

Syllabus • Rhet 102 Principles of Writing • Spring 2020
Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

Contact Information

Teacher: Mary Hays
Office: online only
Hours: Wednesdays 9-10 or by appointment.
Email: maryhays@illinois.edu
Web: publish.illinois.edu/professormary

Contacting Your Teacher

Email is best. Be sure to use a specific and descriptive subject line. “Hello,” while friendly enough, is too vague to be really useful. “Question about First Essay Assignment” is much better.

My Preferred Pronouns: she/her/hers

Course Description

Rhet 102 is a continuation of Rhet 101, in that students must take both of these courses to complete their Composition I requirement for graduation. But Rhet 102 very closely mimics the work of Rhet 105, including the SLOs.

Catalog Description: Offers continued instruction in structuring academic, argumentative essays; concentrating on the use of primary and secondary sources as evidence in research-based arguments. This is the second semester of a two-semester sequence (RHET 101-RHET 102) that fulfills the campus Composition I general education requirement. This course includes weekly individual tutorials. Credit is not given for both RHET 102 and RHET 105. Prerequisite: RHET 101. This course satisfies the General Education Criteria for: Composition I

Departmental Guidelines for Required Coursework

"Rhetoric students must submit some form of writing—either formal, or informal, revised, or new work—every week. Although not all written work will be graded, all students must write and submit for grading *at least* 20 pages of polished prose total by the end of the semester. All assignments should engage students in some form of research either involving primary or secondary sources and should be designed to have students appeal to an academic audience."

Teacher's Objective

Welcome to Rhet 102! In this class you will have the opportunity to develop and hone your academic writing skills through the components of that process: critical thinking and reading, analysis, research, discussion, writing and revision. I invite you to discover the techniques of writing that work best for you. We will do this through rigorous exercises in writing throughout the semester. I hope the process of writing will empower you. It is a tool you can use to express yourself for the rest of your life. Above all, I hope for you to understand and appreciate your place in the academic community.

Student Learning Outcomes (SLOs)

After completing Rhetoric 102: Principles of Writing, students will be able to:

Syllabus • Rhet 102 Principles of Writing • Spring 2020
Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

1. Identify and explain the role rhetorical appeals and the rhetorical triangle can play in non-fiction print and/or multimodal texts.
2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
3. Compose cogent, research-based arguments, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.
4. Locate, accurately cite (through summary, paraphrasing, and quoting) and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

Course Structure

This course requires a minimum of 20 pages of writing (Three major papers and a portfolio) and weekly homework assignments and quizzes. In addition, your participation in discussion in class and online is an integral part of the course study.

Major paper assignments will follow the draft, review, revise model. We will have peer workshops in class and a chance to revise each paper.

Types of Assignments/Requirements; Major Essays and Due Dates

| Assignment | Meets SLOs (see above) | % of grade | |
|--|--|--|---|
| These are the four major assignments. You must turn in all four to pass this class! | Writing Project 1 Rhetorical Analysis of a Source | 1 and 5 You will choose a source to write about. You'll read it carefully and analyze it using methods we will learn in class. 4-5 pages (1000-1250 words) | 10% |
| | Writing Project 2 Exploring Your World: Annotated Bibliography and Research Proposal | 1, 2, 4, and 5 You will select a topic and write a proposal for your research paper. You will also begin your research, summarizing and analyzing sources that you may use in your next assignment. 5-6 pages (1250-1500 words) | 15% |
| | Writing Project 3 Composing Your World: Research Paper | 1, 2, and 3 You will research the topic you settled on for Writing Project 2 and write an argumentative research paper. 8-9 pages (4000-5000 words). | 20% |
| | E-Portfolio | 4 and 5 Revisions of a selection of major and minor assignments plus supporting documents. This will include 8-10 pages of revised work plus 5-6 pages of new work. | 25% |
| Other work (You can pass without these) | (Almost) Weekly Critical Responses (CRs) to Readings and other Sources | 1, 2, and 3 You will write short responses to sources. 1½-2 pages (300-500 words). | 10% (total for all the Critical Responses and other homework) |

Syllabus • Rhet 102 Principles of Writing • Spring 2020
Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

| | | | |
|--|---|---|---------------------------------|
| | Weekly Discussion and Writing Blogs and Portfolio Quizzes | You will discuss sources and concepts using various Blackboard tools. | 10% (total for all the quizzes) |
| | Participation | You will be an active member of class. You will do short reflective assignments that won't be graded, such as Journals. | 10% |

Textbooks

Undergraduate Rhetoric Program. *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois*. Urbana: The University of Illinois, 2018. Print and eText. ISBN: 978-0-9897819-7-8.

Other readings as assigned will be available on our course Blackboard site. You may need to print these up to annotate and read before class.

You will also need a notebook devoted to Rhet 102. Bring it to class every day and to any teacher conferences. You will use it for notes, exercises, and automatic writings.

Grades

This is the scale I will use to convert numerical grades to letter grades, both for individual assignments and your final course grade. Your final grade will be a weighted average.

A+ 98-100 B+ 87-89 C+ 79-77 D+ 69-67 F 59 and below

A 97-93 B 83-86 C 73-76 D 66-63

A- 92-90 B- 82-80 C- 72-70 D- 62-60

Each assignment has a specific rubric, which is designed to both help you complete the assignment successfully and understand your grade.

*N.B.: You cannot pass this class without turning in **each** of the three major papers **and** the portfolio.*

The University-wide GPA calculation is:

A+ = 4.0 B+ = 3.33 C+ = 2.33 D+ = 1.33 F = 0

A = 4.0 B = 3.0 C = 2.0 D = 1.0

A- = 3.67 B- = 2.67 C- = 1.67 D- = 0.67

Participation

Come to class prepared to work: discussing readings, workshoping your drafts, taking notes. Although this is not a “content” course (like a chemistry class in which you’d need to remember formulas and facts), you will need to remember and review the concepts we address in class—so take plenty of notes! To get an idea of what “participation” entails, this list is just a sampling of the various ways in which you may show your participation:

- addressing questions to the class
- responding to questions raised by fellow students or the instructor
- being alert during class discussions and activities
- volunteering to read aloud
- completing and bringing drafts on time
- using your critical response as a springboard for discussion

Syllabus • Rhet 102 Principles of Writing • Spring 2020 Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

- being open and available to feedback on your writing
- collaborating with peers to provide feedback
- bringing in discussion questions developed from our readings
- bringing your Rhet notebook to every class and taking notes.

Turning in Work

You will turn in your work digitally through the Blackboard site. It should be in .pdf format. If you have trouble saving your work as a .pdf, you need to see me or ask for help at IT Services. If you turn in a document that I cannot open, you will receive a zero, but will be allowed to resend the document, and the zero *may* be changed when I can grade the assignment. The assignment is not considered *turned in* until it is successfully submitted in Blackboard in one of the above formats.

Late Work

Major Assignments: If you need an extension on a project please let me know before the due date. I will allow you **one** extension (on **one** major project) with no penalty if you keep in touch with me throughout the process, i.e. turn in a rough draft and honor our agreed-upon extended due date. If you turn in more than one essay late, or fail to ask for an extension, you will lose 1/3 of a letter grade per day late.

Minor assignments turned in late will lose points daily. You may not ask for an extension for homework assignments. but you *may* be able to turn in late work for partial credit. See next item.

Missed Assignments

If you miss an assignment, a quiz, or other assessment, you will receive a zero. You may request the opportunity to make it up if the request is in writing, and the completed assignment is in my Blackboard inbox within five business days after the deadline of the quiz or assignment. I won't consider requests sent after the sixth day. ***Assignments will close after they are six days overdue, and you will not be able to turn them in.***

Assigned Readings

Every week we will typically discuss reading assignments and readings. **Come to class having read the readings assigned for the day.** Often you will have a discussion quiz or blog post due on the day's readings before class. Assignments are due by the due date (and time!) on each assignment. I reserve the right to add/change assignments or readings. If you miss class, you are responsible for checking to see if anything was added or changed.

Essay Format

All traditional essay assignments should be in standard MLA essay format. This link will help. https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_general_format.html

Non-traditional assignments will have their own format. Project length will vary with each assignment, so check the word count requirement. Consult individual assignments, your text, or me for advice.

Syllabus • Rhet 102 Principles of Writing • Spring 2020
Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

Rewrite Policy

I reserve the right to request a rewrite of any assignment if one of your assignments is problematic in ways that make my grading criteria difficult to apply (e.g., overuse of source language or not matching the intended task). If I request a rewrite, the alternative would typically be a grade of F because key elements of the assignment have, in effect, not been completed. A rewrite completed within the specified time will be graded; however, the final grade for that paper will be lowered one letter grade to reflect the problem with the original assignment. If you receive a graded paper and feel that I should have been offered you a rewrite, you should set up an appointment and write up a one-page explanation of why you believe you should have the chance to rewrite your paper. If I agree with your argument at that point, I will offer an opportunity to rewrite the assignment.

Attendance Policy

Since you are part of a learning community, you are important to everyone in the class. Your presence and active participation in this course is essential to your success in Rhetoric 102. Attendance at all class sessions is *expected*. If you are absent for more than 2 class sessions, your overall final grade for the course will be deducted one-third of a letter grade (e.g. a B will become a B-) for each additional absence. If you are absent for the equivalent of three weeks (or 6 class sessions), you will fail the course for the semester.

Excused absences not counted against these totals include religious holidays, University-sponsored events documented with an official letter.

Additionally, please come to class sessions and conferences on time. If you are more than 5 minutes late for class, you will be marked absent for the day, even if you do choose to sit in for the information you will receive. If you are late 3 times for class meetings, it will count as one absence. *If you are not in your seat when the bell rings you are late.*

If you do miss class because of sudden minor illness or unavoidable emergency, you will want to ask for notes from a classmate via the discussion board. (You can also email me, just so I won't worry, but please don't ask me to repeat what I said in class.)

Class Etiquette

General rules of appropriate, civil conduct apply. Everyone is welcome here. We will nurture a culture of respect, dignity, and generosity in this class. Actively seek to respect every person in the class through your behavior and your language, and by considering the effect your words and actions have on the classroom community.

Cell Phone/Electronics Policy

Please bring paper and writing instruments to class every day. You may bring technology tools to class. However, since using technology can be distracting to the group, I ask that you use paper to take notes, and limit your use of technology (phones, laptops, pads, etc.) to formal class exercises. (I will let you know when it's okay to use technology.) In addition, just as you would not take a call while you are in an important meeting at work, I ask that you do not take calls while in class. Please have your cell phone turned to silent or vibrate, and do not text. *Exception: If you are expecting an important call in an extreme case (for example, a relative is in surgery and someone*

Syllabus • Rhet 102 Principles of Writing • Spring 2020
Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

will call you about the outcome) please let me know before class starts. Otherwise, the rule is: if your cell phone disrupts my class, I get to answer your phone. (And you would probably rather not have me do that.) ;) If your use of a computer or phone is distracting to me (or another member of class) I will ask you to put it away regardless of what you are using it for.

Academic Integrity and Documentation

We will cover source use and how to avoid plagiarism extensively in class. However, ignorance of the rules is no excuse for not following them. Please read Part 4 of the Student Code: http://admin.illinois.edu/policy/code/article1_part4_1-401.html

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, you must use a documentation style, such as MLA or APA (see *I Write* or The Purdue Online Writing Lab <http://owl.english.purdue.edu/> for guidance) in order to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include: submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments to failing the class and even, in severe cases, suspension or expulsion from the University.

N.B. I am bound to grade the paper you turned in, not the paper you meant to turn in. "I turned in the wrong draft—before I put in my citations" is a very common excuse students give when I find plagiarism in their papers. Whether or not I believe your story is of no consequence. I will grade the paper you actually turned in, not the "right" one. PLEASE be very careful to turn in your final draft, not "notes," not "one of [your] sources" that just happens to have your name at the top of it as if it were your essay, not "an old paper [you] wrote for high school" before you learned in my class about citations. Turn. In. The. Right. Draft.

*In addition, in my experience one reason for unintentional plagiarism is a partial understanding or misunderstanding of the rules. Please, please, see me if you have any questions whatsoever. One of my favorite subjects to teach is source boundaries! Another reason students may resort to plagiarism is stress: students may feel overwhelmed and that they have no choice but to turn in **something**, even if it is not their own work. Again, I can help you figure it out and point you to resources that can help you. Please see me rather than making a decision that can have terrible consequences for your academic career.*

Teaching Assistants

Reda
Sergio
Joel

Syllabus • Rhet 102 Principles of Writing • Spring 2020
 Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

UIUC Diversity Statement

UIUC is committed to equal opportunity for all persons, regardless of race, ethnicity, religion, sex, gender identity or expression, creed, age, ancestry, national origin, handicap, sexual orientation, political affiliation, marital status, developmental disability, or arrest or conviction record. We value diversity in all of its definitions, including who we are, how we think, and what we do. We cultivate an accessible, inclusive, and equitable culture where everyone can pursue their passions and reach their potential in an intellectually stimulating and respectful environment. We will continue to create an inclusive campus culture where different perspectives are respected, and individuals feel valued.

Links

Here is Professor Mary's Home Page: <http://publish.illinois.edu/professormary/>

You can also follow her on Twitter: PrairieMaryProf → <https://twitter.com/PrairieMaryProf>

Schedule of Readings and Assignments

In Rhetoric 102, you will complete at least 20 pages of writing that undergoes the drafting and revision process, by completing the assignments below.

N.B. This is just a general framework for the semester for planning purposes. Due dates of major assignments are not likely to change. However, all the work due may not appear on this schedule, and changes in minor assignments may appear. Your work will be listed weekly on the Blackboard site. If you find discrepancies, the assignments in the weekly folders on the Welcome page in the Blackboard site are the correct ones.

Please note that with very few exceptions, discussion quizzes are due each Wednesday before class. Assignment (including critical response papers and the major essay assignments) are due on Tuesdays before class.

| Unit I | PRIMARY SOURCES and the ACADEMIC COMMUNITY | | |
|---|--|---|--|
| To find links for all of the homework assignments, major papers, and quizzes, please check the weekly folders in Blackboard. | | | |
| Date Tentative! | Possible Topics (Subject to changes. Please check the weekly folders in Blackboard.) | Readings | Assignments Due High Stakes Low Stakes |
| WEEK 1 Tuesday Feb 18 | Welcome Exploring the Blackboard Site Syllabus Day! | | |
| Thursday Feb 20 | What Makes Good Writing? Essay Template Rhetorical Triangle | <i>I Write:</i> pp. 7-16 Readings in Blackboard | Course Orientation |
| Week 1 Journal Topic: Note the questions on page 8 of your book. Which one is your experience? Or, respond to either of the writing prompts on page 16. | | | |
| WEEK 2 Tuesday Feb 25 | Analysis Argument | <i>I Write:</i> pp. 19-26+ (skim) | CR #1 |

Syllabus • Rhet 102 Principles of Writing • Spring 2020
 Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

| | | | |
|--|---|--|--|
| Thursday Feb 27 | Toulmin Analysis of Watershed Article (in class) Analyzing Sources | <i>I Write</i> : Chapter 2 (pp. 38-48) “EPA Ruling” Article in Blackboard (Print and annotate for class) Adler, Lamott, Bradbury (in Blackboard) | |
| Week 2 Journal Topic: Respond to Adler, Lamott, and Bradbury. Make sure you address all three sources and begin your first paragraph with “because,” for example, “Because Ray Bradbury’s children were loud and wonderful, he had to go to the library to write.” Use your own example (not Bradbury’s children.) Did you find advice from any of the sources helpful in your own reading/writing practice? | | | |
| WEEK 3 Tuesday March 3 | Personal Reading/Writing Practice Concise Writing Academic Discourse/Critical Thinking | <i>I Write</i> : pp. 27-36 Blackboard Sources • OWL on Conciseness | CR #2 Adler, Lamott, and Bradbury |
| Thursday March 5 | IQPPE Citation Format | | |
| Friday March 6 | No Rhet Class on Fridays ☺ | | CHILD’S DRAFT due for Writing Project I |
| Week 3 Journal Topic: Open an entry for your Error Blog. This entry you will return to and revise whenever you get a graded paper. Here you will identify common errors in your writing and reflect on how to address them. See page 34 in <i>I Write</i> for example. | | | |
| WEEK 4 Tuesday March 10 | WORKSHOP | OWL on Revision & MLA Citation (Blackboard) | Request PIE Portfolio Quiz Your written comments for peer review. |
| Thursday March 12 | Documentary Film in class Titles Exigency of topics Workday/Consultation | <i>King Corn</i> | (multi-dimensional notes) Continue Revising your Essay |
| Week 4 Journal Topic: Revision Plan for your first Writing Project. See page 32 of <i>I Write</i> for example. | | | |
| Unit II | RESEARCH and CURIOSITY | | |
| WEEK 5 Tuesday March 17 | Summary and Evaluation Documenting Sources Analysis of sources Document Design Pronoun Case | <i>I Write</i> : Chapter 3, pp. 54-59 Chapter 4, pp. 65-79 | Essay I (Rhetorical Analysis) DUE Portfolio Quiz: P.I.E. Feedback Blog Unit 1 Assignment Check Anonymous Survey Participation Review. |
| Thursday March 19 | | | |

Syllabus • Rhet 102 Principles of Writing • Spring 2020
Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

| | | | |
|---|--|--|---|
| Pro tip! | When you are UIUC, be sure to visit the Student Life Archives | | |
| Week 5 Journal Topic: Looking back—Reflection on Writing Project 1. See page 35 in <i>I Write</i> for example. Looking ahead—what topics do you find compelling? What questions about those might make good research questions? | | | |
| WEEK 6 Tuesday March 24 | Thesis statements Essays, Introductions Thesis Flaws Building the Proposal Slide Show Primary Source and Human Research | <i>I Write</i> : Chapter 7, pp. 121-134 and Chapter 5, pp. 81-88. Primary Source Tutorial Blackboard | P.I.E. Quiz—Gerrard CR #3 Summary and Analysis of a Source Pronoun Case Quiz |
| Thursday March 26 | No class—Optional office hours 12:00 noon, ZJU time | | Portfolio Blog— Research Topics |
| Friday March 27 | No Class | | CHILD’S DRAFT Due at 5 PM Annotated Bib Proposal Slides |
| Week 6 Journal Topic: we took the week off! (But if you already did one, you are a week ahead.) | | | |
| WEEK 7 Tuesday March 31 | WORKSHOP | | <i>Present your Proposal Draft in Class!</i> Your written comments for peer review |
| Thursday April 2 | No class—Optional office hours 12:00 noon, ZJU time | | |
| Week 7 Journal Topic: Expand on the second half of last week’s journal. Your research question should be getting more specific and developed now. What new thoughts do you have about it? See if your exploratory journal writing can lead you to a good question. | | | |
| WEEK 8 Tuesday April 7 | Expletive Constructions Argument Essays Exigence in your projects | <i>I Write</i> : Chapter 5, pp. 88-96. | Writing Project 2 part 1 DUE (Proposal Slide Show) |
| Thursday April 9 | No class. Optional office hours 12:00 noon ZJU time | | |
| Saturday April 11 | Conferences See conference schedule and join the classroom with your workshop group at your appointed time. | | |
| Week 8 Journal Topic: What have you previously learned about citing sources? What questions did you have upon reading the Annotated Bibliography assignment? Has class lecture or Chapter 7 cleared up any confusion for you? Or~Use one or both writing prompts on page 134. | | | |
| Unit III | COMMUNITY | | |
| WEEK 9 Tuesday April 14 | Conferences | <i>I Write</i> : Chapter 6, pp. 98-118. | CR #4 Participation Review Anonymous survey |

Syllabus • Rhet 102 Principles of Writing • Spring 2020
 Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

| | | | |
|---|---|--|---|
| | See conference schedule and join the classroom with your workshop group at your appointed time. | | Unit 2 Assignment Check Writing Project 2 part 2 DUE (Annotated Bibliography) |
| Thursday April 16 | Copyright Issues Signal Phrases Review | | |
| Week 9 Journal Topic: Imagine your audience for your argument paper and decide where they fall on the receptive/skeptical continuum. Then imagine a conversation with them. Write a script for the conversation like those in chapter 6. Or~ use any of the prompts at the end of the chapter. | | | |
| WEEK 10 Tuesday April 21 | | <i>I Write: Exemplar Essay.</i> | CR #4 Alternative Sources |
| Thursday April 23 | No class. Optional office hours 12:00 noon ZJU time | | |
| WEEK 11 Tuesday April 28 | Conclusions Interrogating Sources | OWL at Purdue: Higher order and Lower Order Concerns | CR #5 Synthesis Your written comments for peer review |
| Thursday April 30 | No class. Optional office hours 12:00 noon ZJU time | | |
| Friday May 1 | No Class | | CHILD'S DRAFT WP 3 |
| Week 11 Journal Topic: Read the item in this week's work about creating a metaphor for your research or your writing process. Reflect on what metaphor you might use. (You could integrate your metaphor into your Artist's Statement for your Portfolio.) | | | |
| Unit IV | REVISION AND PERSPECTIVE | | |
| WEEK 12 Tuesday May 5 | No Class---International Labor Day | | PIE Quiz: Feedback Blog #2 |
| Thursday May 7 | WORKSHOP | | Unit 3 Assignment Check |
| Week 12 Journal Topic: As you revise your Child's Draft of the Research paper, reflect on what you learned through researching your topic, writing about it, and the revision process. (As a bonus, you could use this as a child's draft for your reflection in the Portfolio if you decide to revise your research paper.) | | | |
| Week 13 Saturday May 9 | Make up--International Labor Day Treat as Friday, so no class in Rhet 102 | | |
| WEEK 14 Tuesday May 12 | Revision vs. Editing "Kernel" Revision "Desk Drawer" Revision Editing for Conciseness | Paramedic Method in Blackboard | Essay 3 DUE |

Syllabus • Rhet 102 Principles of Writing • Spring 2020
 Sections BR1, BR3, and AR3 • Meets Tuesday/Thursday

| | | | |
|---|--|----------------------------------|--|
| Thursday May 14 | No class. Optional office hours 12:00 noon ZJU time | | Continue Revising your portfolio. |
| WEEK 15 Monday May 18 | No Class | | CHILD'S DRAFT Portfolio |
| Tuesday May 19 | Portfolio Review | | |
| WEEK 16 Thursday May 21 | Farewell! Portfolio Show & Tell Last Day of Rhet 102 | View Presentations in Blackboard | Be ready to show your portfolio in class |
| May 25-29 | Undergraduates Reading/Review/Recitation | | |
| Tuesday May 26 | Portfolios DUE at 11:59 PM | | |
| May 25-29 | Exams | No Exams for Rhet 102! | |
| This calendar is subject to change according to the progression of the course; students will be notified in writing on Blackboard of any changes. | | | |