

English 122-047
Rhetoric and Composition II
Tuesday & Thursday, 10:50 - 12:05
Spring 2009
Lecturer Justin Lewis
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Office Hours: M/W/F - 11-1, T/Th - 9:30 - 10:30
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Source: <http://www.asu.edu/english/rhetcomp/index.html>

Course Description and Objectives

English 122 is a continuation of English 121, a course that introduces college-level thinking and writing. No one person produces a perfect written text on the first try. Not only does a good piece of writing require invention, drafting, revision and editing; a good paper also requires repeated attempts of the aforementioned operations. In this class you will explore various ways to invent and create interesting topics, words, sentences and papers. You will also write and rewrite drafts of the same paper assignments giving and receiving constructive criticism from myself, your peers, your friends, your family and anyone else you invite into your dialogue. This course builds on the previous course by reinforcing and extending its objectives for students in the following ways:

- a. Continue developing writing processes pertaining to invention, revision, organization, drafting through multiple drafts, editing, and adjusting for rhetorical context (audience, purpose, persona). Special emphasis will be placed on more challenging approaches to revision and rhetorical context, so that students can exercise varied and complex rhetorical options.
- b. Continue producing final products that reflect academic textual conventions, with special emphasis on generating longer texts (1000-3000 words each) for the academic community.
- c. Continue sharing writing and reading with one another as a means of increasing awareness of rhetorical options and of practicing critical readings of both student and college-level texts. Emphasis will be placed on "texts" drawn from a variety of mediums (text, film, music, art).
- d. Continue developing critical thinking processes, with special emphasis on the processes of primary and/or secondary research (how to find, evaluate, and incorporate research).
- e. Write arguments appropriate for various audiences.
- f. Effectively refute opposition to your argument and concede minor points, when necessary, to build a more effective argument.
- g. Use personal knowledge and experience to argue, when appropriate.
- h. Locate library and Internet sources to use in arguments.
- i. Accurately represent the main ideas of outside sources in your own arguments.

- j. Use expert knowledge or outside sources to argue when appropriate.
- k. Evaluate sources for reliability and persuasive potential.
- l. Effectively negotiate disagreement among authors about an issue.
- m. Become familiar with major methods of documentation (MLA) and gain competency in at least one of those methods.
- n. Demonstrate mechanical and stylistic competency expected of college writers.

Course Prerequisites

Placement into English 122 or a "C" or better in English 121.

General Education Requirement

This class fulfills a General Education Requirement in Rhetoric and Composition.

Required Materials

1. USB flash drive or alternate mass storage device (floppy disks will not suffice!).
2. The DK Handbook - ISBN: 978-0-321-42053-4 / 0-321-42053-5 w/registration key (25 digit alphanumeric code).
3. Something in which to save **ALL** of your work (Binder, Folder, etc.).
4. Plenty of loose leaf, **college-ruled** paper.
5. **A willingness to pursue new technologies.**
6. You will also be responsible for duplicating your essays on days we peer review (so you will need a bit of change for the copy machines).

But where is the book!?!? - In this class, I will provide the readings via the "Readings" tab in Blackboard to save you the cost of overpriced and often unnecessary university-level textbooks. Take that Harcourt-Brace, Houghton-Mifflin and any other hyphenated textbook publishers!

Recommended Materials

1. A reliable English dictionary (www.dictionary.com)
2. A reliable thesaurus (www.thesaurus.com)

Varieties of Course Work

1. **Participation and Informal Writing Assignments (10%)** - This course emphasizes critical reading, thinking and writing; you are, consequently, required to bring with you to each class meeting not only your closely read texts and carefully prepared assignments, but also a willingness to articulate written and oral responses to them. A key to class participation is actually *being* in class; hence, to perform well in this category of course work, you need to physically and mentally come prepared to our meetings. This grade is assessed at the end of the semester to reflect a cumulative effort on the part of the student. I want to be explicitly clear here - a "C" participation grade reflects "average" participation. I will not be inflating grades in this class. On a related note, peer reviews are part of the participation grade. Your participation in class discussions, peer exercises, discussions, brainstorming, etc. as well as your general attitude toward the class will all contribute to your participation and informal writing assignments grade. A large portion of your grade will also come from your class journal. But what is a class journal?

Class Journal. Throughout the course we will engage in several in-class writing assignments/brainstorming activities. These need to be kept together in a journal/notebook

of your making. Know that I will occasionally ask for individual entries to be submitted to me during class (which will be returned to you), and that I might also ask to see the whole thing in any given class period. Students who employ a three-ring binder filled with notebook paper generally have the best success with this, especially if it's got pockets too. But the traditional black/white standard composition notebook is perfectly capable as well. Make it your own and *bring it to class every single day*.

2. **Attendance & Writing Workshops (10%)** –This class will often take on the characteristics of a workshop. As such, for each missed class, I will deduct 1 points from your overall attendance grade. This means that if you miss 5 classes, the highest grade you can achieve for the class is a 95. As a side note, after 5 absences, you will fail the class automatically - no questions asked. For each tardy (a tardy is arrival to class after we have begun working. Sometimes that is immediately at the appointed time, sometimes it is a bit after. That being said, if your entrance interrupts class, I will count you tardy) I will deduct 1/2 point from your overall attendance grade. Unfortunately, the real world isn't necessarily about the finished product, rather, it's often about how you got there. Hence, you might be a great writer, but this class' grades are not solely based on your writing ability. Come to class on time.

The other 5% of your grade will be composed of "writer's workshops." But what is a writer's workshop?

Writing Workshops. For each paper, we will have draft workshops before your papers are due. This is different from a peer review. Rather, the writing workshop is a day where you come to class with all of the work (notes, research, ideas, brainstorming, etc.) you have for a paper and we, as a class, workshop. This means that you will ask questions of myself and your peers about how to improve your work. Writing workshops will often be referred to as "work" days wherein we simply work through our material together in class. On the day of a draft workshop, you will be required to have at least an outline for your paper as well as supporting material; if you do not have it in class that day (this includes not having it in class because you are absent), your final grade for that paper will be reduced by a letter grade – that is, an A paper will be a B paper if you didn't have your writing workshop materials. On draft days, you will look at each other's papers and give constructive comments; you'll also have the chance to ask me questions about the paper.

One of the skills you will develop in this class is being a critic of your own writing and the writing of others. In our writing workshops, we will work extensively on developing peer editing skills. Writing is a social act in many ways which we will discuss and consider, and peer editing is one important way we will make this tangible.

3. **Drafts (15%)** – Drafts are integral to the writing process. You will receive points based upon completion of each draft. Each draft is worth 5 points total. I will send back your draft grade (on a 0 - 5 scale) with the first draft I see of your paper (the comment draft). This grade will be assessed in total on Blackboard at the end of the semester. I will only be grading drafts of Rhetorical Analysis One, Rhetorical Analysis Two and the Researched Position Paper.
4. **Final Portfolio (55%)** – In this class you will complete five formal assignments. These assignments will result in 16-23 pages of typed work.
 - i. Rhetorical Analysis One (Exploring Arguments in Political Cartoons)
 - ii. Rhetorical Analysis Two (Exploring Arguments in Media)
 - iii. Annotated Bibliography (Exploring the Research Process)
 - iv. Researched Position Paper (Making Argument on a Large Scale)
 - v. Public Service Announcement - (Making Argument on a Local Topic)

For each of the five formal assignments we compose in this class, we complete three separate and distinct drafts. The first draft is due for peer review on the noted date on the syllabus. The second draft is due to me on the date noted “[2nd Draft of Assignment X Due to Justin.](#)” The third and final drafts of all papers will be due to me in your final portfolio on the last day of class.

5. **Final Exam (10%)** – This grade will be composed by the "ENGL122 Reflective Memo" turned in with your portfolio. Check UTOnline for details.

Grading Policies

The grading for this course is set up to reflect what I believe about writing: we don't always get a piece of writing right on our first attempt. It takes lots of steps to produce effective writing, These steps include pondering, brainstorming, drafting, revising, and editing—not necessarily in that order. Effective writing also takes collaboration. Working and collaborating with fellow writers in our class is *essential* to being successful in this course. Until we reach the final draft stage, your grade will reflect not only your developing writing abilities but also your attention to all stages of this process.

The following are guidelines for grading **preliminary drafts and informal writing** (these are the marks you will receive from me on your "drafts," not final papers):

E = An “E” means that your draft seems to be an early one – one that could benefit from rethinking, revising and reorganizing.

M = An “M” means that your draft appears to be in the middle stages of the writing process. This draft has some solid and interesting ideas, but it could benefit from some revision and editing in order to prepare it for presentation.

L = An “L” means that your draft is close to being a “presentation draft” – a draft that is ready to be presented to me for the final draft. This draft probably needs some polishing and editing (read: mechanics).

**** Note that “E,” “M,” and “L” do not represent traditional grades; they are not comments on the quality of the writing. They are designed to let you know how much more revising each paper needs.**

The following are guidelines for grading your **final drafts**:

A = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. Texts show originality in details, word choice, and approach to the assignment.

B = Texts fully meet assignment objectives and offer appropriate responses to the original assignment. Writing is clear, engaging, grammatically correct, and easy to read. There may be a few awkward spots or minor grammatical problems, but texts are basically well-written and well-developed.

C = Texts adequately meet assignment objectives and respond adequately to the original assignment, although there may be several minor problems with style, tone, thesis support, organization, or mechanics.

D = Texts show some evidence of attempting to meet assignment objectives but have many problems with organization, thesis support, word choice, style, or mechanics.

F = Texts fail to meet assignment objectives or have several major problems with tone, writing style, thesis support, organization, and mechanics.

Course Policies

Attendance Policy: Because this class is designed as a writing ‘workshop,’ many assignments involve participation in response groups and other classroom activities that cannot be completed outside of class. Prompt and regular attendance is expected. My absence policy is quite simple. You are permitted 5 absences overall in this class. After 5 absences, you **AUTOMATICALLY** fail - no questions asked. For each absence, I deduct 2 points (out of 10) from your overall participation grade. Two tardies (a tardy is arrival 5 minutes after class starts) constitutes an absence. Excused absences for personal or family illness or crisis or required trips for university courses and activities must be documented (by documented, I mean a written Dr.’s excuse, funeral documentation, etc.); otherwise, they will be considered unexcused. **NO EXCEPTIONS.** I will keep up with attendance using the "Online Attendance" tool located in the "Tools" section of UTOnline. You can check there for your attendance questions. Frequent absences from class will have a negative effect on your ability to keep up with the work and ultimately will influence your final class grade. If you do miss class, **YOU** are responsible for the assignments and class notes from the day(s) which you missed. My suggestion to you is this: find someone in class and exchange e-mail addresses with them. If you are absent, email them to see if there were changes to the syllabus, additional assignments assigned, etc. **DO NOT EMAIL ME IF YOU WERE ABSENT. ITS IS YOUR RESPONSIBILITY TO COME TO CLASS. IF YOU ARE NOT IN CLASS FOR AN UNEXCUSED ABSENCE, I CANNOT BE EXPECTED TO CATCH YOU UP – DO NOT EMAIL ME!!!!**

Late Daily Work: Daily work cannot be turned in late. If you must miss class for a UTC-sponsored event, or if you know ahead of time that you are going to be absent, speak to me about turning your work in *early*, not when you return.

Late Paper Policy: It is crucial to turn your formal assignment drafts in on time. I will not accept a formal assignment draft more than one week after its original deadline unless you and I have made written arrangements PRIOR TO the original deadline about turning the paper in late. For each day a paper is late, I will deduct 1 letter grade from the overall score. If your paper is not turned in four days (consecutive days, not class meetings) after the due date, it will receive an automatic failing mark (0).

Writer's Memos: For every paper you turn in this semester, you will need to include a formal writer's memo that meets the requirements set forth in the "writer's memo" assignment sheet on UTOnline.

“Acceptable” Draft Policy: You must turn in an “acceptable” draft of every formal assignment in order to be eligible to pass the course. I will mark a draft “unacceptable” when it has not met key requirements of an assignment. If I return a draft to you marked “unacceptable,” see me immediately. A paper receiving a “unacceptable” mark will be docked one letter grade for failure to complete the assignment. You only have one week to resubmit an unacceptable draft.

Submission of Work: All project drafts must be word processed. Handwritten drafts will be considered late until they are handed in correctly. Daily work may be handwritten. We will be using MyCompLab to turn in papers this semester as required by the General Education Committee. As my handwriting is illegible, I will not accept hardcopy drafts of formal assignments. You **MUST** submit all formal assignments digitally using www.MyCompLab.com. We will be doing a tutorial early in the semester so you know how to go about submitting digitally. I do not care if your computer explodes and your house burns down – **SAVE A COPY OF EVERYTHING YOU DO IN TWO LOCATIONS SO YOU ALWAYS HAVE A BACKUP!!!!!!!!!!!!!!**

Save Everything: For your own sake, save *everything* from the course—your drafts, daily writing, notes, everything! You may be asked to turn in some pieces of your work again at the end of the

semester. Also, this evidence is the best way to protect you in the event of a clerical error on my part. I might require early drafts of your papers after the final draft has been turned in, so **SAVE EVERYTHING!**

Peer Review: During our first peer review, I will provide a guide on how to carry out effective peer review activities. As you interact in your groups, you will begin to discover what is important to know about the task of writing. Being critical of another's thinking and writing will help you become a better judge of your own work. By sharing with others in your group, you should gain some insight into what makes writing "work." I consider peer review an invaluable component of every formal assignment; as such, a portion of your formal assignment grade will be composed of active, contributory peer review participation. If you miss a peer review, 25 points will be deducted from that assignment's final grade. We will electronically peer review one paper this semester using the Blackboard "Discussion Board" function. A brief tutorial will explain this process.

Total Word Count Three to five formal essay assignments are required, with a total of 4000-6500 words. This number is the equivalent of 16-26 final typed pages at 250 words per page. Please keep this requirement in mind as you determine minimum and maximum page requirements for your assignments.

Research Component According to General Education policy, at least 50% of formal assignments must employ outside research available through the Lupton Library and the Internet. Such research should include at least a combination of articles from prominent journals, magazines, books, newspapers, and other assignment-appropriate sources. As a rule, ALL of my assignments require formal research. Sorry! :-)

Private is Public Statement: Part of becoming a good writer is learning to appreciate the ideas and criticisms of others, and in this course our purpose is to come together as a community of writers. Remember that you will often be expected to share your scrutiny or what you feel strongly about with others. Unless otherwise noted, all of your work in this class can, and often will, be discussed in class in front of your peers. Please refrain from writing anything you do not wish to become public knowledge in your essays or any other public assignments.

Respect Statement: As we may confront several inflammatory issues during the term, it is essential that we behave as professionals in the classroom. While you may not agree with someone else's viewpoint, you also cannot legislate their truth. This means that it is not OK to demean someone's position based on sexual preference, race, ethnicity or gender. Please be respectful and tactful with all members of the class at all times. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effects of your statements on others.

Contacting Me: If you are unable to meet with me at the times listed, please see me before or after class or send me an email so that we can arrange an appointment. I expect you to accept a responsible role as a communicator in this class and to keep me informed about your work, your progress, your questions, and your problems. Please do not hesitate to meet with me to talk about your work several times during the semester, preferably BEFORE your grade is the central concern. My office phone is 425-4238; additionally, my email address is Justin-lewis@utc.edu. I will try to respond to your emails in a timely fashion. During the week (Monday-Friday) I will do my very best to respond within 24 hours of your initial email. On the weekends, I will respond within 48 hours.

General Education Requirement: This class fulfills a General Education Requirement in Rhetoric and Composition

Where to get help: In addition to contacting me for assistance in your writing process, UTC provides a writing lab to help all writers improve their work. Please visit <http://www.utc.edu/Administration/WritingCenter/> or call 425-1774 for assistance. I **HIGHLY** recommend this service to all writers who need assistance!!! If you miss a peer review session, you may attend the writing center to gain credit for your missed attendance; that being said, you may utilize this process only once during the semester. You must provide written documentation from the writing center in order to gain credit for the missed peer review.

Plagiarism:

The UTC Composition Program's Statement on Plagiarism

Plagiarism occurs when you use the words, phrases, sentence arrangement, or main ideas of someone else in your writing without giving credit to the source. In the most blatant cases, a student will turn in a paper that was written by another person, downloaded from an Internet site, or ordered from an "essay factory" or "term paper mill." In other cases, students commit plagiarism because they do not fully understand the proper way to document outside source material. In either case, plagiarism is wrong. Students who are suspected of committing plagiarism may be reported to the UTC Honor Court. If found guilty by the Honor Court, the student will receive an F on the assignment or in the course. In especially egregious cases of academic fraud, the student may be dismissed from the University.

Documentation is required when you quote, paraphrase, or summarize the words or ideas of other writers in your own writing. Your composition handbook and textbook clearly explain how to give credit to outside material that you use in your work. If you are ever uncertain about how or whether to document material, consult your teacher before turning in the written work.

Please review the Honor Code and its procedures concerning plagiarism in the Student Handbook at : <http://www.utc.edu/~student/handbook/>; additionally, consult *Keys for Writers* pgs. 116-119. You may ask, "Why is plagiarism such a big deal?" Professors, undergraduate and graduate students do not necessarily build things like cars, or fix objects like dishwashers, and we do not win or lose cases like lawyers. We create and design ideas and words (intellectual property). Our ideas are often not tangible products. We can spend months – even years --- working on an idea and an article or book. This intellectual property is what we construct, repair, and debate. Our careers and degrees depend on a steady production of these original thoughts, and it is a serious offense for someone else to put their name on either a part or the whole of what we have developed¹. We will discuss plagiarism, intellectual property, paraphrasing and patchwriting early in the semester in order to eliminate any confusion about what constitutes plagiarism.

ADA Statement:

If you are a student with a disability (e.g. physical, learning, psychiatric, vision, hearing, etc.) and think that you might need special assistance or a special accommodation in this class or any other class, call the Office for Students with Disabilities/College Access Program at 425-4006 or come by the office, 110 Frist Hall.

Counseling and Career Planning:

If you find that personal problems, career indecision, study and time management difficulties, etc. are adversely impacting your successful progress at UTC, please contact the Counseling and Career Planning Center at 425-4438.

Writing Center:

The Writing Center at UTC is a free service offered to all members of the

¹ Special thanks to Ms. Amy Anderson for this wonderful description of the academic process.

University community. The Center is staffed by peer tutors, graduate students, and English instructors, and offers various services to writers, including tutorials, workshops, and access to resources. Please visit the Writing Center in Holt 119.

UTC email:

To enhance student services, the University will use your UTC email address (firstname-lastname@utc.edu) for communications. (See <http://onenet.utc.edu> for your exact address.) Please check your UTC email on a regular basis. If you have problems with accessing your email account, contact the Help Desk at 423/425-2676.

Changes to the Syllabus. Inevitably, we will vary from the course schedule. It is your responsibility to note those changes and be ready for class with the day's assignment, even if you were absent when I announced the change. If you're absent, contact a classmate or me to make sure you know what to prepare for class next time.