping Project	50
Rhetorical Analysis (essay)	100
Rhetorical Analysis (remediation)	125
Researched Argument (essay)	150
Researched Argument (remediation)	175
Comperence Presentation	50
Comperence Live Tweeting/Blogging	50
Class Participation	300
Total	1000

Final grades will be calculated according to a standard, shaded grading scale (i.e. A-, A, A+). For each major assignment, you will be able to see the rubric used for assessment. Should you ever want to contest a grade, please set up an appointment with me through e-mail.

Schedule and Descriptions for Assignments

Schedule for All Major Assignments

Assignment	Week Assigned	Week Due*
Google Mapping Project	1	
Rhetorical Analysis (essay)	3	6
Rhetorical Analysis (remediation)	6	
Researched Argument (essay)	9	11
Researched Argument (remediation)	11	
First-Year Comperence	14	Finals

**All assignments must be submitted to Blackboard by Friday at midnight the week they are due*

Brief Assignment Descriptions

All projects will have more detailed assignment sheets and an assessment rubric available to you on the course's Blackboard.

Google Mapping Project. For this project, you will use Google Maps to write a visual and textual map focusing on a theme of your choice for either the TTU campus, a place in your hometown, or a sample neighborhood of Lubbock. *Suggestions:* best bicycle trails, best parkour locations, best pubs, worst restaurants, worst traffic, etc.

Rhetorical Analysis. For this assignment, you will rhetorically analyze the promotional materials for one campus or vocational organization. You will analyze the materials for their purpose, context, exigency, audience, rhetorical appeals, and design, as well as determine their overall effectiveness. These materials can take the shape of a brochure, web page, job posting, presentations, or other documentation.

Researched Arguments. For this assignment, you will write a proposal argument that attempts to solve a local problem. This researched argument will be a formal essay around 1500 words, and must incorporate at least six sources, three of which should be scholarly. You will be presenting your proposal and its remediation during the First-Year Comperence.

Remediations. Following the completion of your rhetorical analysis and your researched argument, you will then remediate your essay into another mode of composition. You will also be asked to write a brief (200 words) statement about the process of transforming your text. Consider carefully what type of text will be the most effective for your content. *Suggestions:* Prezi, website, social media account, podcast, video, artwork, photography, blog, poster, Pinterest board, hypertext, playlist, etc.

First-Year Comperence. In lieu of a final exam, we will instead be hosting a First-Year Comperence (Composition + Conference), where you can give the results of your researched argument. You will be leading a 15 to 20 minute presentation, where you will showcase your work on both the essay and remediation of the topic of your choosing. The Comperence will be organized into sessions (or panels) of three presenters, based on presentation topics. You will then get to choose which presentations you would like to attend, and live Tweet the experience using either your own handle or the class's Twitter account. If you do not wish to participate on Twitter, you can instead use a blogging platform of your choosing (WordPress, Tumblr, Facebook, etc.) to respond to your classmates' presentations.

Revising and Drafting

As Paul Valery once said, "A poem is never finished, only abandoned." The same philosophy applies to all your assignments for the course. After submitting your final draft and receiving your grade, there will be an option for redemption points if you are unhappy with your score, following an office meeting with me and a serious revision of your project.

Redemption points allow you to make up half the score deducted from your final grade. For example, a paper with an original score of 70% can revise their paper for a maximum grade increase of 15%, making the final score 85%. Please submit only thoughtfully revised projects. You may submit your revisions at any point before finals week to the Revisions folder on Blackboard.

Late Work

Unless prior arrangements have been made, any work submitted to me after a 24 hour period will not be accepted. Work submitted in a 24 hour period after the beginning of class will be deducted by a full letter grade (e.g. a B paper is now a C). Again, I will always accept work early.

Intolerance

I will not allow personal attacks, destructive criticism, or behavior/language that could be offensive to any member of the class. This prohibition includes sexual harassment as well as sexism, racism, ageism, homophobia, and similar prejudicial behavior. If you're not certain how a comment or a piece of composition will be received, see me before sharing it with a peer.

Academic Dishonesty

We are committed to academic integrity in all its practices. The faculty value intellectual integrity and a high standard of academic conduct. Activities that violate academic integrity undermine the quality and diminish the value of educational achievement. Cheating on papers, tests, or other academic works is a violation of College rules. No student shall engage in behavior that, in the judgment of the instructor of the class, may be construed as cheating. This may include, but is not limited to, plagiarism or other forms of academic dishonesty such as the acquisition without permission of tests or other academic materials and/or distribution of these

materials and other academic work. This includes students who aid and abet as well as those who attempt such behavior. Please review [Department of English "Ethics in English: A Guide for Students."](#)

Accommodation

We seek to provide effective services and accommodations for qualified individuals with documented disabilities. Any student who, because of a disability, may require special arrangements in order to meet the course requirements should contact the instructor as soon as possible to make any necessary arrangements. Students should present appropriate verification from Student Disability Services during the instructor's office hours. Please note: instructors are not allowed to provide classroom accommodations to a student until appropriate verification from Student Disability Services has been provided. For additional information, please contact Student Disability Services in West Hall or call 806.742.2405. See also the [TTU Department of English Emergency Action Plan](#) in case of fire, bomb threat, flood, tornado, or active shooter/armed subject emergency.

Also, if you are an active member of the military and are called for deployment (locally or abroad), please contact me as soon as possible so we can make appropriate accommodations.

Student Responsibility and Self-Care

I expect each student in English 101 to be responsible for their own learning. That means reading assignments before coming to class, asking questions about material you read but don't understand, inquiring about your grade during the semester, and meeting with me to discuss problems as early as possible.

Additionally, it is important to me that you are aware of your own well-being (physical, mental, emotional) throughout the course of the semester. Please let me know right away if you find the course challenging, the workload difficult to manage, or are experiencing any other obstacles related to the class. The sooner you meet with me, the sooner we can work together to find a solution. I will do whatever I can to help you achieve the course outcomes. Also, if you draw a shark on your policy contract, I will award you five points of extra credit.

Campus Resources

- [University Writing Center](#) can help you with your written work
- [Tutoring](#) services
- [TTU's](#) time management tips
- [Counseling services](#)
- Make use of office hours & appointments

Works Cited

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