

# ENGL 102-T20: Writing Rhetorically with Sources

SPRING 2022  
TTH 9:30-10:45  
HUNT 101

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

## Office Hours:

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



## WHAT YOU NEED FOR THIS CLASS

Readings posted to [www.joycerain.com](http://www.joycerain.com)

Required: BSU Email account and access to website

Materials: 8 ½" x 11" lined notebook paper

Notebook for this class

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.

*Kenepum!* (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 I 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 21<sup>st</sup> century
- Develop an understanding of issues that impact us all.

## 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

Please 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. Please be aware, that this kind of labor-based grading is a gift; if you take the responsibility for doing the work, participating, and being present you will do well in this course.

Below is a rough scale for the components of the course.

**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.

**TENTATIVE SCHEDULE** (Like any piece of writing, this is a draft and will undergo revision.)

Note: It is your responsibility to read materials before coming to class and to prepare any assignments. In many cases, you need to check the additional assignment sheet and/or OUR WEBSITE for details.

**Week 1 January 20 –We are remote this first week—via Zoom**

**Join Zoom Meeting**

<https://bridgew.zoom.us/j/99092643921?pwd=NU94Tm1yK2taOU0xM2lJc2hVOE9TQT09>

**Meeting ID: 990 9264 3921**

**Passcode: 885607**

**TH~** We meet (remotely) for the first time today for a new semester and a fresh start. Today, we will discuss the class and the syllabus, introduce ourselves, choose our writing groups and books for book club, discuss critical perspectives, and do a little writing.

**Homework for 1/25:** (1) Read the syllabus and mark it for comments and questions. Be prepared to discuss. (2) Read the handout on Propaganda Methods (3) Listen to Chimamanda Adichie’s “The Danger of a Single Story.” Write a one-page reaction paper. Ted Talk:

[http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?language=en](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en)

Transcript:

[http://www.ted.com/talks/chimamanda\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story/transcript?language=en](http://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story/transcript?language=en)

While I know some of you have heard this before, it is worthwhile to listen to it again for things you may not have heard before.

**Week 2 January 25 and 27 IN PERSON HUNT HALL 101**

**T~** Today we will discuss Chimamanda Adichie’s text. What is her argument? What might be her resources? What specific evidence does she use to support her claims? We will also discuss propaganda.

**Homework for 1/27:** Please read the handout on The Story of Propaganda and the Tools of Propaganda. Write a one-page response and bring copy to class. Prepare a discussion question or point and bring to class.

**TH~** Today we will discuss the readings on propaganda and look at some examples online.

**Homework for 2/1:** Please read “Propaganda in America Today.” We have been discussing propaganda and understanding through visuals and reading. This last article was written in 2015. Please bring in a list of what you understand as propaganda in the last couple years and say why you think it is propaganda.

**Week 3 February 1 and February 3**

**T~** Discussion of Propaganda in the current times.

**Homework for 2/3:** Please read from the website *Fake or Real? How to Self-check the News and Get the Facts*: <http://www.wbur.org/npr/503581220/fake-or-real-how-to-self-check-the-news-and-get-the-facts> Be sure to follow and read some of the links to get a full sense of the article. Also read *The Media Bias Chart* [https://adfontesmedia.com/static-mbc/?utm\\_source=FB011222&fbclid=IwAR0w8PoYHwvni9m5IVi7IZUnlxwE65VzrU3dCa-miOrTLMA8Z9t-ew6zvK](https://adfontesmedia.com/static-mbc/?utm_source=FB011222&fbclid=IwAR0w8PoYHwvni9m5IVi7IZUnlxwE65VzrU3dCa-miOrTLMA8Z9t-ew6zvK) Write a one-page response discussing what important things you learned. Bring your writing to class

**Homework for 2/3:** Please read the news articles handed out in class. Using the information from *Fake or Real?* make some determinations on these articles (in writing). Are they real news? What did you need to do to find out? Bring your work to class

**TH~** Discussion fake news and websites.

**Homework for 2/8:** Please read the news articles handed out in class. Using the information from *Fake or Real?* make some determinations on these articles (in writing). Are they real news? What did you need to do to find out? Bring your work to class

#### Week 4 February 8 and 10

**T~** Determining what is real. Writing an informed article

Paper 1 handout and discussion

Choosing topics

Research

What is important to include in a short news article? What research do you need to support your argument?

**Homework for 2/10:** Choose a topic for a 750-word news article where you take a stand. Write a rough draft and bring to class.

**TH~** Writing groups where *everyone* will read your paper aloud and give feedback.

How does your paper work given this discussion? What do you need to do to revise? What other research is needed to support your arguments?

**Homework for 2/15:** Revise Paper 1 to hand in. After I read them, I will be setting up a schedule to have a group conferences with you.

#### Week 5 February 15 and 17

**T~** Paper 1 due

Reading *Brutal Imagination*—we will start in class

Discussion of the 1989 Charles Stuart and the 1994 Susan Smith cases

Discuss Chapter 1 of *Brutal Imagination*

**Homework for 2/17:** Read Chapter 1 of *Brutal Imagination*. Prepare discussion questions or points

**TH~** Discussion of *Brutal Imagination*

**Homework for 2/22:** Read Chapter 2 in class In groups *Look up one of the characterizations Eady uses in Chapter 2* to understand the background These include Aunt Jemima, Uncle Tom, Stepin Fetchit, Uncle Ben, and Buckwheat.

#### Week 6 February 22 and 24

**T~** Eady as researcher. You as researcher. What do researchers do? Where do they find materials? How do they use sources to construct their arguments? Researching the news—Lexis-Nexus Database

**Homework for 2/24:** Read Chapters 3 and 4 of *Brutal Imagination*. Prepare a discussion questions or points. Thinking about research: find two news articles on Susan Smith or Charles Stuart from the time their cases were in the news. Prepare a triple-entry journal (see handout) on how Eady may have used these articles to write *Brutal Imagination*.

**TH~** Share journals in class. Discussion of *Brutal Imagination*

Paper 2 Handout—writing about systematic oppression (see handout)

Book club discussion

**Homework for 2/24:** Create a rough draft of your paper and bring to class on Tuesday

**TH~** Share your rough drafts in your Writing Group. Discuss credible sources. Discuss ways to revise. Read your rough draft and find places where you need to use another resource or integrate quotes more effectively. Write about your next steps.  
Discussion of *We Should All Be Feminists*. What is feminism according to Adichie? Ted Talk in class

**Homework for 3/1:** Revise Paper 2 for peer review in on Tuesday February 27

**Week 7 March 1 and 3**

**T~Peer Review on Paper 2 –please print out your paper early (before class)**

Sharing thoughts on feminism.

**Homework for 3/3:** Revise paper 2 to hand in Tuesday, March 15 in with your mid-term portfolio (see handout)

Read *We Should All Be Feminists*. Write a one page response: How does Adichie redefine herself as a feminist? Why does she do this? In addition, look up information on feminism and Adichie.

**TH~** Discussion of *We Should All Be Feminists*

**Homework for 3/14:** Using Adichie’s argument that “Gender as it functions today is a grave injustice,” conduct research about how these injustices occur. Write down what you find and bring to class after break.

**Week 8 March 8 and 10**

**Spring Break—no Classes—have fun and be safe—use extended time well to prepare your mid-term portfolios.**

**Week 9 March 14 and 16**

**T~ Midterm portfolios due with Papers 1 and 2 and a reflection (see handout)**

Share your research on Adichie’s argument.

Paper 3 handout--brainstorming

**TH~** visit display in RSU

**Homework for 3/22:** Prepare a topic for paper 3 and find 2-3 resources (see handout)

**Week 10 March 22 and 24**

**T~** Share your ideas in Writing groups

Conducting interviews as research

**Homework for 3/24:** Work on writing a rough draft to share.

**TH~** Share drafts in class

**Homework for 3/29:** Revise Paper 3 for peer review on Tuesday.

**Week 11 March 29 and 31**

**T~ Peer review Paper 3**

**Homework for 3/31:** Read “Sports and Social Justice” <https://hbr.org/2021/01/sports-and-social-justice> Write a short response to bring to class on 3/31 ALSO: Revise paper 3 to hand in Tuesday, April 5 in a two-pocket folder

**TH~** Discuss “Sports and Social Justice”

Discussion of action

**Homework for 4/5:** Read “The Billionaire Space Race” <https://theconversation.com/billionaire-space-race-the-ultimate-symbol-of-capitalisms-flawed-obsession-with-growth-164511> Write a one page response and bring to class, Find a social justice issue that you can work on. Don’t forget Paper 3 is also due

**Week 12 April 5 and 7**

**T~Paper 3 due**

Discuss Billionaires in Space/Social Justice issues

Designing brochures and public service announcements

**Homework for 4/7:** Research your social justice issue and come up with a rough plan on how to create your campaign.

**TH~** Discussion Fighting injustice. Discussion of issue. Designing your Public Service campaign

**Homework for 4/12:** Work on your brochure and public service announcement.

**Week 13 April 12 and 14**

**T~** Public Service announcement and brochure sharing.

Discussion of resources

**Homework for 4/14:** Create a draft of your brochure and psa for peer review

**TH~** Peer review of brochure and psa

**Homework for 4/19:** Revise brochure and psa. Write a short process paper draft

**Week 14 April 19 and 21**

**T~** PSA and Brochure due

**Homework for 4/21:** Homework: Gather all your work for portfolio. Begin writing cover piece

**TH~** Putting together Portfolios

**Homework for 4/26:** Revise cover piece for peer review

**Week 15 April 26 and 28**

**T~** Peer review on portfolio

**Homework for 4/28:** Prepare portfolio and cover piece to hand in

**TH~** Celebration of your hard work

Portfolio and cover piece due in my office by May 4 (please leave in box)

**Classes end on May 4. Reading Day is May 3rd. Finals are May 4-10**