

ENGL 102-T20: Writing Rhetorically with Sources

SPRING 2019
TTH 9:30-10:45
RCC 110

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Office Hours: M 11:00-12:00
TH 11:00 -12:00 (RCC 101)
T 8:15-9:15 (Tilly 320)
TH 3:00-4:00 ((Tilly 320)
and by appointment



WHAT YOU NEED FOR THIS CLASS

Readings posted to www.joycerain.com

Required: BSU Email account and access to website

Materials: 8 ½" x 11" lined notebook paper

Folder or binder for papers, assignments and handouts

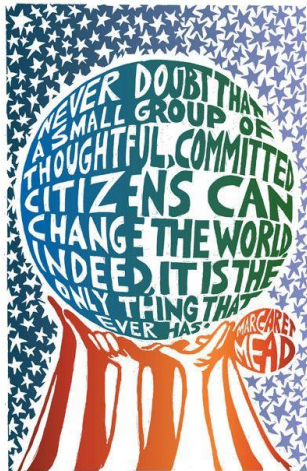
Two-pocket folders for handing in papers and portfolios

COURSE INTRODUCTION:

If you want to change the world, pick up your pen and write. – Martin Luther King, Jr.

Kenepeum! (Welcome) to class! English 102 or Writing Rhetorically with Sources is a class designed to continue the work done in English 101 as you move into the kind of reading and writing of texts expected at the college level and beyond. Writing Rhetorically with Sources also engages you in research as inquiry and helps you to engage in a variety of ways to inquire about something. It is also a course to help you conduct research, discern which sources are credible, and how to effectively use these sources to support your arguments. To my mind, these goal s are better reached through context, so we work within a theme. This semester we will explore taking action to bring awareness to societal inequities. Our readings are designed to teach and inspire, to critique, to learn, and to expand. Writers and researchers work within particular frameworks with a purpose in mind, and they make choices about what and how they present to

their audiences. In this class, we will explore a variety of writers and researchers to see how they bring their product into being; we will consider how these researchers take events of our histories and cultures to create particular arguments and how audiences react to their arguments. We will look at films and reactions to them: what messages are intended and what messages have been received. And we will write about all of these through a variety of in and out of class activities. We will engage in writing that spans the traditional essay to new media. We will create essays, blogs, and researched projects which utilize our skills as readers, researchers and writers. In short, through lots of reading and writing we will learn how arguments are constructed around us and by us; we will analyze choices made by writers. We will write smaller projects which build toward a larger project. We will then choose a particular moment to which you are a witness that prompts curiosity and warrants your sustained attention. Then, we will conduct research through archives, libraries, media, interviews and other resources. We will then learn how to put together an archive of your research to create new texts for the class and for the public. By the end of the course, we will use these student-produced texts as examples to write a final, reflective paper. This class should challenge some of the assumptions you have about reading, research and writing, about how we learn these activities, about how we use these activities, about audience responses to this work, and about what a text may be.



This course is designed not only to help you build upon and improve your reading and writing skills for a particular class, but 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 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, dorms, clubs, school, church, work, and so on). As we move through the semester, you will come to understand these concepts more fully.

This is YOUR class (after all, you are paying for it) and as such I do not hold the key to all the "right" answers, but rather I encourage you to read deeply and invite you to think about the possible meanings and interpretations of texts and write about them. Among our goals for this course are to develop strategies toward becoming strong(er) readers, researchers and writers while gaining confidence in our abilities. We will be working together in small groups, with peers, and in larger discussions. Each week and at appropriate times, you will be asked to lead discussions.

Our Objectives:

There are several goals for the semester other than what has been mentioned in the narrative above. Over the semester a student will develop and an understanding of the following:

- Continue to grow as a writer and reader in relation to the ENGL101/ 102 outcomes.
- Become more familiar with conducting research through the use of electronic academic research tools such as Maxwell Library's online catalog and electronic research databases.
- Approach research as a recursive process consisting of a series of tentative hypotheses that are then tested and affirmed or revised.
- Effectively integrate primary and secondary sources into your own text, using appropriate citation style, while demonstrating a clear awareness of the relationship of these sources to your central point and a clear distinction between your ideas and language and those of your sources.
- Effectively revise, taking essays through multiple drafts, using a variety of workshopping and revision techniques, and taking into consideration my feedback as well as feedback from your peers.
- Learn about the variety of ways that writing can be used in the 21st century
- Develop an understanding of issues that impact us all.

Book Club and Writing Fellow

Along with your ENGL 102 class, you have a one-credit ENGL 145 which consists of a book club and a weekly appointment with Abbey Branco who will be our Writing Fellow this semester. So each week, in addition to attending class, you will have one book club meeting and one half hour an appointment with Abbey (abranco@student.bridgew.edu). It's important for you to attend and participate in all parts of 102 and 145.

Attendance, Plagiarism and Other Suggestions

1. In Native 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. An important part of this class is respectful behavior to book club facilitators, our writing fellow, your peers, any guests, me, and yourself. 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. Do not disrupt the class for your own agenda. Being aware of class policies includes being respectful in all areas including the language we use. In conversations we may disagree, and I hope we will, yet there are ways to challenge one another and ask difficult questions in ways that do not devalue anyone in the room.
2. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. **You are responsible for coming to class regularly and on time and being present in class.** While things happen such as illness, car troubles, unplanned events, try to make every class. If

something happens let me know, so I can help you keep up with things. . However, if it seems that you are not taking the class seriously, your grade will be affected. Thus, **four** or more absences (equally two weeks of classes) means you should not expect to pass the course. I do not necessarily need to know why, but please notify me on the day you are absent by phone or email (listed at the top of this document). If you are absent, you are responsible for getting and completing the assignment. 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 will bring down your grade as will continually leaving the classroom.

3. **Use of Electronic Devices:** These days with cell phones, 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. As well, students may think that instructors and others don’t notice texting, but it is quite obvious. While I may not say something 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 vibrate and keep them in your bookbag. Likewise, while you may bring laptops to class, they should be used only for class-related tasks and only when you are directed to use them. Any other use of these will result in your being marked absent. 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. You may think I do not notice these inappropriate uses, but I assure you that I am aware. Violations to this policy may result in your being considered absent for the day.
4. **Plagiarism**—we all know that this is intellectual theft. Bottom line, don’t do it. 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 will 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. 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. It means you are not texting or using your computer for work outside the class. Much of our work is based on work you have done in your reading responses or through your interpretations/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.
6. **Feel challenged:** While the work load is heavy at times, there is still so much more to our conversations. 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 difficult, stay 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. **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 and writer. 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.

9. Have a sense of humor.
10. Be creative. Take risks.

Projects (Subject to change if necessary)

There will be four projects due over the semester. Each will be described in detail on separate handouts and posted online. You will hand these in twice during the semester in a mid-term and a final portfolio. A separate handout will be given to discuss what goes into each portfolio.

Project 1: A paper which examines propaganda and who has the power to shape the story

Project 2: A paper which examines how a writer does research.

Project 3: A longer, researched paper based on a moment to which you are a witness

Project 4: A classification and analysis of the class stories

Evaluating Your Work

20% 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.

20% 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.

60% Class Projects (in mid-term and final portfolios): There are several “major” projects you will complete for the class. Each of these will undergo workshops and revision and will be handed in for grading twice in a mid-term and a final portfolio (see individual handouts). All aspects of the writing process are figured into this grade.

Schedule of Assignments (tentative)

This schedule will be provided for you as a separate document on the second week of class.