

WRTG 150 - Writing + Rhetoric

Course Information

Description

English 150 prepares you to write more effectively in your personal, professional (including academic), and public life. Through class instruction, assignments, discussion, reading, and activities you should:

- understand rhetoric and the rhetorical situations you and others inhabit
- write correctly, clearly, and compellingly for different audiences in different situations
- develop a reflexive, personal writing process that includes invention, arrangement, style, and revision
- analyze thoroughly the persuasive power of texts using a rhetorical vocabulary
- respond critically and constructively to the writing of others
- perform library and internet research competently
- understand how the principles of rhetoric can help us become ethical, wise, and persuasive Latter-day Saints and public citizens

Material

Item	Vendor	Price (new)	Price (used)
Perspectives on the Environment (BYU Custom 2011 printing) Required by authors, Various BYU Academic;Edition 2 ISBN: 9780740932144	BYU Bookstore	\$19.95	\$15.00
WRITING & RHETORIC W/ SUPPLEMENT 3E REVISED Required by B, MCINELLY, Edition 3 ISBN: 9780738055664	BYU Bookstore	\$24.70	\$18.55
Writing Matters BYU Custom Required by Howard, Rebecca Moore McGrawHill; ISBN: 9780077681470	BYU Bookstore	\$30.70	\$23.05

Learning Outcomes

LO1

Use rhetoric responsibly to compose arguments in a variety of genres for specific audiences and purposes.

LO2

Critically read texts. This includes

- analyzing how a text functions in a specific situation, community, or public;
- analyzing the nuances of language (diction, figures of speech, tone, etc.);
- identifying and evaluating the elements of an argument—claims, reasons, assumptions, and ethical, emotional, and logical appeals.

LO3

Write coherent and unified texts (effective introductions, clear theses, supporting details, transitions, and strong conclusions) using a flexible and effective writing process, including prewriting, drafting, revising, and editing.

LO4

Use style—diction, figurative language, tone, grammar, punctuation, spelling, mechanics—genre, conventions, and document design correctly and for rhetorical effect.

LO5

Navigate the library to locate primary and secondary sources, evaluate the appropriateness and credibility of those sources, and effectively incorporate and accurately document outside sources in a research paper.

Participation Policy

Please treat me and the other students with charity and respect; together we constitute a new “public” with public problems and shared interests. I believe the best learning takes place in environments free of hostility, contempt, or ridicule. However, I hope we will have sincere and earnest disagreements and debates about the issues we discuss in class—after all, this is a class on argumentation. To encourage participation, I tend to call on students without warning to comment on our reading assignments, so please be prepared each day. However, if this approach makes you uncomfortable, please let me know as soon as possible.

Each of us should all be prepared to talk about readings and engage in rigorous deliberation and inquiry. Please consider this class an open forum in which most issues can be discussed and negotiated. *A caveat about the reading:* We will be reading texts in class that argue specific political perspectives. These texts do not necessarily represent my views on the subject. I encourage you to keep an open, generous, and critical (or in other words, *rhetorical*) attitude about the texts we read. I encourage you to develop a scholarly ethos—a character open to inquiry, argument, revision, and discussion.

Attendance Policy

We do a lot of in-class writing and peer-review workshopping in this course. As such, your attendance is essential for your success. **We need everyone, every day.** I understand that emergencies come up and you may have to miss class, so you are allowed three unexcused absences for which you will not be penalized. Use them wisely. For every unexcused absence after those three, your final grade will drop by 1/3 (i.e. an A will drop to an A- and an A- will drop to a B+, etc.). If you need to miss class, tell me in advance and then contact a classmate to see what you’ve missed. Any out-of-class conference with me that you miss counts as an absence. If a student misses more than 20 minutes of a class period, or leaves more than 20 minutes early, he or she will be considered absent for the day.

A note on defining attendance: Being present in class requires being here mentally as well as physically. For this reason, if you are not with us mentally (texting, sleeping, listening to your iPod, answering your phone, excessively disrupting class with tangent conversations, checking Facebook, etc.) you will be counted absent for the day. A good rule to follow is this: If someone else is talking, listen.

Tardy Policy: As determined by the class, any tardy student must bring food to the entire class at the beginning of the next class period. Any student joining class at 8:05 or later will be considered tardy. However, I have a caveat. I will be passing around an attendance and reading check at the beginning of every class. If you miss the sheet as it goes around because you are tardy, you cannot make up accounting for those reading points--or any rushwrites held before you join class.

Classroom Procedures

Required Format: All formal papers submitted for this course must be typed with 1 inch margins in Times New Roman 12-point font, double spaced. They must also adhere to current MLA (Modern Language Association) style guidelines where specified. Don’t try to fudge the format to make your length requirement. I will notice.

Failure Policy: English 150 students are required to complete every mandatory assignment: the opinion editorial, rhetorical analysis, issue paper, multimodal assignment, and final exam. **If you do not complete ALL of these assignments, you will automatically fail the class.**

Late Assignments: Any work turned in after the due date will receive a **10% deduction per day** (not per class period—per day). In the case of extenuating circumstances, alternative due dates should be worked out with me **before** the initial due date. Late assignments should be turned in to my box with the date and time you submitted it, written on the top of the paper. Many of the smaller assignments will be completed during class time, and thus cannot be turned in late or made up. If you have an emergency, please come talk with me—I do understand that circumstances occasionally crop up throughout the semester and am willing to work with you if you keep me in the know.

Grading Questions: I have a 24/7 policy. This means that after you receive a grade, you may not talk to me about that grade for 24 hours. This usually allows students the opportunity to review the task sheet and assignment parameters which answers most of their questions. If you still have questions or concerns, you must talk to me within 7 days of receiving the assignment back. This allows me to have the assignment fresh in my mind.

Rewrite Policy: I will allow you to rewrite all papers receiving a grade below “A” range (89% and below). Rewrites must show evidence of major work and development and will not be accepted if only minor grammar, punctuation and other superficial errors have been fixed. Should you wish to rewrite a paper, the first step is to arrange a conference time with me. We will then decide an appropriate course of action and plan for revision. *Important: There is a **one-week window** following the date the paper was due for you to set up a conference with me and request a revision.*

Communication: The best way to know what to do for class is to consult the syllabus. It is your guide to what reading or homework assignments will be due for each class period. If you have additional questions, next contact a classmate. If neither your syllabus nor your classmates can answer your question, please email me and I will try to respond as quickly as I can. Please check your email regularly, as any important information will be communicated in class or via email.

Course Requirements

Major Assignments:

Good writers are good *rhetors* (or persuasive communicators) who understand how to make effective arguments for different audiences to achieve multiple purposes. For this course you will have four main writing tasks, each posing a unique rhetorical challenge. Below is a brief summary of each major writing assignment:

Opinion Editorial: Your first assignment will be to write a persuasive essay to the BYU community about anything on your mind this semester. This assignment challenges you to make a brief, compelling argument with a specific audience in mind.

Rhetorical Analysis: After you make your own argument, you will analyze someone else’s using a rhetorical vocabulary we will develop in class. For this assignment your audience is our class, a new collective of public intellectuals concerned about rhetoric and public issues. Your job in the analysis is to evaluate an argument and tell the rest of the class, in writing, whether the argument is convincing and why. This semester you will select an article from *Perspectives on the Environment* to analyze.

Issues Paper: American philosopher John Dewey argued that one of the most pressing public problems we face is the barrier between expert knowledge and effective communication. In your third essay, you will attempt to correct that problem by writing an argument backed by compelling evidence based on research.

Multimodal Argument. So much of what we read and write includes “modes” other than alphabetic writing—video, audio, images, hyperlinks, infographics, animations, charts, and graphs. For this last writing task you will work in a group to compose a multimodal text made not only in words but in other modes as well.

Each paper will be submitted as a portfolio showing evidence of your writing process. The portfolio includes the cover sheet and a grading rubric found in the *Supplemental Guide*, prewriting, all marked-up drafts, peer review work and a reflective analysis on your writing process for the paper. These are submitted with your final work in a pocket folder. If you are missing any part of your portfolio, you will lose points on the assignment. Make sure to save everything from the portfolio until the end of the semester.

By departmental policy, you will fail the course if you fail to turn in one of these major assignments.

Final exam: The final exam is scheduled by the University and will take place on **Friday, April 19, from 3-6 p.m** in our classroom (B160 JFSB). In keeping with strictly reinforced University policy, absolutely **no early or late exams** will be given and you will **fail** the course if you miss the final. Please inform your family immediately and plan travel arrangements accordingly.

Library Tour and Research Sessions: You are required to take a tour of the library and take a quiz on the information you learned. These resources can be obtained in the LRC on the 4th floor of the library. A few class periods are devoted to in-library research sessions; more information will be provided in class.

Punctuation Exercises: The *Supplemental Guide* contains a chapter on punctuation and sentence style. From the information in this chapter, you will be asked to complete five quizzes, each worth ten points.

Conferences: You will be required to conference with me for each paper. Before the papers are due, there will be a class period set aside for conferences. If you miss those conferences, it will count as an absence. You will then be required to meet with me during my office hours. If you miss this additional conference, there will be a 5% reduction on your paper.

Writing Center: You are required to visit the Writing Center at least once (for your OpEd). The Writing Center is an invaluable resource that will contribute a great deal to your success in the course and in your future classes. Making an appointment is a good idea, since there tend to be long waits for walk-ins. The Writing Center is located in 4026 JKB, and you can make your appointment by calling (801) 422-4306. For more information, go to <http://english.byu.edu/writingcenter/>. When you visit the Writing Center, be sure to ask for a Goldenrod, which will be sent to me to indicate you've met your appointment. Failure to visit the Writing Center will result in a 5% reduction on your OpEd.

Participation: A good-sized percentage of your grade will come from participation, which will include in-class writing, quizzes, homework assignments, and reading. Class discussion hinges on having completed the assigned reading; thus, you may be asked to report on your reading in class. Also, pop quizzes on the reading may be given at any point in the semester. These quizzes and exercises cannot be made up if you are absent or tardy.

A small note on hand writing: Pop quizzes, rush writes, and other assignments will often be handwritten rather than typed. Students are expected to write, not just legibly, but neatly. If I cannot read your handwriting, I will not grade your work, and you will receive zero points for the assignment. Do not assume that I can read your writing just because you can read it.

For students who will argue that penmanship is no longer important in the digital age, consider letters written home from missions (or to missionaries), thank you notes after weddings and other occasions, notes to be placed on doors for maintenance workers, grocery and to-do lists to be read by spouses, sticky notes to be left for coworkers -- not everything in this world is typed or texted, and your handwriting is important. At the very least, neat, legible penmanship will show future employers your attention to detail and your respect for the communication process.

Teacher Evaluations: At the end of the semester, you will be able to get five points for completing the online teacher evaluation: I appreciate and look closely at my student ratings. Please make sure to check the box that notifies me that you've done the evaluation. Your answers will be anonymous, and the information from those evaluation is very valuable to me.

Peer Review: You will be required to review your peers' work and have your work be reviewed by your peers before submitting your final portfolio.

Group Work: Much of the class will be centered on collaborative group work; your experience in this classroom will hinge on your participation in small groups as well as in the classroom as a whole. The final project of the semester (the multimodal argument) will be completed in small groups.

Point Breakdown

Assignments	Percent of Grade
Major Assignment	65%
Opinion Editorial	10%
Rhetorical Analysis	20%

Assignments	Percent of Grade
Issues Paper	25%
Multimodal Argument	10%
Other Assignments	25%
Punctuation Quizzes	5%
Participation/Smaller Assignments	10%
Library Tour, Tests, etc.	3%
Teacher Evaluation	0.5%
Annotated Bibliography	5%
Course Reflection	1%
Website Pre-writing and Plan	0.5%
Optional: GC RA Extra Credit	0%
Exam	10%
Final In-Class RA	5%
Final Presentation	5%

Schedule

Date	Topic	Reading Due	Assignments Due
M - Jan 07	Course introduction Syllabus		
W - Jan 09	Critical Reading Intro to Opinion Editorial	Syllabus SG 1-15 Read this article	Short essay: What is the worst movie of all time? 1-2 pp double spaced
F - Jan 11	What is rhetoric?	W&R ch. 1 Environment 1-D	Reader response: Either defend or disagree with Environment 1-D, implementing what you learn about rhetoric in W&R ch. 1. Does the article succeed at what it sets out to do? Why or why not? Around 1 pg dbl sp.
M - Jan 14	OpEd Topic Brainstorming	Punctuation Packet (SG 63-74) Read this article	
W - Jan 16	Audience, kairos, and rhetorical situation	W&R ch. 3 Environment 3-C	OpEd topic selection and stance, and any questions/concerns
F - Jan 18	Punctuation	W&R ch. 8 Writing Matters 14-28	3 rhetorical triangles

Date	Topic	Reading Due	Assignments Due
	Writing process & style		
M - Jan 21	Martin Luther King Jr. Holiday		
W - Jan 23	Ethos, pathos, and logos	W&R ch. 4 Writing Matters 21-25 (4d & 4e)	OpEd outline OpEd thesis post in Digital Dialog, plus respond to two peer theses.
F - Jan 25	Claims, reasons, and assumptions	W&R ch. 2 Environment 2-A	OpEd rough draft with a short analysis identifying your appeals
M - Jan 28	Punctuation Quizzes Revision and evaluation OpEd Student Issues Past OpEd examples & grading	Review Writing Matters 40-50 and 161-163 3 past OpEd examples (posted on Content tab) SG 17-18	Post revised OpEd draft in Digital Dialog group to be peer reviewed (before beginning of class) Grade the three past student examples according to SG 17-18 Discover the Shape of Your Reasoning worksheet
W - Jan 30	Peer Review	3 peer review papers WM 29-33	Come to class ready to workshop the 3 peer papers
F - Feb 01	No class--conferences		Go to Writing Center before conference Bring draft to conference
M - Feb 04	Rhetorical Analysis introduction Opinion Editorial	SG 21-33	OpEd portfolio due at the beginning of class
W - Feb 06	Summary vs. analysis	<i>Writing Matters</i> 99-106 Environment 4-A Review <i>Writing Matters</i> 7-12	OpEd reflection: In about 1 page, reflect on your OpEd writing process. Describe the challenges you found in writing your paper, your paper's strengths and weaknesses, and what you learned about writing and how it will help you in the future. Short analyses of this article and this article using the RA PowerPoint on the Content tab.
F - Feb 08	Critical reading	Environment 2-C	Email me your #1 and #2 choice of articles from <i>Environment</i> for potential RA

Date	Topic	Reading Due	Assignments Due
		Review Environment 3-C	
M - Feb 11	Power of the Word	W&R ch. 5 <i>There may or may not be a quiz in class...just sayin'</i>	
W - Feb 13	Rhetorical Tools + Appeals in Action	Environment 5-A	Punctuation corrections due Zero draft of RA: You've been mulling over your article, analyzing the argument, letting it percolate in your mind--now spit it out! Put everything you've been thinking on paper. It doesn't have to be pretty, it doesn't have to flow, it doesn't have to make sense. This is just preliminarily getting your ideas on paper. This will be most useful to you if you are very <i>complete</i> .
F - Feb 15	Writing the RA	Review Writing Matters 18-25	Rhetorical Analysis Worksheet (find on Content tab). Pick an article from section 5 of <i>Environment</i> and answer critical reading questions on page 10-12 of <i>Writing Matters</i>
M - Feb 18	Presidents Day Holiday		
T - Feb 19	Fallacies Monday Instruction	W&R ch. 4	Good reminders, but nothing is due: Work on RA. Go over the Tips for Writing an RA document on the Content tab. Visit Writing Center--make an appt, bring a list of your concerns, and get a Goldenrod.
W - Feb 20	Rhetorical analysis issues and questions	Re-read SG 21-32 Read and reread your article as you analyze it	Be working on your RA. Nothing due in class.
F - Feb 22	Sentence combining MLA	<i>Writing Matters</i> 168-179	Bring in 3 copies of RA rough draft for peer review
M - Feb 25	Peer Review	review peer papers	Respond to your peer review papers and bring to class for workshopping
W - Feb 27	No Class--conferences		Bring a copy of your paper, along with questions/concerns
F - Mar 01	Style, revision, and evaluation	<i>Writing Matters</i> 170-191	Revise RA. Nothing due in class.

Date	Topic	Reading Due	Assignments Due
		Review W&R ch. 8	
M - Mar 04	Rhetorical Analysis Intro to Issues Paper Topic selection	SG 35-53 W&R ch. 6 <i>Writing Matters</i> 69-75	RA portfolio due at the beginning of class (without the reflection)
W - Mar 06	Library instruction: Topic feedback and Intro to reading strategies		Research Homework #1
F - Mar 08	Writing an Issues Paper	W&R ch. 7 Review W&R ch. 2	RA reflection: In about 1-2 pages, reflect on your RA writing process. Describe the challenges you found in writing your paper, your paper's strengths and weaknesses, and what you learned about writing and how it will help you in the future. Also discuss the goals you set for the RA (unit and weekly): discuss the reasons why you set those particular goals, how you went about working on them, and if you achieved your goals. How would you improve your goal-setting?
M - Mar 11	Library instruction: Evaluating sources and critical reading strategies Library Tour, Tests, etc.		Library tour Research Homework #2 Analyzing Sources worksheet Bring 2 sources: one printed article from ASP and one from general research
W - Mar 13	Library research day (mandatory) Class held in 2232 HBLL		Continue research, work on annotated bibliography
F - Mar 15	Research day Class held in 2232 HBLL	<i>Writing Matters</i> ch. 13	Research Packet
M - Mar 18	Addressing Counterarguments Annotated Bibliography	SG 39-50	Annotated Bibliography
W - Mar 20	MLA Smackdown	<i>Writing Matters</i> ch. 17 (pp. 148-159) <i>Writing Matters</i> 179-191	Bring a rough outline of your issues paper Be prepared to BATTLE over the fine points of MLA. We're competing against another class. And they've won before. So <i>bring your A game!</i>

Date	Topic	Reading Due	Assignments Due
			We must defend our honor!
F - Mar 22	Writing from Sources		First four pages of issues paper draft
M - Mar 25	No Class--conferences		
W - Mar 27	Grade norming Issues paper questions and concerns Arrangement, style, and delivery	<i>Writing Matters</i> 39-50	Grade student examples according to SG 51-52 Bring 2 copies of draft for peer review
F - Mar 29	In-class peer review 2013 BYU Easter Conference	Peer papers	Review peer papers and provide feedback
M - Apr 01	In-class work day		
W - Apr 03	Issues Paper Intro to Multimodal Argument/Presentation	SG 55-56	IP portfolio due at the beginning of class Turn in a copy of your IP online through LS by class time.
F - Apr 05	Analyzing Websites	Bring laptop	Website mini-analysis: Choose a website (i.e. Wikipedia, a blog, an online news cite, Facebook, a youtube channel, online games, a university website.) Write a paragraph analyzing how the webpage works, what makes it interesting, what attracts readers, and how this is different than more traditional forms of writing/communication. IP reflection: In about 1-2 pages, reflect on your IP writing process. Describe the challenges you found in writing your paper, your paper's strengths and weaknesses, and what you learned about writing and how it will help you in the future. Also discuss the goals you set for the IP (unit and weekly): discuss the reasons why you set those particular goals, how you went about working on them, and if you achieved your goals. How would you improve your goal-setting?
M - Apr 08	Writing website copy and strategic site arrangement Visual rhetoric design principles Website Pre-writing and Plan	<i>Writing Matters</i> 51-55, 60-62 Read this article: The Four Key	

Date	Topic	Reading Due	Assignments Due
		Components of a Great Web Design	
W - Apr 10	More design principles	Bring laptop	
F - Apr 12	Group work	Bring laptop	2 solid, thorough, well-thought-out pages: Go through each of the student examples on the Content tab thoroughly. Using all your knowledge of rhetoric and design principles, how effective are they? Which is most effective? Why? Which is least effective? Why? How well are they fulfilling the assignment? Look through the SG assignment description and rubric and the MM grading rubric on the Content tab for your anchor. This is uuuuber important for you to understand how to make YOUR MM effective.
M - Apr 15	Speech & public presentations Teacher Evaluation Optional: GC RA Extra Credit	<i>Writing Matters</i> 63-68 Bring laptop	Website draft Optional: GC RA EC Optional: Scriptural RA Make-up
W - Apr 17			
Th - Apr 18			
F - Apr 19	Final Exam: B160 JFSB 3:00pm - 6:00pm In-class website presentations Course summary Final Presentation Multimodal Argument Course Reflection Final In-Class RA Participation/Smaller Assignments		At least 2 pages on changes you've made in your writing/reading process over the semester. Can explore how rhetoric matters to you: tell me some experiences over this semester when principles learned in Writing 150 impacted your life/actions/thoughts.