ENG 100 Introduction to Rhetoric and Composition
Syllabus – Term

Professor: Dr. Kristin LaFollette
Contact: klafollett@usi.edu, 812-228-5136
Office: Orr Center 3007
Office hours:

Credits: 3 credit hours
Meeting time/location:
Pre-requisite: GENS 098 or appropriate placement

Course Description
A portfolio-based, preparatory course in reading, writing, reflection, and discussion, emphasizing rhetorical analysis and strategies for focusing, developing, and organizing writing. Special attention also is given to strategies for revising and editing writing. Course credits will apply as electives toward graduation. Prerequisite: GENS 098 or appropriate placement, based on such factors as the RCPE score, high school GPA, high school class rank, and DRP. Basic keyboarding skills required. A "C" is the minimum grade for an ENG 100 student to progress to ENG 101.

Course Learning Outcomes
Enhancement of Rhetorical Skills
- Implement writing as a tool for learning, discovery, explanation, and argument
- Reflect meaningfully on both the process and the product of writing
- Engage in invention, drafting, and careful revision of written work
- Compose texts that demonstrate an understanding of the importance and the role of writing beyond the classroom, including across the curriculum, in the community, and in the workplace
- Articulate how structure, style, tone, and grammatical and mechanical correctness influence a writer's credibility
- Value themselves as thinkers and producers of ideas worthy of writing down
- Master academic skills to ensure success as students. These skills include critical reading, thinking, and writing; composing appropriate materials, time management, and digital familiarity

Literacy
- Distinguish between academic and nonacademic discourse
- Utilize appropriate strategies for reading that include pre-reading, formulating questions, journaling, and written response
- Develop competency (literacy) with the features of a range of prose texts: student work, essays written by professional writers, and electronic texts
- Distinguish between academic and nonacademic discourse

Discourse Conventions
- Develop and apply mechanic and usage skills
- Produce writing that adheres to the conventions of standard edited American English
- Identify and describe the rhetorical nature of their own other's writing by distinguishing purpose and audience
- Create reasoned arguments, organize ideas, develop supporting evidence, use appropriate grammar, spelling, and punctuation, use language appropriate to the

rhetorical context, and use appropriate conventions while controlling tone, syntax, grammar, and spelling

Program Learning Outcomes
Mission: "Through the study of literature and writing, the Department of English prepares students to communicate effectively, think imaginatively, and live wisely in a diverse world."

Textbook/Course Materials
- *Curious Writer: Custom Edition for University of Southern Indiana*, 2017
- Access to Blackboard

Assessment
Grading Events

Project #1 (Profile Essay)	50 points
Project #2 (Analytical Essay)	50 points
Project #3 (Argumentative Essay)	50 points
Portfolio/reflection	100 points
Attendance/participation	50 points
Total	300 points

Grading Scale
A 270-300
B 240-269
C 210-239
D 180-209
F less than 180

All assignments will be turned in to the appropriate submission area on Blackboard. Feedback and grades will also be provided via Blackboard.

Grading/Assignment Policies
Late Work
In general, I do not accept late work. If you submit an assignment late, you will not receive credit. If you are not able to complete an assignment on time, you must contact me before the assignment is due to receive an extension. Failure of computer technology is not an acceptable reason for late written work. You should start your written work early and "back up" your drafts and revisions. YOU MUST SUBMIT EVERY MAJOR PROJECT IN THIS CLASS TO PASS. IF YOU FAIL TO SUBMIT ANY OF THE PROJECTS, YOU WILL AUTOMATICALLY FAIL THE COURSE.

In-Class Activities
There will often be activities completed during each class session. If you are absent, these activities cannot be made up.

Revisions
The first two projects can be revised and resubmitted to be re-graded. You must submit the original graded version along with the revised version (this means that, in order to complete a revision, you must have submitted a final draft of the essay for a grade). To receive a better grade, you need to make substantial revisions. Simply correcting grammar errors is not revising, it is editing. If the suggested revisions have not been attempted, I will return the assignment

without re-grading it. In order to submit a revision, you must email me at least one week before the revision is due with a revision plan; this includes a summary of the feedback I provided and how you will address the feedback in your revision. Deadlines for revision submission dates can be found on the course schedule (and will be announced in class).

Participation
Students are expected to attend all classes, and it is crucial that all students have done the reading(s) for each class period. Class participation through discussion is required and necessary. We will also be doing peer reviewing, which requires that students be in attendance and participate in class. Your participation/attendance score is worth 50 points at the end of the semester. You will lose 3 points for every class session missed (please see the full attendance policy below). Your participation score will be given holistically at the end of the course and will be based on your interactions in class (contributing to class discussion, asking questions, participating in group work, etc.).

Course Policies
Academic Honesty
All members of the university are accountable for their actions in maintaining high standards of academic integrity. Students are responsible for completing academic requirements without action and/or material that violate academic integrity. More information on academic integrity and the student code of conduct can be found at https://www.usi.edu/deanofstudents/code. The first incident of academic dishonesty will result in a 0 for the assignment. Further infractions will result in failure of the course. All academic dishonesty will be reported to the university.

Professionalism
Students should listen, engage, and appreciate an atmosphere of diversity and open discussion. Class discussion must be respectful; whenever students speak, they should be considerate of other students' feelings, use appropriate language, and make their points without being combative or confrontational. Students should not use discriminatory language regarding their fellow students' gender, sexual orientation, race, color, religion, national origin, age, or anything else. Students should listen to one another, ask questions, and explain their disagreements without attacking others.

Attendance
I will take attendance each class session. Students may miss up to 6 class sessions; if a student misses more than 6 class sessions, they will be ineligible to pass the course. According to the University Handbook, "Students who expect to be absent from classes should confer with their instructors prior to the absence. Students who miss classes are not excused from their obligations to instructors" (84). University-sanctioned absences will count toward the total number of excused absences. Students who believe they cannot complete the semester without missing 6 class sessions should either seek another section that poses fewer conflicts with their extracurricular schedules or drop the course and enroll in it during another semester. It is the student's responsibility to contact the instructor in the case of an absence before class. Since we are all connected to our electronic devices, it is almost always possible to send an email or text message indicating that you will be absent from class.

Late Arrivals/Early Departures
Late arrivals/early departures are defined as follows: If you arrive after the first 10 minutes of class or leave with 10 or more minutes left in the class session. Every 3 times you are late or leave early, you will receive 1 absence.

Technology
I appreciate technology and think cell phones, tablets, computers, etc. can be great tools for learning and composing. That being said, please be respectful of the instructor and the rest of the class. Cell phones, tablets, and computers are permitted, but please don't allow them to distract you or your classmates from what's going on in class. Laptops are welcomed and encouraged.

Communication
Contact me and/or make an appointment to come see me in my office if you have questions or need help with your writing. You should always use your USI email address (be sure to check your USI email frequently) and contact me using my USI email address (which is available at the top of the syllabus). You should also be checking Blackboard regularly to stay on track.

Names/Pronouns
I want to refer to you by your preferred name/pronouns. Please let me know if what is listed on my roster is not what you prefer.

Campus Resources
- Academic Skills (ED 1111) – tutors, supplemental instruction, writing help (usi.edu/university-division/academicskills)
- The Writer's Room (ED 1102) – one-on-one sessions with a writing consultant (812-461-5359)
- Rice Library – help with research, finding resources, etc. (usi.edu/library)
- Information Technology (IT) – help with computers, email, etc. (usi.edu/it)

University Policies
Accessibility
If you have a disability for which you may require academic accommodations for this class, please register with Disability Resources (DR) as soon as possible. Students who have an accommodation letter from DR are encouraged to meet privately with course faculty to discuss the provisions of those accommodations as early in the semester as possible. To qualify for accommodation assistance, students must first register to use the disability resources in DR, Science Center 2206, 812-464-1961, www.usi.edu/disabilities. To help ensure that accommodations will be available when needed, students are encouraged to meet with course faculty at least 7 days prior to the actual need for the accommodation. Please contact Disability Resources as soon as possible to discuss accommodations needed for access while in this setting.

Title IX – Sexual Misconduct
USI does not tolerate acts of sexual misconduct, including sexual harassment and all forms of sexual violence. If you have experienced sexual misconduct, or know someone who has, the University can help. It is important to know that federal regulations and University policy require faculty to promptly report incidences of potential sexual misconduct known to them to the Title IX Coordinator to ensure that appropriate measures are taken and resources are made available. The University will work with you to protect your privacy by sharing information with only those who need to know to ensure we can respond and assist. If you are seeking help and would like to speak to someone confidentially, you can make an appointment with a counselor in the University Counseling Center. Find more information about sexual violence, including campus and community resources, at www.usi.edu/stopsexualassault.

Student Basic Needs
Students who have difficulty affording food on a regular basis or lack a safe place to live and believe this may affect their class performance are encouraged to contact the Office of the Dean of Students. A list of resources can also be found at www.usi.edu/media/5612733/financial-wellness-resources.pdf.

Syllabus Change Policy
This syllabus is a guide to the course and may be subject to change with reasonable advanced notice.

Projects
Project #1 – Profile Essay
You will compose a profile essay (2-3 pages) on a professor in your discipline. For example, if you are a psychology major, you can profile any professor in the psychology department. If you are undecided, consider writing your profile about a professor in a discipline you are interested in (for example, if you are undecided but are considering English, then you can profile a professor in the English department). This essay will require you to "interview" the professor you are profiling. You MUST make an appointment with the professor and meet with them in their office for the interview. This requires you to plan ahead and schedule an interview early; not planning an interview is NOT a valid reason for failing to complete the assignment on time. Here are some questions you could pose:

- What drew you to your particular discipline?
- What do you like most about your discipline? What do you like most about teaching in your discipline?
- What is your area of research?
- What kind of writing do you do in your discipline?

Feel free to ask some or all of these questions, or to come up with your own questions. In addition to composing your essay, you must also create a visual representation of your profile. Your visual can take any form: a collage, a photograph, a Piktochart, etc. (be creative!). The purpose of the image is to provide a visual representation of your profile. As part of your 2-3-page length requirement, you must include at least one paragraph that provides an explanation of your visual and works toward answering some or all of the following questions:

- How is your visual a representation of your profile (the person you interviewed and/or the discipline)?
- Why did you choose that particular form?
- Why did you include those materials, images, colors, and/or words? Why did you arrange your visual that way?

You are required to submit a works cited page (with a citation for the interview) with your project (the works cited page DOES NOT count toward the page requirement).

Midterm Reflection
Part of growing and developing as a writer involves reflecting upon your progress and your experiences; as a result, you will compose a midterm reflection (you will also complete an end-of-term reflection, and both the midterm and final reflection will be included in your portfolio). Your reflection (1 page) should be typed and formatted like an essay (in paragraph form). You will have an entire class session to work on it, but if you don't finish it, you will need to complete it outside of class. You will not submit this piece of writing until the end of the semester (as part of your portfolio); as a result, be sure to save it somewhere where you will be able to find it when you start compiling materials for your portfolio. You should respond to some or all of the following questions in your reflection:

- What have you enjoyed about the course so far? What has been difficult?
- What progress have you made as a writer this semester? What have you learned about writing? Provide specific examples.
- What aspect of writing are you best at, and in what areas can you still improve?
- How can you apply what you've learned in this course to other contexts (other courses, your work, etc.)?
- What suggestions do you have for me as I continue to teach this course now and in the future? How can I help you during the remainder of the course and how can I help students who take this course in the future become better writers?

Project #2 – Analytical Essay

For the analytical essay (3 pages), you will be composing a photo essay (I'm assuming everyone owns/has access to a camera, or has a camera on their phone, tablet, or computer – if this is not the case, you can "check out" a camera from the library). You will take a photograph (again, it can be on your phone, tablet, or computer, and it can be a photograph of anything you choose – feel free to be as creative as you like) and then compose an analysis of that photograph. Here are some questions you can consider when composing your analysis:

- What does it *mean*?
- What story is the photograph attempting to tell? What is it communicating? What social issues does it address? What evidence are you using to back up your claim, or what aspects of the photograph communicate that message: color, subject, object, texture, angle, perspective, etc.?
- What is the context of the photograph? What larger ideas does it seem to promote?
- What does it mean to you, and how might that be different from how others perceive it? How might other viewers interpret the photograph?

The photograph should be included in your essay but should not take up more than half of one page. You are required to submit a works cited page (with a citation for your image) with your project (the works cited page DOES NOT count toward the page requirement).

Project #3 – Argumentative Essay

You will compose a written essay (3 pages) in which you argue for the best solution to a problem (this can be a problem on-campus or in the world). For example, a sample topic/problem could be a lack of parking on campus. You would propose several different solutions (at least three, including the best solution) to this problem and create an argument where you argue for (and provide support for) the best solution to the problem. You are not required to use outside sources in this assignment.

Portfolio/End-of-Term Reflection

At the end of the semester, you will compile your materials into a portfolio to show your progress as a writer (the portfolio will be created digitally on Blackboard). The portfolio will consist of rough drafts, revisions (if applicable), and final drafts for each project. You will be ineligible to pass the course if you do not submit a portfolio (although submitting a portfolio does not guarantee a passing grade), so make sure you keep all your materials from the semester organized. In addition, you will be required to submit an end-of-term reflection or "cover letter" (2 pages). Your reflection should be typed and formatted like an essay (in paragraph form). This will be like your midterm reflection, but will be a bit longer and should articulate the following:

- The reflection should provide a brief introduction to your portfolio by reflecting upon your experiences in the course, what you learned, and your growth/progress as a writer (now that the course is almost over). Read back through your midterm reflection and think about the following: How has your writing changed since midterm? How has it improved? What have you learned/improved upon as a writer?
- The reflection should make a case about why you should pass the course: How does your portfolio display clear progress? What evidence from your portfolio shows that you will be successful in ENG 101?

Course Schedule

Day	Class/Due Dates	Readings/Homework
Week #1		
Monday, 8/19	Introduction to course, review syllabus and course schedule, Blackboard overview	Introductory questionnaire (Blackboard)
Wednesday, 8/21	MLA formatting/using Microsoft Word, email etiquette	Read "Why Rhetoric?" by Alexander and Losh (Blackboard)
Friday, 8/23	Discuss reading, rhetorical awareness/appeals	Read pp. 1-36
Week #2		
Monday, 8/26	Introduce Project #1 assignment, discuss reading	
Wednesday, 8/28	Discuss introductory paragraphs, share sample visual with explanation of rhetorical strategizing	Read pp. 103-123
Friday, 8/30	Discuss reading, concluding paragraphs, organization/ sample outline for Project #1	Read sample profiles (Blackboard), schedule your interview for Project #1
Week #3		
Monday, 9/2	Labor Day, no class	Read pp. 124-142
Wednesday, 9/4	Group sharing about Project #1, groups answer discussion questions on sample profiles	
Friday, 9/6	Discuss quoting/source integration, citing sources, works cited pages	Work on Project #1 rough draft, read "Guidelines for Reader" by Alexrod and Cooper (Blackboard)
Week #4		
Monday, 9/9	**Project #1 rough draft due**, discuss peer review practices/expectations, peer review	Revise rough draft based on peer review feedback
Wednesday, 9/11	**Project #1 final draft due**, introduce Project #2	Read pp. 271-290

	assignment, analyze sample photo	
Friday, 9/13	Discuss reading, groups analyze sample photos	Read "The Maker's Eye" by Murray (Blackboard)
Week #5		
Monday, 9/16	Discuss reading, revision strategies, groups revise sample student essay	Review pp. 358-397
Wednesday, 9/18	Discuss organization/sample outline for Project #2	
Friday, 9/20	Practice analyzing visuals	
Week #6		
Monday, 9/23	Developing an introduction for Project #2	Choose the photo you plan to use for Project #2
Wednesday, 9/25	Developing a conclusion for Project #2	
Friday, 9/27	Developing body paragraphs for Project #2	
Week #7		
Monday, 9/30	**Project #1 revision due** (optional), small groups share Project #2 photos and give overview of analysis, poll – questions about writing/Project #2	
Wednesday, 10/2	Collaborative writing activity ("Exquisite Corpse")	
Friday, 10/4	Project #2 work day	
Week #8		
Monday, 10/7	Fall Break, no class	
Wednesday, 10/9	Write midterm reflection/evaluation of writing for portfolio	
Friday 10/11	Project #2 work day	Work on Project #2 rough draft
Week #9		
Monday, 10/14	**Project #2 rough draft due**, peer review	Revise Project #2 based on peer review feedback

Wednesday, 10/16	**Project #2 final draft due**, sign up for conferences, introduce Project #3, use sample problem/solution for preliminary discussion of Project #3	Read pp. 221-245
Friday, 10/18	Discuss reading, groups develop solutions to sample problems	Decide on a topic for Project #3 (be prepared to share with me at your conference)
Week #10		
Monday, 10/21	Conferences, sign-up for a time to meet in my office	
Wednesday, 10/23	Conferences, sign-up for a time to meet in my office	
Friday, 10/25	Conferences, sign-up for a time to meet in my office	Read pp. 245-269
Week #11		
Monday, 10/28	Discuss reading, organization/sample outline for Project #3	
Wednesday, 10/30	**Project #2 revision due** (optional), small groups share Project #3 topics, developing an introduction for Project #3	
Friday 11/1	Developing a conclusion for Project #3	
Week #12		
Monday, 11/4	Developing body paragraphs for Project #3	
Wednesday, 11/6	Review Project #3 sample essay	
Friday, 11/8	Project #3 work day	Work on Project #3 rough draft
Week #13		
Monday, 11/11	**Project #3 rough draft due**, peer review	Revise Project #3 based on peer review feedback
Wednesday, 11/13	**Project #3 final draft due**, introduce portfolios	

Friday, 11/15	Work on compiling drafts and materials for portfolio	
Week #14		
Monday, 11/18	Set up portfolio in Blackboard	
Wednesday, 11/20	Work on portfolios	
Friday, 11/22	Work on portfolios	Finish portfolio
Week #15		
Monday, 11/25	**Portfolios due**	
Wednesday, 11/27	Thanksgiving Break, no class	
Friday, 11/29	Thanksgiving Break, no class	
Exam Week Begins		
Monday, 12/2	No final exam, class will meet during assigned final exam time to discuss portfolio results with professor	
Wednesday, 12/4	Study day, no class	
Friday, 12/6		
Exam Week Ends		
Monday, 12/9	Final exams	
Wednesday, 12/11	Final exams, last day of Fall 2019 semester	