

ENG 101 Rhetoric and Composition I: Literacy and the Self  
Syllabus – Term

Professor: Dr. Kristin LaFollette  
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Office: Orr Center 3007  
Office hours:

Credits: 3 credit hours  
Meeting time/location:  
Pre-requisite: ENG 100 or appropriate placement

### Course Description

English 101 is a course in the critical arts of reading, writing, reflection, and discussion with an introduction to rhetoric and informal logic. Basic keyboarding skills are required.

### Course Learning Outcomes

#### Academic Literacy

- Read critically, summarize, apply, analyze, and synthesize information and concepts in written and visual texts as the basis for developing original ideas and claims
- Discover, develop, and articulate ideas through discussion and writing based on focused theses with appropriate reasoning and adequate evidence
- Compose texts which exhibit appropriate rhetorical choices, which include attention to audience, purpose, context, genre, and convention
- Reflect on their reading and writing practices
- Read, evaluate, analyze, and use material collected from electronic sources.

#### Academic Discourse Conventions

- Reasoned arguments
- Organized ideas
- Developed supporting evidence
- Appropriate grammar, spelling, and punctuation
- Appropriate documentation and format

#### Enhancement of Individual Development

- Discover, develop, revise, and express their ideas
- Become members of academic discourse communities
- Develop, refine and defend a personal ethos
- Evaluate positions on issues from critical perspectives
- Demonstrate an understanding of writing as a social process which includes multiple drafts, collaboration, and reflection

### 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

- *Squeeze the Sponge: A No-Yawn Guide to College Writing* by Rhoda Janzen, 2018
- Access to Blackboard

**Assessment***Grading Events*

Project #1 (Personal Narrative)	50 points
Project #2 (Rhetorical Analysis)	50 points
Project #3 (Analyzing a Visual Argument)	50 points
Portfolio/reflection	100 points
Presentation	50 points
Attendance/participation	50 points
<b>Total</b>	<b>350 points</b>

*Grading Scale*

A 315-350

B 280-314

C 245-279

D 210-244

F less than 209

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 students to 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 4 class sessions; if a student misses more than 4 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 4 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/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](http://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](http://usi.edu/library))
- Information Technology (IT) – help with computers, email, etc. ([usi.edu/it](http://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](http://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](http://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](http://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 – Personal Narrative*

The first project will be a personal narrative where you articulate how and why you became a student in your discipline. Consider the following questions as you work on this project:

- Why did you choose your particular major? What events led to your decision? If you are undecided, why? What options are you considering?
- What is it like to be a student in your discipline? You are likely early on in your academic career; what do you expect? What are you looking forward to most in your chosen degree field?
- What writing will you be doing as a student in your field?
- What do you want to do after college with your degree? What will it take to get there? What are your future plans?

This project will take the form of a written component (4 pages) and a “map” that provides a visual representation of your journey to your chosen discipline. The visual “map” can be anything you want it to be (and can be digital, like a video or a Piktochart, or nondigital, like a collage or a poster). Be creative! You must have at least one paragraph in your essay that provides an explanation of your visual. Consider the following questions as you write the paragraph explaining your visual:

- How is your visual representative of your personal narrative (you and/or your journey)?
- Why did you choose the form you chose?
- Why did you use the materials you chose? The images? The colors? The format? The specific arrangement? Those words?

*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 (3 pages) 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 – Rhetorical Analysis*

For this assignment, you will be doing a rhetorical analysis of a space. This can be any space, real or imaginary (like your favorite restaurant or Hogwarts Castle – just make sure your topic is broad enough for you to meet the length requirement). Consider the following:

- How does the design of the space teach us how to use it?
- Who is the space intended for? How do we know? What about the arrangement of the space makes it useful or accessible?

- Why is the space important to you?

You will make an argument about how your chosen space is arranged/designed to specifically meet the desired goals/aims of that space and you will support that argument with well-developed and articulated examples. This project should have a written component (4 pages) and should also include a visual component that illustrates the space you are discussing. Like with Project #1, your visual can be digital or nondigital; just be creative in conveying and explaining your chosen space. In addition, you will also be required to include at least one paragraph in your essay that describes your visual in detail.

### *Project #3 – Analyzing a Visual Argument*

This project asks you to think critically about a visual and determine its rhetorical argument. The only source you are required to use for this project is your chosen visual, and you are free to choose whatever visual you like. Below are types of visuals you can choose from (but you are welcome to choose a visual not listed here – if you aren't sure your idea will work for the assignment, don't hesitate to talk with me about it):

- A television commercial
- A clip from a movie
- A movie poster
- An advertisement
- An illustration
- A comic book frame
- An album cover
- A book cover
- A photograph
- A work of art

Your essay should focus on the argument you feel the visual is making to its audience, which involves deciphering the rhetorical choices made by the creator. Consider the following when constructing your thesis:

- What argument is the creator of this visual attempting to make?
- What elements of the visual further the argument the creator is making?

There will be several handouts on Blackboard to help you as you analyze your chosen visual. The essay should be at least 5 pages in length. You should have a works cited page with a citation for your chosen visual (see the Purdue OWL MLA guide for help with formatting your citation). The works cited page DOES NOT count toward the page requirement.

### *Project #3 Presentation*

Everyone will be required to give a presentation for Project #3, and you will be given a sign-up sheet so you can choose a date/time slot. Your presentation should be approximately 5 minutes in length (you should fully explain your topic and preliminary analysis but should not go so far over the requirement that we run out of time for everyone to present). Your grade WILL be penalized if you are significantly over or under the required time. In addition to meeting the length requirement, you will also need to have a visual to accompany your presentation. The visual you are analyzing for Project #3 DOES NOT count as your visual for the presentation (although you should show us your visual so we have context for your presentation – if you are analyzing a film or film clip, you may show a brief 1-minute segment). In addition to showing us your chosen visual, you must have an additional visual, like PowerPoint slides, a Prezi, a Piktochart, a handout, etc. Your visual should outline and emphasize the main points of your presentation and preliminary analysis. Consider the following while putting together your presentation:

- What visual did you choose for this project? Why?

- Provide a brief overview/summary of the visual.
- What is your preliminary analysis of your visual? What evidence supports your claim(s)?

### *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” (4 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 201?

**Course Schedule**

<b>Day</b>	<b>Class/Due Dates</b>	<b>Readings/Homework</b>
<b>Week #1</b>		
Monday, 8/19	Introduction to course, review syllabus and course schedule, Blackboard overview	Introductory questionnaire
Wednesday, 8/21	Introduce Project #1 assignment, MLA formatting/using Microsoft Word, email etiquette	Read pp. 15-23
<b>Week #2</b>		
Monday, 8/26	Discuss reading, free writing (3 things that influenced you to become a student in your major), audience/rhetorical awareness, rhetorical appeals, analyzing a visual	Read "Why Rhetoric?" by Alexander and Losh (Blackboard)
Wednesday, 8/28	Discuss reading, share sample visual with explanation of rhetorical strategizing, writing introductory and concluding paragraphs, organization/sample outline for Project #1	Read sample personal narrative (Blackboard)
<b>Week #3</b>		
Monday, 9/2	Labor Day, no class	Read pp. 169-194
Wednesday, 9/4	Discuss reading, group sharing about Project #1, groups answer discussion questions on sample personal narrative	Work on Project #1 rough draft, read "Guidelines for Reader" by Axelrod and Cooper (Blackboard)
<b>Week #4</b>		
Monday, 9/9	<b>Project #1 rough draft due</b> , discuss peer review practices/expectations, peer review	Revise rough draft based on peer review feedback
Wednesday, 9/11	<b>Project #1 final draft due</b> , introduce Project #2, discuss rhetorical analysis, practice rhetorical analyses with sample spaces	Review pp. 25-39 and 41-69

<b>Week #5</b>		
Monday, 9/16	Discuss reading, organization/sample outline for Project #2	Read "The Maker's Eye" by Murray (Blackboard)
Wednesday, 9/18	Discuss revision strategies, groups revise sample student essay	
<b>Week #6</b>		
Monday, 9/23	Share Project #2 topics, small groups analyze sample spaces and present results to class	Read pp. 197-225
Wednesday, 9/25	Developing an introduction and conclusion for Project #2	
<b>Week #7</b>		
Monday, 9/30	<b>Project #1 revision due</b> (optional), developing body paragraphs for Project #2, visuals for Project #2	
Wednesday, 10/2	Project #2 work day (pre-drafting outline)	
<b>Week #8</b>		
Monday, 10/7	Fall Break, no class	
Wednesday, 10/9	Complete midterm reflection, share responses	Work on Project #2 rough draft
<b>Week #9</b>		
Monday, 10/14	<b>Project #2 rough draft due</b> , peer review	Revise rough draft based on peer review feedback
Wednesday, 10/16	<b>Project #2 final draft due</b> , introduce Project #3, use sample film scene for preliminary discussion of Project #3	Review pp. 295-309 and 311-314, read pp. 343-362, think about a topic for Project #3
<b>Week #10</b>		
Monday, 10/21	Sign up for conferences and Project #3 presentations, review presentation guidelines, small groups analyze sample images	

Wednesday, 10/23	Small groups share Project #3 topic ideas, analyze sample images/arguments	Decide on a Project #3 topic
<b>Week #11</b>		
Monday, 10/28	Conferences, sign-up for a time slot to meet in my office	
Wednesday, 10/30	Conferences, sign-up for a time slot to meet in my office	Work on Project #3 presentation
<b>Week #12</b>		
Monday, 11/4	Project #3 presentations	
Wednesday, 11/6	<b>Project #2 revision due</b> (optional), Project #3 presentations	
<b>Week #13</b>		
Monday, 11/11	Project #3 presentations (if needed), organization/sample outline for Project #3	
Wednesday, 11/13	Practice analyzing visuals	Work on Project #3 rough draft
<b>Week #14</b>		
Monday, 11/18	<b>Project #3 rough draft due</b> , peer review	Revise rough draft based on peer review feedback
Wednesday, 11/20	<b>Project #3 final draft due</b> , introduce portfolios	Work on portfolio
<b>Week #15</b>		
Monday, 11/25	Work on portfolio	Work on portfolio
Wednesday, 11/27	<b>Portfolio due</b> Thanksgiving Break, no class	
<b>Exam week begins</b>		
Monday, 12/2	No final exam, class will meet during assigned final exam time to discuss portfolio results with professor	
Wednesday, 12/4	No class, study day	
<b>Exam week ends</b>		
Monday, 12/9	Final exams	
Wednesday, 12/11	Final exams, last day of Fall 2019 semester	