

English 101E-020

Writing Rhetorically Fall 2017
Tuesday (T) and Thursday (TH) 9:30-10:45
Room: LIB 013B
Book Club immediately after class in ACC
Writing Fellow:

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T 11:00-12:00 in CMA (RCC 101)
W 8:30-9:30 (Tilly 320) and by appointment

Welcome to the “parlor.”



Imagine that you enter a parlor. You come late. When you arrive, others have long preceded you, and they are engaged in a heated discussion, a discussion too heated for them to pause and tell you exactly what it is about. In fact, the discussion had already begun long before any of them got there, so that no one present is qualified to retrace for you all the steps that had gone before. You listen for a while, until you decide that you have caught the tenor of the argument; then you put in your oar. Someone answers; you answer him; another comes to your defense; another aligns himself against you, to either the embarrassment or gratification of your opponent, depending upon the quality of your ally's assistance. However, the discussion is interminable. The hour grows late, you must depart. And you do depart, with the discussion still vigorously in progress (Kenneth Burke *The Philosophy of Literary Form* 110-111).

On our first day of class we will discuss what Kenneth Burke means in his parlor metaphor. Let's just say that English 101: Writing Rhetorically is a class designed to help you become the kind of reader and writer of texts (and other “things”) expected at the college level and beyond. To my mind, that goal is better reached through context, so I teach around a theme; this semester the theme is “Unending Conversations.” Since this course is titled Writing Rhetorically, it means you will be thinking about what writing does and how we use writing to enter into a variety of spaces; by default, you will also be reading rhetorically. As contributors to the conversations, you need to be prepared, in the rhetorical sense, to argue your points. We do not always agree with one another, but there are ways to maintain a respectful environment while making your point. The course includes reading and writing as these activities go hand-in-hand. You are all readers and writers of a variety of texts (and other “things”); as a human being, you do some kind of reading and writing and communicating to others each day. So, we will begin there by mapping and exploring these rhetorical situations you engage in daily. From there we'll “walk around the parlor” and enter into several conversations as you consider the inherent power of words, ideas, “things,” texts and how these shape our surroundings and impact our ways of being. This class will challenge some of the assumptions you have about reading and writing, about how we learn these activities, about how we use these activities, about what rhetoric may be, and about learning and life in general.

Not only is this course designed to help you build upon and improve your reading and writing skills for a particular class, it is also designed to move you into critical literacy. To engage in critical literacy means you are an active participant in your learning and understanding of a subject; critical literacy points out ways of looking at written, visual, and spoken texts/“things” and to question the attitudes, values and beliefs that lie beneath the surface. Having critical literacy means you have the ability to recognize, analyze, employ and, when necessary interrupt discourse conventions within particular discourse communities (that is home, school, church, clubs, work, and so on). As we move through the semester, you will come to understand these concepts and rhetorical concepts more fully. In short, we will enter the conversations as we talk, read, respond, and write about learning and ways of knowing, and we will talk about how we make sense of the world.

This is YOUR class (after all, you or someone you know is paying for it) and as such I do not hold the key to all the “right” answers, but rather I encourage you read and engage with pieces that invite you to think about the possible meanings and interpretations and write about them. Among our goals for this course are to develop strategies toward becoming strong(er) readers and writers while gaining confidence in our abilities. We will be working in small groups, with individual peers, with folks outside our classroom, in conference with me and your writing tutor, and in larger conversations. So, welcome to the parlor.

Our Objectives:

Our goals and objectives are, but not limited to, the following: During and after completing the course, students will

- Develop rhetorical awareness by understanding how to analyze the purpose and audience for specific writing situations and use this analysis to guide their writing and reading.
- Formulate a focused, arguable thesis and support this thesis in an effectively organized essay with evidence drawn from class readings, class discussions, and their knowledge and experience.
- Approach writing as a recursive process which involves inventing, composing, revising, and editing.
- Compose in a voice appropriate for the genre, goals, and target audience.
- Critically read and respond to a variety of texts, including published texts, their peers' texts, and their own texts.
- Use technology to write, revise, and deliver documents.
- Demonstrate facility in using the conventions of Standard Written English, including the conventions of sentence structure, usage, and punctuation.

Teachers open the door, but you must enter by yourself. -Chinese Proverb

WHAT YOU NEED FOR THIS CLASS

Required Texts:



1. There will be a Course Readings packet handed out in class and available online
2. Your book club choice (see list). These will be ordered after the first day of class; you should plan to purchase your book as soon as it becomes available. Some students prefer to order their book online or buy it elsewhere.

Required: BSU Email account (check it daily because I send ALL announcements via email)

Materials: Some kind of binder for papers, assignments and handouts for this class
2 (or more) Two-pocket folder for papers and your midterm and final portfolios
Pens, pencils and other necessities.

A few words about this section of English 101 and the additional activities:

As English language learners, you have opted to enroll in this section of English 101, and I am delighted that you have done so. Students in this class all have two or more languages they use, and sometimes that can make learning conventions of academic writing in English a challenge. First and foremost, this is a writing course and just as rigorous a course as any other section of writing 101. You, however, have an advantage because you have a built-in support system to provide you with the best possible chance of success—and to assist you with any issues you encounter in reading and writing in English. It is up to you to take an active role. You must also be enrolled in ENGL 144 for which you get an **extra 1 credit**. ENGL 144 meets immediately after this class and includes a Book Club and weekly half-hour conferences with a Writing Fellow which are designed to assist you. Try to make the most of these extras, you may see how they can enhance your studies. Think of these and all situations as learning experiences.

Book Clubs

Your Book Club meets on a Tuesday or Thursday day following class. On the first day of class, you will be given a list of books, and with your group you will choose one for this book club. You and your group will read and discuss this book once a week immediately after class with a facilitator from the campus community. Your group will present on the book during the last week of class and at the Mid-Year Symposium (more to come).

Once your group has chosen a title, you will need to purchase the book at the campus bookstore, a local bookstore or online. You need to buy your book ASAP; by the second week, you will be assigned pages to read which

you are to do before the next meeting. Each week before class, you will meet with your Book Club Facilitator. At these meetings, you will discuss your reading and do some journal writing. Over the semester, you will choose two of these journals to hand in to me as part of your portfolios. You will also do so research on certain aspects of the book for your final presentation. The facilitator will provide me with weekly reports on your attendance, participation and progress. You will also fill out a weekly report on your participation. My Book Club Facilitator

Writing Fellow

A Writing Fellow, _____, has been assigned by the Writing Studio Director to this class and will be available for you to go over drafts of your papers. You will meet _____ in the first weeks of class, and at that time, you should set up a weekly appointment. This appointment will be a regular part of your schedule, so be sure to find a time which fits into your week as a regular obligation. Also, it's a good idea to get into the habit of using another set of eyes and ears for your work. _____ will assist you with all parts of your writing process including reading the assignment and getting down your ideas; _____ will also help as your drafts progress and with revising. Your fellow will not edit your papers, but may go over the papers to help you recognize "mistakes" in grammar and mechanics. Make it your responsibility to be prepared for your sessions with _____. If you do not have any immediate writing activities for ENGL 101, you can use this time for a variety of tasks: going over a previous assignment for revision, going over a previous paper to look for patterns or understanding comments from your peers or me, discussing class readings and your responses, or writing for other classes. In other words, you should always have some agenda for these sessions. This is a privilege to have and help you—use it.

Please note:

- If you are ill or unable to attend, it is your responsibility to contact the appropriate session facilitator and let him/her know.
- Missed sessions with Book Club or your Writing Fellow will affect your overall absences for 101. They will also be assessed for your grade for 144.
- All support sessions—Study Strategies, Book Club and the Writing Fellow—will meet even on those occasions when the class does not meet (occasions when I may be ill or be away). If your Writing Fellow appointment falls on a holiday, try to make arrangements to meet another day that week.

Class Assignments and Projects:

Reading and Writing: Reading, like writing, involves making meaning and allows us to contribute to everyday rhetorics and assess situations. We will spend a great deal of time improving your reading skills. Most of these reading will be challenging and all of the reading will require that you read more than once. Since the challenges of the world are not simplified for us, I believe the challenges of a college course should meet those expectations. I encourage you to work at becoming strong readers.

You will be expected to read and write something for every class. We will be doing a variety of writing including letters, in-class writing and revision, journals, essays, and more. We will be exploring with various writing situations in multiple forms including new media.

- All assignments must be handed in on time. You have one free late paper any time during the semester—no questions asked, but save this "free" late paper for when you are really in a tough situation.
- Any other late papers will be reduced by a half grade for each day late. Unless there are extenuating circumstances, no paper will be accepted beyond one week from the due date.
- More than two late assignments will bring your final grade down.
- **Never** do your homework in class; have assignments ready before you come into class. Not being prepared results in a zero for that day.

For each reading you will be asked to write a response. Many times, this will be in a double-entry journal which will be explained in class. In class you will exchange your responses, read them, and comment on them. The comments you make should continue your peer's thinking, pose questions, or reflect on the writing. We then use these to start our class discussions.

Our Writing Groups will be created as a space for you to discuss your drafts; you will also have responses from peers outside your writing group. Writing groups are designed to help you with your writing, and we will establish a protocol for these groups so that they meet this goal. At times, you may be asked to mix it up and meet with peers outside your Writing Group.

Major Papers: Among the other writing for class, you will have four major projects and each will be described in detail on an assignment handout. These projects will build from the readings. Each will be taken through multiple drafts and shared with your writing groups and in a whole-class peer review. When you hand in the paper for grading, you will include all drafts, with the most current on top along with any peer review sheets in a two-pocket folder (the paper trail). Remember all this work counts as part of your grade, so it is important to be in class for peer review with 2 copies of your paper. You will not receive credit for this activity if you are not present or do not have a draft. Due dates are on the schedule.

Attendance, Academic Honesty, and Other Suggestions



Attendance, Plagiarism and Other Suggestions

1. In Indigenous communities, we talk about the four Rs: Reverence, Reciprocity, Respect, and Responsibility. I make every attempt to conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes coming to class on time and prepared as well as being present and engaging in deep listening as well as contributing. While we may disagree, and I hope we will, there are ways to challenge and ask difficult questions in ways that do not devalue anyone in the room.
2. **You must come to class regularly and on time and being present in class.** Being in class demonstrates your responsibility to your studies and your peers. While things happen such as illness, car troubles, unplanned events, it is to your benefit to make every class. If something serious happens let me know, so you keep up with the work. However, if it seems that you just are not taking the class seriously, your grade will be affected. Thus, four or more absences (equally two weeks of class) means you should not expect to pass the course. Please notify me on the day you are absent by phone or email (listed at the top of this document). When absent, you must bring documentation such as a doctor's note. If you are absent, you are responsible for getting and completing the assignment. Not attending Book Club or STUDY STRATEGIES or missing a session with the Writing Fellow figures into your overall absences. Further, three times late equals one absence. If you are late, enter and take your seat without disrupting the class. Likewise, if you must leave class to use the facilities, do so without interrupting. Being late on a consistent basis and/or continually leaving the classroom will bring down your grade. To me, being on time and present is having respect for your peers, me, and yourself.
3. **Use of Electronic Devices:** Sometimes it seems we must be available to others 24/7, which leaves no time for anything else. Yet this "on-call status" does not allow for us to be attentive to other things. While I may not say anything to you, I (and other students) do take note of your attentiveness in class. In this class cell phone use is only for emergencies—put them on a silent mode and keep them out of sight. Likewise, while you may bring laptops or other devices to class, they should be used only for class-related tasks. Websurfing, viewing Facebook or checking email are not part of the work at hand. Finally, earphones, unless they are for purposes of hearing-impaired students, are not to be in your ears. I do not care to waste my time and the time of the class monitoring your use of electronic devices. Your inappropriate use of such devices is disrespectful to me and to your peers; violation of this policy will result in your being marked absent for the class.
4. **Academic Dishonesty and Plagiarism**—Plagiarism is intellectual theft. It's a serious offense that could not only jeopardize your grade, but has other serious consequences. Plagiarism is taking someone else's work and passing it off as your own or without giving credit to those who did the writing of and thinking about the work. Examples could be an essay or paragraphs you found on the internet, ideas and writing from part of another's text or your friend's essay written last year. It's very easy for your instructors to detect this theft, and disciplinary action must be taken. At the very least, you will fail the paper; at the worst, you could fail the

class and ultimately be dismissed from school. Pressures mount on everyone; please do not let them steer you toward dishonest or unethical behaviors. Please just avoid this path. This is a link to BSU's Academic Integrity Policy: <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>

5. **Participation:** Attendance and participation are not the same things. Participation means that you are physically, mentally, and vocally present in class. Much of our work is based on work you have done in your reading responses or through your observations. You should come to class prepared and ready to work. Each person should respond thoughtfully and carefully to the discussion. Participation is a major player in your final grade, so I urge you to fully engage in the class. You will also receive a grade for your 1-credit ENGL 144 which means you have to attend Study Strategies, Book Club, and the appointments with your Writing Fellow and be an active participant.
6. **Feel challenged**—While the work load is heavy at times, there is still so much more to contribute. If you find something that looks interesting, bring it in or discuss it in your responses. Speak and ask questions in class. Do your homework and come to class prepared to work. While it seems like a lot, stick with it. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.
7. **Special Accommodations:** Any student who needs special accommodations due to a documented disability must register with the Disability Resources Office in the Academic Achievement Center (Maxwell Library, ground floor). A letter will be provided for you which needs to be delivered to me before the add/drop period. At that time, we can discuss your specific needs.
8. In addition to the Writing Studio, Second Language Services is also located in the AAC. Make use of the center for conversation groups or other services they provide.
9. **Talk to me**—I make myself available in multiple ways. My office hours are listed at the top of the syllabus and I can always find other times to meet with you. Let me know if there are any issues before they grow. Please do not feel intimidated by my “rules” or the course materials; they are designed to help you become a stronger reader, writer and learner. I am also interested in what you have to say as a member of our classroom community; I am involved in helping you say what you want in the context of your assignments and will respectfully respond to your work.
10. Have a sense of humor.
11. Be creative. Take risks.

Evaluating Your Work



5% Attendance

15% Class Participation: At any level of college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in discussions and workshops and being prepared. I value your insights regarding class materials and the nature of our discussions. This kind of participation allows us as scholars to engage in thoughtful discussions and, ultimately, new levels of learning.

10% Homework: Homework is a priority and includes anything you are asked to do before the next class meeting. Unless you have a strong reason, no late homework will be accepted. Not coming to writing workshops with a draft of your paper will result in a zero. Responses not posted will receive the same. If the responses are less than a page or do not show evidence of thoughtful response, they will receive half or zero credit.

10% Revision The best writers revise—a lot. This course is based on the premise that every paper will be re-seen and re-written to make it the best it can be. This does not mean merely correcting grammar. It means re-seeing what you have said and asking if it could be improved. It means adding or taking away sentences, words, ideas, support, and so on. It means working with peers and your Writing Fellow and developing habits of mind.

60% Midterm and Final Portfolios: There are several “major” projects you will complete for the class including essays, your book club presentation and a visual rhetorics piece. Each of these will undergo workshops and revision and will be handed in for comments. You will have two portfolios of your work due:

Midterm Portfolio: Your midterm portfolio consists of your work in the first part of the semester along with a reflective cover piece. The major projects all your other work such as the reading responses, inksheddings, peer reviews, several book club responses and in-class writing contribute to your work of the course. The reflective cover piece, which should be placed at the front of your portfolio, will include your assessment of your work by pointing to specific pieces in the portfolio, and you should also discuss what you have been

learning about your literacy practices. You are responsible for organizing the other pieces and creating a table of contents.

Final Portfolio: Your final portfolio consists of your work in the second part or the semester along with a reflective cover piece. The major projects all your other work such as the reading responses, inksheddings, peer reviews, book club responses, in-class writing and a summary of your book club presentation. The reflective cover piece, which should be placed at the front of your portfolio, will include your assessment of the whole semester's work by pointing to specific pieces in the portfolio, and you should also discuss what you are taking from this course. You are responsible for organizing the other pieces and creating a table of contents.

