

Writing, Rhetoric, and Discourse 103 Rhetoric and Composition I

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Office: LC 1634 **Office hours:** Mon/Wed 8:00-8:25 a.m. or 3:00-3:30 p.m. or by appointment.

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Purpose of Course: The purpose of WRD103 is to get you ready to write well in college. No doubt, as successful high school students, you developed your writing skills sufficiently to succeed in high school. The college environment will expect much more from you in a rhetorical sense, and this course is designed to give you the skills you'll need to write successfully in college. We will discuss thesis, audience, purpose, voice, reader, and rhetoric. We will focus on writing as readers and reading as writers. Our class will be based on reading, writing, thinking about, and responding to texts from multiple genres.

The nature of the class inherently affects the learning environment. This class is what students make of it. I expect you to come to class prepared, for your sake and for the sake of your classmates. I also expect you to respect yourselves and one another. At the same time, I want you to speak freely. The preparation for class is part of that respect. We all have something to teach, just as we all have something to learn. Our class will be a place of learning, growth, respect, rigor, and intellectual stimulation.

Course Goals:

- Students will gain experience reading and writing in multiple genres.
- Students will develop a stance appropriate to the rhetorical circumstances, the ability to marshal sufficient, plausible support for their assertions and should become familiar with a variety of structures for presenting such evidence, including but not limited to narration, exemplification, definition, classification, comparison, analogy, and cause and effect that depend upon the rhetorical situation.
- Students will develop the ability to shape the language of written discourse to their audiences and purposes, fostering clarity and emphasis by providing explicit and appropriate cues to the main purpose and the subsections of their texts.
- Students will develop the ability to read and evaluate the writing of others and to identify the rhetorical strategies at work in written texts.

Learning Outcomes/First Year Writing

Approved by the Liberal Studies Council—June 2008

Taken together, the courses in the First-Year Writing Program at DePaul University seek to develop student competencies in five general categories: rhetorical knowledge; critical thinking, reading and writing; writing processes; and knowledge of conventions. Individual faculty will naturally incorporate these competencies into their courses in different ways, but all faculty in the program should be prepared to demonstrate that their courses include attention to these matters.

Rhetorical Knowledge

By the end of FYW, students should be able to demonstrate that they can:

- Define and focus on a purpose or purposes
- Interpret and respond to different audiences

- Respond appropriately to different kinds of rhetorical situations
- Apply conventions of format and structure appropriate to the rhetorical situation
- Apply appropriate tone, diction, and level of formality
- Demonstrate how genres shape reading and writing
- Write in several genres

Critical Thinking, Reading and Writing

By the end of FYW, students should be able to demonstrate that they can:

- Employ writing and reading for inquiry, thinking, and communicating
- Respond and evaluate texts in multiple genres and media
- Demonstrate that a writing assignment is a series of tasks that includes finding, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Interpret and explain the relationships among language, knowledge, and power

Processes

By the end of FYW, students should to demonstrate that they can:

- Recognize and articulate the value of using multiple drafts to create and complete a successful text
- Exhibit flexible strategies for generating, revising, editing, and proof-reading
- Demonstrate understanding that writing is an open process that permits writers to use later invention and re-thinking to revise their work
- Explain the collaborative and social aspects of writing processes
- Critique their own and others' works
- Apply a variety of technologies to address a range of audiences

Knowledge of Conventions

By the end of FYW, students should be able to demonstrate that they can:

- Demonstrate competency in using common formats for different kinds of texts
- Apply a variety of genre conventions ranging from structure and paragraphing to tone and mechanics
- Correctly document their work
- Correctly apply in their writing such surface features as syntax, grammar, punctuation, and spelling

Books/Course Materials:

We will use the electronic version of the St. Martin's Handbook, available for purchase in the DePaul bookstore.

I also require you to print out and bring to class our readings, which will be available from D2L or e-Reserves from the DePaul library.

Grading:

Class prep and attendance expected

Reading Responses	10%
Quizzes (pop or online)	10%
Reading Annotations	5%
Genre Paper #1	5%
Genre Paper #2	10%

Genre Paper #3 10%
Final Portfolio w/ Reflective Essay 50%

90-100 A 69-60 D
89-80 B 59-0 F
79-70 C

Reading responses are due at the beginning of class. Pop quizzes will be given at the beginning of class, with no make-ups.

Important Course Information:

The Writing Center

Consider visiting the Writing Center to discuss your assignments for this course or any others. You may schedule appointments (30 or 50 minutes) on an as-needed or weekly basis, scheduling up to 3 hours worth of appointments per week. Online services include Feedback-by-Email and IM conferencing (with or without a webcam). All writing center services are free.

Writing Center tutors are specially selected and trained graduate and undergraduate students who can help you at almost any stage of your writing. They will not do your work for you, but they can help you focus and develop your ideas, review your drafts, and polish your writing. They can answer questions about grammar, mechanics, different kinds of writing styles, and documentation formats. They also can answer questions and provide feedback online, through IM/webcam chats and email. Obviously, the tutors will not necessarily be familiar with every class or subject, but they are able to provide valuable help from the perspective of an interested and careful reader as well as a serious and experienced student-writer.

Schedule your appointments with enough time to think about and use the feedback you'll receive. Bring your assignment handout and other relevant materials to your appointments.

Quick Links & Locations:

- To schedule an appointment at the Center's LPC and Loop locations: <http://condor.depaul.edu/~writing/html/sched/WCOnline.html>
- To schedule Real-time conversations with IM and/or webcam: <http://condor.depaul.edu/~writing/html/sched/im.htm>
- To request Feedback by Email: <http://condor.depaul.edu/~writing/html/sched/email.html>
- Loop Campus Office: 1620 Lewis Center, 312.362.6726
- Lincoln Park Office: 250 McGaw, 773.325.4272
- For more information, visit: <http://www.depaul.edu./writing/>

Exceptional Students

Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. All discussions will remain confidential. To ensure that you receive the most appropriate reasonable accommodation based on your needs, contact me as early as possible in the quarter (preferably within the first week of class), and make sure that you have contacted:

- * The PLuS Program (for LD, AD/HD) at 773-325-1677, Student Center #370, and/or
- * The Office for Students with Disabilities (for all other disabilities) at 773-325-1677, Student Center #370

Attendance and Tardiness

Attendance is crucial to your success in this class, and in your life. If you are absent more than three times, you run the risk of failing this class. Coming to class late twice equals an absence. I take attendance and I keep track of latecomers. Students who have not attended class by the first regular class meeting after the last day to add will not be admitted to this class.

Academic Integrity

Please review the university guidelines on student integrity found in the Student Handbook. If you plagiarize anything for this class, you will automatically fail. I will also be forced to sanction you formally through the University Academic Integrity office, which keeps a record of all such violations.

Other Issues of Note

1. Only one person at a time should be speaking during class. If we are having a class discussion, participants should expect others to listen with respect. During the infrequent lectures, I will be passing on vital information for your success in the class. I do not tolerate students who carry on separate conversations or whisper. Students who engage in such activity will leave the class and their next graded assignment reduced by one letter grade.
2. Turn off and put away your cell phones, pagers, and other electronic devices before class begins. You must keep your electronic devices in your bag at all times. Students who display or use such devices in class will have their next graded assignment reduced by one letter grade and they will leave the class.
3. Please use the time between classes to use the facilities and get a drink from the water fountain. You may bring snacks and drinks to class. Students who enter and exit class during class time are disruptive—especially in small classrooms—and I do not tolerate such disruptions well. Students who engage in such activity will have their next graded assignment reduced by one letter grade.

Course Schedule

Wed Sept 8	Introduction/Syllabus Desire 2 Learn Use/Digication and e-Portfolios Informal in-class writing Personal Introductions
Mon Sept 13	√Exercise Central Diagnostic A due by 1pm The Rhetorical Triangle Logos, Pathos, Ethos Reading Response Assignment Information Reading/Discuss Reading Annotation Assignment
Wed Sept 15	√Reading: After Amnesia by Oates (D2L) √Reading Annotation Due Conventions of Discourse In-class Reading (article provided in class)
Mon Sept 20	√Reading Response Due for After Amnesia Discuss Genre #1 Paper √Exercise Central Twenty Most Common Errors due by 1pm

Wed Sept 22	√Reading: Torch Song by Bowden (D2L) √Reading Response Due for Torch Song
Mon Sept 27	√Reading: Teaching the N-Word by Bernard (D2L) √Reading Response Due for Teaching the N-Word √Exercise Central Drafting a working thesis due by 1pm
Wed Sept 29	√Peer Review of Genre Paper #1 <u>Bring 3 printed copies of your rough draft of Paper #1 and 3 copies of the Peer Review Form (D2L) to class on this day. Failure to bring your copies of your rough draft or the peer review form to class will result in a lowering of the final paper grade by 20 points.</u>
Mon Oct 4	√Genre Paper #1 Final Draft due. √Exercise Central Supporting thesis statements due by midnight.
Wed Oct 6	√Reading: Does Your Language Shape... by Deutscher (D2L) √Reading Response Due Discuss Genre Paper #2 Assignment √Exercise Central 742 Improving unity, support, and coherence due by midnight.
Mon Oct 11	√Digitation sign-in and Reading Annotation upload due by 1pm √Exercise Central 344 Arguable Statements due by midnight. In-class Reading and Discussion: Current Editorials
Wed Oct 13	√Peer Review of Genre Paper #2 <u>Bring 3 printed copies of your rough draft of Genre Paper #2 and 2 copies of the Peer Review Form (D2L) to class on this day. Failure to bring your copies of your rough draft or the peer review form to class will result in a lowering of the final paper grade by 20 points.</u>
Mon Oct 18	√Final Draft of Genre Paper #2 due. √Exercise Central 705 Using correct verb form and tense due by midnight.
Wed Oct 20	√Exercise Central 119 Concrete and specific detail due by 1pm Discuss Genre Paper #3.
Mon Oct 25	√Readings: Analysis Pieces by Lane, Ebert, and Menand √Exercise Central 120 Figures of Speech and 82 Sentence Fragments due by 1pm
Wed Oct 27	√Peer Review of Genre Paper #3 <u>Bring 3 printed copies of your rough draft of Paper #3 and 2 copies of the Peer Review Form (D2L) to class on this day. Failure to bring your copies of your rough draft or the peer review form to class will result in a lowering of the final paper grade by 20 points.</u>
Mon Nov 1	√Final Draft of Genre Paper #3 √Exercise Central 92 Misplaced and dangling modifiers and 374 Conciseness due by midnight Discuss Reflective Essay and Final Portfolio.
Wed Nov 3	√Exercise Central 591 Using commas correctly and 327 Using capitalization correctly due by 1pm Bring all of the writing you have done in WRD 103 to class on this day. Small Group Activity.

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Mon Nov 8	√Peer Review of Reflective Essay and Final Portfolio. <u>Bring 3 printed copies of your rough draft of your Reflective Essay and 2 copies of the Peer Review Form (D2L) to class on this day. Failure to bring your copies of your rough draft or the peer review form to class will result in a lowering of the final portfolio grade by 20 points.</u>
Wed Nov 10	Last day of class. You may turn in your final portfolio on Digication on this day, but you have until our scheduled final exam time to turn in your final portfolio through Digication. We will meet in the computer classroom and work on e-Portfolios together.
Mon Nov 22	Final Portfolio due no later than 2:00 p.m.