

Instead of a traditional syllabus, I share the following documents in a Canvas Module: The 411 on 1122. I tried to frame the course and expectations in positive terms.

Course Goals, Approaches, and Assessment

WRIT 1122 Goals and Features

All sections of WRIT 1122 have [shared goals and features](#) to help students improve their writing. Our goal is that, by the end of WRIT 1122, students will:

- ❖ Demonstrate practical knowledge of the concept “rhetorical situation,” through the abilities both to analyze and to write effectively in different kinds of situations.
- ❖ Demonstrate proficiency with basic elements of rhetorical analysis (such as logos, ethos, and pathos) in a range of texts, and the application of that facility in their own writing.
- ❖ Demonstrate the ability to produce writing that effectively provides evidence and reasoning for assertions, for audiences of educated readers.
- ❖ Demonstrate the ability effectively to incorporate sources into their own writing and to provide rhetorically effective attributions for those materials.
- ❖ Demonstrate the ability to use feedback to revise their own writing and the ability to provide useful feedback to others.
- ❖ Demonstrate the ability to edit and proofread their writing.

Course Theme

This section will investigate the kinds of writing that matter in academic, professional, civic, and personal life and what matters in good writing. We’ll analyze and practice writing in multiple genres and media—essays, memos, blogs, etc.—honing the rhetorical skills you need to make effective arguments about issues that matter to you, from campus life and local causes to national news and global conflicts.

I encourage you to select topics that really matter to you, that intersect with your other academic and personal interests, and that can make a positive contribution in your classes or communities.



“Choose battles big enough to matter, small enough to win.”
Jonathan Kozol

Course Approaches

Hybrid Learning

Because we meet in person for less time than two-day-per-week classes, this is technically a hybrid course. This means that you will be responsible for completing additional coursework online, such as reading materials or watching videos in place of lectures so we can engage in more active learning during the time we have together. You must have reliable and consistent access to the Internet. If you have trouble accessing Canvas or Google Drive, please email me immediately! I will post a Weekly Overview to help you keep track of assignments; you are responsible for keeping up with these requirements.

Universal Design for Learning

Individual students bring a wide variety of skills, needs, and interests to learning, and one of my goals as an educator is to support diverse approaches to course content by making materials and activities as engaging and accessible as possible. To this end, I follow several principles of Universal Design for Learning. For example, I try to present material in multiple formats through reading, visuals, and verbal communication. I include activities that allow students to express themselves in different ways, as well, through multiple textual, visual, and verbal heuristics; informal and formal writing; presentations; and one-on-one, small group, and large group discussions. We'll discuss a range of topics to engage different interests. Please let me know if there is anything I can do to better support your learning.

Inclusive Excellence

I am committed to fostering a learning community that supports each student's development as a writer, student, and citizen by respecting differences and finding common ground. We will encourage honest inquiry and constructive criticism but won't tolerate mean-spirited discourse or offensive behavior. You'll be writing on topics you care about, and it's okay to be emotionally involved in your work. If at any time you think that your peers or I are being disrespectful to you or anyone else, or if you think we've left out important perspectives in our conversation, please bring this up in class or discuss it with me after class or in office hours.

Assessment

For each formal assignment, we'll discuss genre conventions and assignment expectations as a class and conduct peer workshops and/or conferences. You'll submit a revised project to me for feedback and a 'working grade.' You'll have an opportunity to revise two projects for a higher score at the end of the term.

Specific requirements and criteria for individual projects will vary, and we'll discuss them in class, but in all cases the project rubric and my evaluation of your work will

consider overall appropriateness to the rhetorical situation, content and development, organization, style, mechanics, and format (in that order).



A Note on Plagiarism

We will discuss intellectual property, fair use, and how to avoid plagiarism in class. If you ever have a question about working with sources, don't hesitate to ask! This is a learning environment and you won't be penalized for a problematic paraphrase. However, intentional plagiarism—defined here as submitting another's work in whole or part with the intention to deceive—is unethical and can have negative consequences for your grades and/or academic career. Just don't do it! To learn more about DU's policies on academic integrity, visit www.du.edu/honorcode.

Generative Feedback and Minimal Marking

Research has shown that a) we can only process a limited amount of feedback at once, b) students have a hard time prioritizing feedback, and c) teachers just 'correcting' students' grammar and editing doesn't help students improve their writing. Therefore, in my feedback on your projects, I will:

- Prioritize 'big picture' issues. There's no sense in worrying about comma placement in a sentence that will be deleted.
- Emphasize generative/forward-looking feedback—what you could/should do if you choose to revise this project and in similar rhetorical situations.
- Limit sentence- and word-level editorial marking. I may suggest edits for a paragraph or page or note a pattern I'm seeing and suggest resources. If you would like to work on sentence structure, grammar, etc., I'm happy to do that during office hours.
- Provide a few marginal comments in Drive and a note in Canvas that summarizes how your work met the rhetorical targets for the assignment and areas for improvement.

If you would like more detailed feedback, have any questions about a grade or comment, or would like to work one-on-one at any stage of the writing process, I welcome you to drop by during office hours or make an appointment.

Course Grading Scale

| | | | | | |
|----|----------|----|---------|----|---------|
| A | 930-1000 | B- | 800-829 | D+ | 680-699 |
| A- | 900-929 | C+ | 780-799 | D | 630-679 |
| B+ | 880-899 | C | 730-779 | D- | 600-629 |
| B | 830-879 | C- | 700-729 | F | <600 |

What We'll Do in 1122

In this section, we will take a thoroughly practical approach to the study of rhetoric—both in the sense that you will get hands-on practice in several genres and in the sense that what you learn in this course will be useful and applicable in a variety of “real world” situations. I expect your **Active Participation** in reading discussions, small group activities, workshops, and in-class writing. You will also do a substantial amount of reading, composing, and polishing outside of class.

Writing, and Lots of It

Writing Log, Short Assignments, and Workshops (200 points)

Each of you will maintain a Writing Log on Google Drive where you will share in-class writing and informal assignments with me. We'll also do peer workshops for four formal assignments. You will receive a biweekly score for these activities based primarily on completion and engagement, with less rigid expectations for style, editing, etc. You will also submit several informal homework assignments in your writing log document.

Semi-formal Assignments and Formal Projects (800 points)

Each unit will include a semi-formal short assignment that lets you briefly explore a genre and target some specific aspect of your writing. We'll write four more developed projects crafted through a process of invention, drafting, workshops, revision, and editing. The goal will be highly polished works you'd be happy to share with the world. You will be able to revise two of these projects by the end of the quarter for a higher grade.

Obituary (50)

Resume and Cover Letter (140 Points)

Issue or Event Coverage Analysis (100)

Position or Negotiation Essay (180)

Advocacy Project Sequence (220)

Final Portfolio (100 points)

At the end of the term, you'll have a chance to reflect on what you have learned and share your best work with the Writing Program through a Final Portfolio. You will write an introductory essay that explains how you've met course goals and present two or more assignments as evidence.

Reading

You will not need to purchase a textbook for this course. All assigned textbook chapters, articles, and videos will be posted to Canvas. You are responsible for accessing and reading any assigned texts before the class session when they will be discussed. You might want to print or save copies to your computer so you can access them easily during class or while you're away even if the WiFi is acting up. We'll often start class with some writing and discussion about your readings.

1122 Class Schedule

It's important to have a plan. It's also important to recognize that plans can change. Below, you'll find my plan for the quarter, but each week I will post specific readings, assignments, and activities that meet our goals as well as students' needs and preferences.

| Date | In Class | Homework for Next Class |
|--------|--|--|
| W 1/3 | Course Overview Create Writing Log Profile and Rant | Read the 411 on 1122 Read <i>Writing Arguments</i> Ch. 1 and 3 |
| F 1/5 | WL: Rant Reflection Rhetorical appeals, ad work Intro epideictic rhetoric | Read Bunn, "Reading Like a Writer" Read Obama's epideictic speech "like a writer" to study appeals and style |
| M 1/8 | Discuss reading WL+: Start self-obit | <i>Draft Epideictic/Obituary</i> Read Aristotelian docs |
| W 1/10 | Epideictic workshop Intro bus/tech/prof writing Intro Resume and Cover Letter Discuss ethos, professional writing values, online examples | Polish Obituary Choose and research job, internship, or volunteer opportunities Read/Watch Ethos docs Prof & Tech Writing Links |
| F 1/12 | Obituary Due Discuss Letter Style and Document Design | Draft Resume and Cover Letter before conference; bring hard copy Read Aristotle on Reasoning and Evidence |
| M 1/15 | No Class Meeting - MLK Conferences 1/16 & 1/17 | Read Fake News and Guides links |
| W 1/17 | Discuss Reading Discuss Ethos online – social media and employment examples and debate (appeals application, concessions, etc.) Forensic rhetoric Logos and types of evidence | Revise and polish RCL |
| F 1/19 | Polished Resume and Cover Letter Due Introduce Media Coverage Analysis Sequence | Write Reflection Read Toulmin Argument links |

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|---|------|--|---|
| | | Media Map & Tracking Tools Content, headlines, word choice | |
| M | 1/22 | Echo Chambers, Selection bias | Complete Media Tracker Bibliography |
| W | 1/24 | Observations, Significance | Complete Media Analysis Questions |
| F | 1/26 | Argument structure and evidence | Revise and Edit Media Analysis Complete Essay Invention questions |
| M | 1/29 | <i>Media Tracker and Analysis Workshop</i> Discuss Position/Negotiation Essay | Additional Research |
| W | 1/31 | Source integration and citation Style strategies "Perfect Paragraph" Studio | Read Professional & Student Examples Start Draft |
| F | 2/2 | Discuss examples Apply observations to your draft-in-progress | Complete Essay Draft |
| M | 2/5 | Position/Negotiation Essay; Intro & Conclusion Studio | Read peers' drafts |
| W | 2/7 | No Class - <i>Essay Group Conferences</i> 2/6 and 2/7 | Revise and edit Essay |
| F | 2/9 | Polished Position/Negotiation Essay Due Intro civic writing unit Advocacy scavenger hunt | Write Reflection W Read Letter from a Birmingham Jail |
| M | 2/12 | Discuss 'scavenged' examples Listen to and discuss "Hello Birmingham" Reflection on individual mediascapes and reactions | Read/View Rogerian Resources |
| W | 2/14 | Discuss Rogerian & Conciliatory Rhetoric | Draft Rogerian Letter Read media advocacy and slacktivism articles |

| | | | |
|---|------|---|--|
| F | 2/16 | MLK, Ani, and Dodge | Read PSA Chapter Choose cause or organization Internet research |
| M | 2/19 | <i>Workshop & Polish Rogerian Letter</i> Discuss reading Interest & Commitment Inventory Advocacy genres – Red Cross examples | <i>WL+: Media Use Analysis</i> Watch “Why Facts Don’t Convince People” |
| W | 2/21 | Media strategy analysis and messaging Review pathos Evocative language Genre Options | Research and invention for PSA |
| F | 2/23 | Multimodal composing Scripts and storyboards Unobtrusive citations | Look at professional and student advocacy and proposal examples |
| M | 2/26 | Refining the rhetorical situation and strategies | Complete full draft of Proposal |
| W | 2/28 | <i>PSA/Advocacy Workshop</i> | Revise and polish Proposal |
| F | 3/2 | <i>Artists Statement Workshop</i> <i>Polished PSA & Statement Due 3/4 at 6pm</i> | Reading on Portfolio Process, reflection, and transfer |
| M | 3/5 | Intro Final Portfolio | Select ‘evidence essays’ Review unit reflections Optional conference |
| W | 3/7 | Selection, reflection, and presentation Portfolio examples | Work on Portfolio intro and revisions Optional conference |
| F | 3/9 | Style workshop Revision and editing work | Complete revisions and intro |

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|---|------|---|------------|
| M | 3/12 | Evals Portfolio Studio Final Portfolios and Revisions Due by Midnight 3/12 | Celebrate! |
|---|------|---|------------|

Assignments

Choose Your Own Epideictic

Beyond the writing that matters in your academic, professional, and civic life, writing can benefit your personal life and wellbeing. Writing can be part of relationships, such as when you text with friends and family or write speeches to celebrate milestones or mourn losses. Writing can serve a therapeutic function if you write through problems or keep a diary. Creative writing can be a way to work through ideas and emotions, as well as an outlet for your imagination or a way to pursue a fandom. Personal writing comes in many forms and various media, so you should consider what kinds of writing you enjoy, and which might be useful to you.

For this assignment, you will practice a type of *Epideictic* writing below (each of which can have personal benefits).

Option A: Eulogy for your Future Self

Imagine if from here on, your life were to go according to your current plan or dreams. What would it look like? Who would you become and what would you accomplish? What would people say about you at your funeral?

Write a brief eulogy that you hope would be delivered at your funeral. You can choose the speaker--a spouse, child, or grandchild? Your best friend? Someone who was saved by the cure for Cancer you discovered? Use details and style that would be appropriate for your personality and your relationship to the speaker. The eulogy should be about 400-500 words; format as you wish.

Thinking about what you really want out of life can help you make more deliberate choices now to work toward your most important goals.

Option B: Letter of Gratitude

Watch the Gratitude Letters Video. Think of someone you would like to share your appreciation for. Write them a 400-500-word letter--the kind you'd be proud to read to them on video (though I won't make you do that).

Research has shown that focusing on and sharing our gratitude increases our sense of well-being and happiness. It will also make whoever you thank feel wonderful!

Option C: Toast

You will likely be called on at some point to deliver a toast or brief speech at a special event, such as a wedding, birthday party, anniversary, or retirement celebration. You might have such a real-world rhetorical situation in the near future, or you might imagine a situation you're likely to find yourself in or someone to whom you'd like to raise a glass (of sparkling cider if you're under 21, naturally). Think 400-500 words, preferably not scrawled on a napkin just beforehand.

Strong relationships are the most important factor in well-being and happiness. Events like these can be important bonding experiences. Also, you don't want to embarrass yourself in public, so . . .

(This is a 'semi-formal' assignment. Expectations are higher than a regular Writing Log entry, but not as rigorous as a formal assignment.)

Employing Ethos: Resume and Cover Letter

A key component of getting where you want to be in life is the ability to sell yourself—in the good way. You must establish your *ethos* quickly in a world where time is money. For this assignment, you'll practice highlighting your assets and stating your goals in a way that will “get you to the interview stage.”

You will choose a job, internship, scholarship, or volunteer opportunity you'd be interested in applying for. Do a bit of research to learn more about the position and your audience. Then, you'll write an engaging cover letter to introduce yourself and highlight your most relevant qualifications, and a well-designed resume to provide additional information. Be sure to tailor your content and design to suit the specific position and readers. The cover letter and resume will each be one page. You will draft them prior to your conference (1/16-1/18) and bring a hard copy. You'll revise, polish, and submit both, preferably as one document/PDF, to the Drive folder by January 19th at 2:00 pm.

Current Event/Issue Coverage Analysis Sequence

We are bombarded with news and opinions from many media, and these channels of influence can impact everything from our daily mood to national policy. That is why, as students and citizens, you should pay attention not only to what is happening in the world, but also how that news is being framed and circulated. For this assignment, you will apply the rhetorical concepts we are learning in class in an analysis of how multiple media and sources with different perspectives cover a current event or issue. The end 'product' of your study will be an annotated bibliography and short-answer analysis. This is how we'll do it:

1. Survey the Rhetorical Landscape

Choose an event or issue in the news right now. Check major international and national news outlets first. (Local news is important, but national news will offer more media hits for a richer analysis.) Pick something that interests you, because you'll be reading a lot about it, and you'll build on this topic and the sources you choose for this assignment in your formal Position/Negotiation Essay.

Create a Coverage Analysis document in the Drive folder to collect your sources and thoughts as you go. Find coverage of all types – different genres, different forums, different political perspectives, etc. We'll discuss your many options and ways to search and evaluate different media in class. You might read previously published articles related to the topic for context.

I can't believe I'm saying this, but, "Read the comments." What kind of discourse is this media generating? Are most comments supportive or critical? Do they link to other stories or fact-check? How many people are liking/sharing the item?

You will continue to track your story and add articles, public statements, etc. as they come out over the coming couple of days. You don't need to record everything you look at, but choose a representative sample of about 8-10 sources. I will also have you find a couple of more academic sources on your topic.

2. Curate and Annotate

For each source you select, include an MLA citation and URL, when available, and write a brief summary of the rhetorical situation (author, forum/audience, purpose) and content. What is representative or notable about the source? Additionally, you can include shorter snippets, comments, memes, etc., that you'd like to reference or add as illustrations; for those, a screen cap and source information will be enough.

Choose three of your more substantial sources and craft your annotation into a formal **Rhetorical Précis** (clear instructions and examples are on Canvas). This is just a specific approach to summary and rhetorical analysis, leading toward the next step . . .

3. Analyze

As you track coverage of your topic and develop your bibliography, take notes about what patterns and distinctions you notice in news, editorial, and social media content about the issue or event. What rhetorical appeals are most common? What logical fallacies appear?

At the top of your document, before your Working Bib, write about a paragraph (using rhetorical concepts and references to specific examples) in response to each of the questions below:

1. Process Reflection. How did the experience of actively searching for news and opinion from these sources differ from how you normally consume media about current affairs? What confirmed your assumptions about these media or surprised you? What is your biggest take-away in terms of how you should proceed with gathering information or building arguments?
2. Analysis. What are some of the *textual cues*--things you observe in the article and nearby--that indicated bias in your supposedly more "objective" sources? What textual cues indicated a strong bias—suggesting the author might be "beyond rational argument"?
3. Analysis and Application. Which source do you find most trustworthy (note, this doesn't have to mean famous or unbiased) and important to share? How did you come to this decision? Which rhetorical strategies from this piece might you apply in your own position essay?

Draft your Bibliography and Analysis Questions before class on **January 29**.

Polished Bib and Responses due **January 31** at midnight.

Position or Negotiation Essay

We'll discuss this assignment in more detail throughout week five.

In the process of completing your Coverage Analysis, you will have learned quite a bit about your chosen event/issue—enough to develop a fairly informed opinion. Your formal project for this unit will be based largely on your media research, but you can also include other relevant evidence and/or personal experience.

You will thoughtfully apply the rhetorical strategies and argument structures we've discussed in class to either:

1. argue for a clear position on the topic in a forensic or deliberative argument
2. negotiate between two or more positions, explaining strengths and weaknesses of the arguments surrounding some aspect of your topic and explaining why you can't take a side and/or allowing your readers to draw their own conclusions.

This will be in the genre of an academic essay of about 850-1000 words, with your professor and classmates as the audience. Put the essay in MLA format and use MLA citations for your sources.

Rough Draft 2/5 before class

Group Draft Conferences 2/6 - 2/8

Polished Essay due 2/10 at midnight.

Multimodal Advocacy Sequence

Step One: Organization/Cause Profile and Media Use Analysis

Your first task is to identify and research a non-profit organization or cause that you would like to support through your advocacy argument. You have two options:

You can advocate for a specific organization—one that you belong to or that you are interested in at the campus, community, national, or international level. After you have selected your organization, you will gather information about it through online research (and perhaps interviews if it is a local group without much of a web presence). You will write a profile that describes the organization, its mission and activities, its membership, and any other relevant background information. Through this research and writing, you should be able to determine a message that the organization would like to share with the public.

Alternatively, you can advocate for a cause or behavior that isn't linked to only one group. In that case, you will do initial research to define the cause/action and explore what message(s) need to be conveyed to specific audiences. You'll want to be as specific as

possible—“Save the Planet” won’t cut it. “Support the Wombat Conservation Fund” might.

After you identify a cause or organization to promote, you should examine how the group or cause supporters are currently using various media to promote their cause or convey messages to the public. How do they recruit members/supporters or raise funds? How do they publicize events? Do they have a website and/or Facebook page? How would you describe the content and appearance of these media? What is the intended audience for the organization’s communication tools? How effective do you think these media messages are based on their format, distribution, use of rhetorical appeals, etc.? How can you use these existing messages to help with the content and tone of your advocacy media?

In your Writing Log, draft a brief report to share your topic selection, analysis, and invention work with your classmates and professor. **Complete this before class on 2/23.**

Step Two: Choose and Produce your Message and Medium

Based on your invention work, you will narrow your advocacy argument to a specific message you want to share with a specific audience. Then, you’ll need to choose the best medium for reaching that audience. Some examples:

Message: If you are stressed or depressed, you should seek help from the Health and Counseling Center.

Audience: DU students, especially first-year students.

Medium: Video to show at orientation OR Pamphlets to leave around campus.

Message: Don’t text and drive!

Audience: Commuters

Medium: 30-second Radio PSA (public service announcement)

To reach people quickly and spark interest, your message should be focused while combining rhetorical appeals. The medium will be context specific, but should include more than ‘just text.’ Some options:

Print – brochure, flyers, series of billboards, mailing/postcard

Digital Text – online ad sequence, blog post with graphics, listicle

Video – PSA, Advertisement, Documentary short

Audio – Radio PSA, short podcast, song

Feel free to get creative and combine one or more textual, visual, or audio components to share your message effectively. Build on your strengths; I can offer technical assistance

with many media, but now is probably not the time to learn video production if you've never done it before. If you have an idea for a commercial but don't think you could make the video, you could create a storyboard and explain what would be involved. Also, we're not expecting perfect productions! Yes, you should attend to design, but the focus is on your rhetorical choices.

Advocacy Media Draft Workshop 2/28

Step 3: Artist's Statement

After you've produced your advocacy argument, you will write an artist's statement that 1) explains your rhetorical situation, 2) explains why you chose the medium/modes you used, and 3) explains your rhetorical and design choices (what appeals you tried to make, why you used a certain picture, etc.). Basically, what were you trying to do? You can also address limitations if there were things you hoped to include but couldn't or things that don't look quite the way you'd like but that would be adjusted in a future version, for example. Audience: Dr. Campbell. Shoot for about 400-500 words.

Artist's Statement Workshop 3/2

Revised Advocacy Media and Artist's Statement due at 6 pm on 3/4

A Sampling of Writing Log Prompts

Students complete at least three entries per week. Some writing log entries are done in class, others as homework. They are graded on completion because this is a place for them to think through writing, practice skills, and get informal feedback from me.

1/8/18: Epideictic Analysis and Invention

WLa: How was the Tucson memorial speech a complicated rhetorical situation? Who were President Obama's audiences? What was he trying to accomplish?

WLb: Epideictic Invention

Which type of writing would you like to try?

If it's someone other than yourself, who would you like to write about?

Make a list of adjectives that describe your subject or yourself/who you want to be.

Make a list of your subject or future self's notable activities and/or accomplishments.

1/31/18: Organization Studio

Choose your approach: Based on your invention, what approach/outline seems best?

Stand your ground(s) with a warrant

Add your reasons and put them in a logical order

Bring back-up: Add evidence to support your reasons

Give 'em something to remember you by: Conclude by answering "so-what" with implications and applications, making a final emotional appeal, or calling for further research and discussion

2/2/18: Intros and Conclusions (based on reading)

A: Introduction

What are two introductory strategies that would work for your topic and the academic essay genre?

Choose one and write an introduction that catches the reader's attention and lets them know what you'll be talking about with a thesis or forecasting statement.

B: Conclusion:

What are two concluding strategies that would work for your content and the academic essay genre?

Do you want your conclusion to tie back to your introduction?

Choose one and write a conclusion that wraps your argument up effectively with a provocative statement or question or call to action.

2/12/18: Unit Two Reflection

Think back over what you've learned and written in Unit Two and answer the following with some specificity:

1. What are you most proud of about your work in this unit? What would you like to keep improving in terms of your academic writing?
2. How has your work for the media analysis, working bibliography, and academic essay helped you meet our course goals?
3. Is there anything else you'd like to share about Unit Two? You can ask lingering questions, tell me if there's anything you'd like me to address specifically in my feedback on your article, offer your feedback on the unit, etc.

2/21/18: Media Use Analysis

After viewing available media efforts for your organization/cause, answer these questions in your Writing Log before class on 2/23:

How do they recruit members/supporters or raise funds?

How do they publicize events or opportunities?

Do they have a website, Facebook page, Instagram and/or Twitter account?

How would you describe the content and appearance of these media?

What is the intended audience for these communication tools?

How effective do you think these media messages are based on their format, distribution, use of rhetorical appeals, etc.?

How can you use these messages to help with the content and tone of your advocacy media?

WRIT 1122.23 - Hybrid • Winter 2014

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Why We're Here

All sections of WRIT 1122 have similar goals and guidelines to help students improve their writing. Our goal is that, by the end of WRIT 1122, students will:

- ❖ Demonstrate practical knowledge of the concept “rhetorical situation,” through the abilities both to analyze and to write effectively in different kinds of situations.
- ❖ Demonstrate proficiency with basic elements of rhetorical analysis (such as logos, ethos, and pathos) in a range of texts, and the application of that facility in their own writing.
- ❖ Demonstrate the ability to produce writing that effectively provides evidence and reasoning for assertions, for audiences of educated readers.
- ❖ Demonstrate the ability effectively to incorporate sources into their own writing and to provide rhetorically effective attributions for those materials.
- ❖ Demonstrate the ability to use feedback to revise their own writing and the ability to provide useful feedback to others.
- ❖ Demonstrate the ability to edit and proofread their writing.

Course Theme

In this section, we will explore the theme of “Rhetoric and Responsibility in the Digital Age.” In an increasingly connected and mediated culture, how can we promote critical consumption and ethical composition in our academic, professional, and civic lives? We will examine how arguments are developed and distributed across contexts and platforms—from Congress to comments sections, from term papers to tweets—and you will compose your own arguments about current issues in multiple genres.

Online Learning

Because this is a hybrid course, some of the instruction and discussion for this course will take place through Blackboard, so it is crucial that you are familiar with how to access and navigate this site: <http://blackboard.du.edu>. You must also have reliable and consistent access to the Internet. If you have trouble accessing Blackboard or Google Drive, please email me immediately! The hybrid portion of this course is designed for you to work at your own pace, at times that are convenient for you. While this model of learning offers great flexibility (especially for those of you traveling with sports teams this quarter), it also makes it easy to procrastinate and fall behind. I will post a Weekly Checklist to help you keep track of assignments; you are responsible for keeping up with these requirements.

What We'll Do

In this section, we will take a thoroughly practical approach to the study of rhetoric—both in the sense that you will get hands-on practice in several genres and in the sense that what you learn in this course will be useful and applicable in a variety of “real world” situations. We will pay particular attention to the literacies and rhetorics employed in the mass-mediated polis of the 21st century. Our in-class time will be divided between brief lectures, large and small group discussions, and studio time devoted to composing and workshopping. You will also conduct discussions online and do a substantial amount of reading, composing, and polishing your work outside of class.

Reading

Our textbook for the course will be:

White, Fred, and Simone Billings. *The Well-Crafted Argument*, 5th ed. Boston: Houghton-Mifflin, 2013.

We will also read a variety of short texts and watch videos that are available online via Blackboard or websites. You are responsible for accessing and reading any assigned texts before the class session when they will be discussed. For online documents, you should print or save a copy to your computer or flash drive so you can access them easily during class or while you're away even if the WiFi is acting up. We'll often start class with some writing and discussion about your readings.

Writing, and Lots of It

Discussions, Writing Log, and Workshops (30% of Grade)

You are expected to attend and actively participate in every physical class meeting. You will also participate in online discussions of readings and course concepts. Each of you will maintain a Writing Log on Google Drive where you will share in-class writing and informal assignments with me. We'll do in-class or online structured peer workshops for all formal assignments. Scores for these activities will be based primarily on completion and engagement, with less rigid expectations for style, editing, etc.

Formal Assignments (60% of Grade)

We'll write three formal projects—pieces of writing developed through a process of invention, drafting, workshops, revision, and editing. The goal will be highly polished works you'd be happy to share with the world. You will be able to revise two of these projects for a higher grade when you include them in your portfolio.

1. Classical Argument in an Academic Essay
2. Toulmin Argument in a Blog/Web article
3. Rogerian Argument in an Open Letter

Final Portfolio (10% of Grade)

At the end of the term, you'll have a chance to reflect on what you have learned and share your best work with the Writing Program through a Final Portfolio. You will write an introductory essay that explains how you've met course goals and present two fully revised and edited projects as evidence.

Specific requirements and criteria for individual projects will vary, but in all cases my evaluation of your work will consider overall appropriateness to the rhetorical situation, content and development, organization, style, format, and mechanics. If you ever have a question about my comments or a grade you have received, be sure to talk to me about it.

A Note on Plagiarism:

We will discuss intellectual property, fair use, and how to avoid plagiarism in class. Intentional plagiarism is evil and can have negative consequences for your grade and/or academic career. Just don't do it! If I catch you, you will receive an F for the project and I may report the incident to the Director of Writing and the office of Community and Citizenship Standards. If I don't catch you, Karma will.

Participation

During class time, we will cover a lot of material and do in-class composing, group work, and other activities that will be difficult or impossible to replicate outside of class. This is not a lecture course; you are expected to participate in class discussions and group work. Therefore, your presence—both in person and online—is very important to your success in this course. Work missed due to excused absences must be made up in a timely manner, and it is your responsibility to find out what you've missed. Work missed due to unexcused absences or tardiness may not be made up.

While you will work on your own time quite a bit this term, you are not learning independently. In an online/hybrid course, active participation is perhaps even more important than in traditional face-to-face learning environments. Your participation in the course will take many forms, including participating in online discussions, commenting on the work of your peers in writing workshops, and other informal writing activities.

Writing Log

Each student will maintain an ongoing Writing Log. You'll create a document in Google Drive and share it with me. Throughout the quarter, you'll complete a variety of informal writing tasks—each an addition to the log. For example, I might ask you to do some invention work toward a paper, or try different intro strategies, or apply a concept from the textbook to some previous writing. Some will be written in-class, while others will be part of your homework. Make sure to put the date and a brief title/description at the top of each entry, and a line at the end. I won't read every word or respond to every entry, but I will check in on a regular basis to see what you've been working on, offer suggestions, and track progress. Logs will be graded based on completion and apparent effort, so if you give each activity a good college try, you'll earn full credit. On average, log activities will be worth ten points per week.

Discussion Board

In a hybrid writing class, the discussion board plays an important role. It provides the primary means of interaction when we aren't meeting in person; being present in this online format requires you to make your presence known via the discussions and weekly course assignments. Just as an instructor might take attendance in the physical classroom, I will monitor your virtual presence. The discussion rubric below is designed to encourage you to "attend" class when we aren't meeting in person. All initial posts should be made by Thursday night, allowing for responses and further discussion by Sunday evening.

| Win! (10) | Not Bad (9) | Meh (8) | Fail! (7-0) |
|--|--|---|--|
| Your post was thoughtful and specific, clearly responded to the prompt, and made reference to course materials or readings. You responded in a thorough and thoughtful way to at least two peers' posts. | You responded to the prompt fully and demonstrated an understanding of course concept/material/reading, but you may not have developed your ideas with specifics. You responded fully to at least two peers' posts | You responded in some way to the prompt, though the post may have been very short, vague, or show some misunderstanding of the material. OR the post was a bit late. You responded in some way to two peers' posts. | You didn't post, posted WAY late, or the post demonstrated that you didn't complete the reading or engage with the task in any meaningful way. You didn't respond to two peers' posts. |

Please follow these guidelines when participating in the online discussions:

- Write meaningful subject lines (in emails and discussion threads).
- Share your thoughts and experiences as your own; try not to generalize or speak for others.
- Listen to the content of what others say. If you don't understand someone's view, ask them to explain, but don't judge.
- Disagreement shows the complexity of these issues and helps us learn. Feel free to disagree, but do so in a respectful manner. This is an open forum for all participants to brainstorm and explore new ideas.
- Keep personal information confidential (within this course).

Remember that it is easy to misinterpret written communication. Sometimes written comments may inadvertently seem impolite or could otherwise be taken the wrong way—strive to really explain yourself and avoid making assumptions about other people's intentions. Feel free to use emoticons!

Peer Workshops

Because this is a writing course—and one learning goal is to “use feedback to revise writing and provide useful feedback to others”—your feedback on your peers' projects during our Writing Workshops is a significant part of your grade. There will be a total of three formal workshops, one for each project. Each peer response will be worth up to ten points.

| POINTS | ASSESSMENT | CRITERIA |
|---------------|-------------------|--|
| 9-10 | Excellent | Feedback generated in the workshop activities is thoughtful and thorough in addressing all the relevant questions in the workshop handout. Suggestions for revision are specific in scope and constructive in tone. |
| 8 | Good | Feedback generated in the workshop activities is thoughtful, but doesn't address all the relevant questions in the workshop handout. Suggestions for revision are given, but some suggestions lack explanation and specificity. |
| 7 | Adequate | Feedback generated in the workshop addresses many of the relevant questions in the workshop handout, but is not particularly thoughtful or helpful for revision (e.g., “I liked it”). Suggestions for revision lack specificity. |
| 6 | Lacking | Feedback provided for the workshop is superficial. No specific suggestions for revision are given. |
| 0 | Missing | No feedback provided for the workshop. |

Inclusive Excellence

I am committed to fostering a learning community that supports each student's development as a writer, student, and citizen by respecting differences and finding common ground. We will encourage honest inquiry and constructive criticism but won't tolerate mean-spirited discourse or offensive behavior. We might discuss controversial issues and you'll be writing on topics you care about, so there might be disagreements and it's okay to be emotionally involved in your work. If at any time during the class, you think that your peers or I are being disrespectful to you or anyone else, or if you think we've left out important perspectives in our conversation, please bring this up in class or discuss it with me after class or in office hours.

A Note on Classroom Etiquette:

I believe that the classroom atmosphere should be relaxed, but not too relaxed. You should be polite and respectful to your fellow students. For example, it's cool to bring a drink or small snack to class, but don't stroll in with a full McDonald's feast. Please keep food and drinks away from computers and equipment.

We will use laptops in class a lot. During class time, I expect you to use your computer for class purposes only. When we aren't directly using them, you should close your laptops and engage with those around you. Check your email, IM friends, or gamble away your financial aid on your own time, thank you. All cell phones and other irritating beeping devices should be silenced before class.

General Policies for the University Writing Program are posted at <http://www.du.edu/writing/policies.htm>

Resources

Conferences/Office Hours

I will do everything that I can (within reason) to help you succeed in this course. My office hours are a chance for you to meet with me for individual discussion, guidance, help with drafts, etc. Feel free to schedule a conference or just drop by if you have any questions, concerns, suggestions, or ideas you'd like to talk about. If you do schedule a conference, please don't stand me up.

University Writing Center

As a DU student, you are able to visit the University Writing Center to work one-on-one with a trained consultant on any writing assignment, at any stage of the project. To schedule an appointment, log in to "My Web" at <http://myweb.du.edu>, select "Student and Financial Aid" tab, and click on the "Writing and Research Center" menu. You can also call (303) 871-7456.

Special Accommodations

Any student who requires special accommodations due to a defined disability should obtain appropriate documentation and meet with me as soon as possible. I will make every effort to ensure your comfort and ability to succeed in this course. All matters pertaining to your disability and accommodations will be handled in the utmost confidence.

Quarter at a Glance

It's important to have a plan. It's also important to recognize that plans can change. Below, you'll find my general plan for the quarter, but each week I will post specific readings, assignments, and activities that address our goals as well as your needs and preferences.

- Weeks 1-2 Intro to Argument, Critical Reading, and Working with Sources
Readings and Discussions related to Writing in a Digital Age, Intellectual Property and Fair use
- Weeks 3-4 Classical Argument
Formal 1: Academic Essay due 1/29
Readings and Discussions related to Social Networking
- Week 5 Visual Rhetoric
Readings and Discussions related to Digital Images, Memes, Etc.
- Weeks 6-7 Toulmin Argument
Formal 2: Blog/Web Article due 2/17
Readings and Discussions related to Media Regulation and Online Privacy
- Weeks 8-9 Rogerian Argument
Formal 3: Open Letter due 3/5
Readings and Discussion Related to Scientific and Ethical Debates
- Week 10 Final Portfolio
Portfolio Introduction and Revised Projects due 3/14