

English 101E-020

Writing Rhetorically Fall 2021
Tuesday (T) and Thursday (TH) 9:30-10:45
Maxwell Library Room 307
Book Club immediately after class
Writing Fellow:

Joyce Rain Anderson, Ph.D.
Tillinghast Hall, Room 320
Phone: 508.531.2508
Email: joycerain.anderson@bridgew.edu



Office Hours:
M 3:30-4:30 (online)
T 11:00-12:15 (online)
TH 11:00-12:00 (RCC 101)
and by appointment

English 101E: Writing Rhetorically is a class designed to help you become the kind of reader and writer you need to be 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 "Perceptions." As human beings today, we are bombarded with so much information. Our relationships are often based on our perceptions as well as influenced by our circumstances: where we are located; on whose original lands; where we have moved in our lives; what our future places might be; and how we will continue to be shaped by our actions. We will think about three areas: Perceptions of Place, Perceptions of Education, and Perceptions of Society.

perception
n. the process or result of becoming aware of objects, relationships, and events by means of the senses, which includes such activities as recognizing, observing, and discriminating. These activities enable organisms to organize and interpret the stimuli received into meaningful knowledge and to act in a coordinated manner.

The course includes reading, writing, speaking, and listening as these activities go hand-in-hand. You are all readers of texts and writers of a variety of texts and other materials as we will discuss. Each day, you engage in many kinds of communication whether internally or externally. You also observe things in everyday life. Whether you are aware or not, you are constantly taking in, assessing, and interpreting things every day. Use your prior knowledge to help you understand situations based on your own experiences. We will also practice "critical imagination" (Royster and Kirsch) to assess, inquire, rethink and speculate.

This is YOUR class 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 course, in conference with me and your writing fellow, and in public spaces when we can.

Masks are to be properly worn inside, and social distancing will be required. Please do not come to class if you are ill. Please consult the Covid information on the BSU website for policies and procedures: <https://www.bridgew.edu/fall-2021-return>

Our Learning Goals:

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 our own knowledge and experience. While doing so, we will agree that this formulation also must be interrogated.
- ❏ Approach writing as a recursive process which involves inventing, composing, revising, and editing.
- ❏ Develop an understanding of one's own process as fluid and not a static formula.
- ❏ Compose in a voice appropriate for the genre, goals, and target audience.
- ❏ Critically read and respond to a variety of texts including published texts, non-alphabetic 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 as a target language for academic purposes, including the conventions of sentence structure, usage, and punctuation. However, we will honor multiple languages and dialects.
- ❏ Learn ways to engage in critical imagination.

WHAT YOU NEED FOR THIS CLASS

Required Texts:

1. There will be a Course Readings packet built through hand-outs in class and available online at www.joycerain.com . We will also use Blackboard.
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 – this is where I will post important notices for class and/or communicate with you on an individual basis). If you have a personal email, I suggest linking it to your BSU email account as faculty will use that to reach you.

A few words about English 101E and the additional activities:

While ENGL 101E may seem to differ from a 101 course others may be taking, this writing course is a rigorous a course which meets and exceeds a similar class. You also 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 your responsibility to take an active role.

You must also be enrolled in ENGL 144 020 for which you get an **extra 1 credit**. ENGL 144 meets immediately after this class (starting in week 3) and includes a Book Club and weekly half-hour conferences with _____, our Writing Fellow; these support structures are designed to assist you. Try to make the most of these extras, you may see how they can enhance your studies. I like to think I learn from everything I do, so think of these and all situations as learning experiences.



How do you interpret these images?

Class Assignments and Projects:

Reading and Writing: Reading, like writing, involves making meaning and allows us to contribute to everyday rhetorics and assess situations ethically. We will spend a great deal of time improving your reading skills. Most of these reading will be challenging, and all 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, postings to a blog, and essays. We will be exploring with various writing situations in multiple forms including new media. All your readings will be posted on www.joycerain.com, my website.

- 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 really need the extra time
- Unless there are extenuating circumstances, no paper will be accepted beyond one week from the due date.
- Multiple late assignments will bring your final grade down.
- **Never** do your homework during class; have assignments ready **before** you come into class.

For each reading you will be asked to write a response. This may be in a double-entry journal which will be explained in class, in a one-page format, or some other form. During 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 Projects: Among the other writing for class, you will have three-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 create a folder that includes all drafts clearly marked to show your progression of revision and your peer review sheets. Remember all this work counts as part of your grade, so it is important to be in class for peer review. 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.

The heartbeat of critical thinking is the longing to know – to understand how life works. –bell hooks

Evaluating Your Work-- *Note: I value your labor in taking a class. If you complete all the work on time fulfilling all the requirements with satisfactory effort, you will earn a C for the class. Earning a B means you complete the work on time fulfilling all the requirements with above average effort. Earning an A means you complete the work on time fulfilling all the requirements demonstrating clear and critical thinking and going above the ordinary. Below is a rough scale for the components of the course.*

5% Attendance: 5% of your total grade can make a difference between a B+ and an A- for example.

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. 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, 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, 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.

Attendance, Academic Honesty, and Other Suggestions

1. In Indigenous communities, we honor the four Rs: Reverence, Reciprocity, Respect, and Responsibility in our relationships. 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 need to make every effort to attend class regularly and on time as well as being present in class.** Being in class demonstrates your responsibility to your studies and your peers. While things happen such as illness or 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, **three** or more absences 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 missing a session with the Writing Fellow figures into your overall absences. Further, class starts at 9:30 on Tuesday and Thursday – you must come on time. Therefore, **three times late equals one absence** To me, being on time and present is having respect for your peers, me, and yourself.
3. **Academic Dishonesty and Plagiarism** – Plagiarism is intellectual theft. 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. It's a serious offense that could not only jeopardize your grade, but has other serious consequences. 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>

4. **Participation:** Attendance and participation are not the same things. Participation means that you are physically, mentally, and vocally present during class. Much of our work is based on work you have done in your reading responses or through your observations. You be 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 Book Club, and the appointments with your Writing Fellow and be an active participant.
5. **Feel challenged** – While the workload 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.
6. **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. <https://www.bridgew.edu/events/disability-resources-2020-06-12>
7. For students who need support with other needs:
[https://my.bridgew.edu/departments/acaffairs/Shared%20Documents/Resources/BSU%20Referral%20Guide%20for%20Frequent%20Student%20Inquiries%20\(as%20of%207-24-18\).xlsx](https://my.bridgew.edu/departments/acaffairs/Shared%20Documents/Resources/BSU%20Referral%20Guide%20for%20Frequent%20Student%20Inquiries%20(as%20of%207-24-18).xlsx)
8. For information on Covid 19: <https://www.bridgew.edu/covid-19>

In accordance with the recommendations and guidance of the Centers for Disease Control and Prevention (CDC) and the Massachusetts Department of Public Health (MDPH), the university has taken steps to limit the spread of COVID-19, but the health and safety of the community depends upon all its members accepting the shared risk associated with the disease.

Working together, we can help prevent the spread of COVID-19.

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.

“Most misunderstandings in the world could be avoided if people would simply take the time to ask, "What else could this mean?" — Shannon L. Alder

Dr. Joyce Rain Anderson Meeting Room for Zoom

<https://bridgew.zoom.us/j/98886764165?pwd=WTQzK2RvQ2tlUkRQT2lWWUpjMFVlQT09>

Meeting ID: 988 8676 4165

Passcode: 359502

Office Hours:

M 3:30-4:30 (online)

T 11:00-12:15 (online)

TH 11:00-12:00 (RCC 101)

and by appointment
