

ENGL 102: Rhetoric and Composition: Digital Rhetoric

English 102, Rhetoric and Composition, emphasizes critical reading and persuasive writing. The course will introduce you to some basic genres of academic and public writing and give you intensive practice in producing them. This section will emphasize composition in digital environments. We will be using blogs, bibliographic databases, and web design software as media for creating and distributing your compositions. This semester, you will practice the writing process, writing in both academic and public genres, crafting solid arguments, using rhetorical vocabulary to analyze writing, conduct responsible research, and engage in academic discourse. This is not a lecture course; you should expect to be reading, writing, and discussing for every class meeting.

Textbook: Alexander, Jonathan and Margaret M. Barber. *Argument Now*. NY: Pearson, 2005.

Grading: A “C” is the lowest passing grade in English 102. I grade on a 10-point scale (A=90-100; B+=88-89; B=80-87; C+=78-79; C=70-77; D+=68-69; D=60-67; F=50). I’ll specify more detailed requirements in each assignment. If you have a question about a grade you receive on an assignment, ask me!

The weights for grading are as follows:

- * Major Assignments (60% total)
- * Minor Assignments (homework, quizzes, attendance, extra credit, etc.) (40%)

Revision; It is a rare piece of writing that is “finished.” The writing you do in this class is designed to be repurposed. In this course, you are expected to continuously reevaluate and revise your work until the end of the semester. You will receive feedback from me and from your classmates throughout the course and you should make use of this feedback and revise accordingly where it is useful to your goals.

Other Notes About Your Assignments:

- * Late Work: All assignments are due at the beginning of class on the specified dates; assignments that come in after this time are late and will be penalized by 10% for each day that it is late.
- * Research and documentation: You’ll be required to use and properly document outside sources using the MLA format you learned in English 101.
- * Emailed assignments: Don’t email me your paper. Doing so does not constitute submission of your work.

Portfolios

At the end of the semester, you must submit a file containing the following:

- all drafts of each major assignment
- a portfolio letter

These files will be kept by First-Year English for one year and will not be returned. Remember: I cannot assign a final grade until you hand in your portfolio.

Academic Honesty

You are bound by the university's policies on academic honesty, which bar you from presenting another person's work or ideas as your own, allowing someone to write an assignment or part of an assignment for you, or failing to properly acknowledge source materials. The university takes violations of these policies seriously; penalties include failing the course and expulsion from the university. In short (at the minimum,) if I catch you cheating, you will receive an F. Knowing the boundaries between acceptable and unacceptable practices is sometimes tricky, and we'll discuss this in class. You are also responsible for reading the Academic Responsibility section of The Student's Guide to First-Year English online at <http://www.cas.sc.edu/engl/fye/students/student_guide_responsibility.html>.

Attendance

This is not a lecture course. We will be working together to improve your writing and to critique your work in progress, and this means that you will need to come to class regularly and participate actively in discussions and exercises. If you are absent, you are responsible for learning material we cover in class and, except in the case of emergencies, for arranging beforehand to submit any assignments due on that day.

In accordance with university policy, I will penalize your course grade if you miss more than 10% of our 32 class meetings. Please note the following schedule of penalties:

- If you miss more than 10%, you will lose 1 letter grade. (The penalty starts on your third absence.)
- If you miss 20% (6 classes), you will lose 2 letter grades.
- If you miss 25% (8 classes) or more, you will fail the course automatically.

While the University's absence policy doesn't differentiate between "excused" and "unexcused" absences, I understand that emergencies can happen. Under such extenuating circumstances, I will not allow these absences to affect your grade if you meet all of the following requirements:

- You notify me as soon as possible about the absences (preferably before they happen).
- You provide a clear and reasonable explanation for the absences (and, when appropriate, documentation).
- You have been attending class and keeping up with your work before the absences in question.
- You attend class and complete all work in a timely manner after the absences in question.

Tardiness and Electronica

Our class starts and ends at the scheduled times. If you arrive late, we will all have to stop what we're doing and you will be required to read a piece of poetry aloud in front of the class or something else "horrible." Just don't be late.

Electronic connectivity is similarly disruptive, particularly so in this class room. Please do not send text messages, tweets, or email, chat orally or otherwise, take calls, or play games during class. If you're that bored, you're free to leave class at any time (absence penalties may apply). If you've made the effort to come to class, then please engage with the class.

Office Hours and Email

You must check your email so that I can send you announcements and answer any questions that come up between class periods. The best way for us to email each other is through the Blackboard site for this class. You can meet with me during my office hours or make an appointment for other times. I'm also available via email, Facebook, and AIM if you prefer those methods.

SCHEDULE

Week 1: Writing Processes

reading: Alexander/Barber chapter 1 (6-33)

writing/research/activities:

- #2, page 8, homework
- #2, page 10 (research lesson in class, writing for homework)
- page 15, in class
- page 27, in class
- #2, page 33, homework

grading: activities, participation

Week 2: Writing Processes

reading: Alexander/Barber chapter 1 (34-51)

writing/research/activities:

- draft an argumentative essay on technology in education (3 pages?)
- page 37, homework, on draft
- #1, page 41, homework on discussion board
- #3, page 42, homework on discussion board
- #1, page 51, in class

grading: activities, draft, participation

Week 3: Academic Writing

reading: Alexander/Barber chapter 2 (52-73)

writing/research/activities:

- page 53, in class
- page 69, homework (related to draft)
- evaluate draft for revision and make notes to a revision list

grading: activities, revision notes, participation

Week 4: Academic Writing

reading: Alexander/Barber chapter 2 (73-92)

writing/research/activities:

- #2, page 92 on draft
- revise draft to account for results of #2, page 92
- #1, page 92

grading: activities, revision, participation

Week 5: Argument

reading: Alexander/Barber chapter 3 (94-118)

writing/research/activities:

- page 103, in class
- page 108-9, homework
- page 117-18, homework
- revised draft due (5 pages)

grading: activities, participation, draft

Week 6: Argument

reading: Alexander/Barber chapter 3 (118-141)

writing/research/activities:

- Lifeboat activity in class on iChat (124-6)
- find pre-existing logos, pathos, ethos appeals on topic of draft
- #4, page 141, 750 words on draft

grading: activities, examples, participation, #4

Week 7: Argument

reading: Alexander/Barber chapter 4 (142-161)

writing/research/activities:

- page 151
- #1, page 157-8
- outline a structure for your topic using both Toulmin and Rogerian models
- Analysis/Critique due

grading: activities, participation, analysis/critique

Week 8: Argument

reading: Alexander/Barber chapter 4 (161-182)

writing/research/activities:

- analyze your draft for logical fallacies; summarize your findings and revise your draft to eliminate logical fallacies
- #1, page 180
- #2, page 180
- draft due (7 pages)

grading: activities, participation, draft

Week 9: Visual Literacy

reading: Alexander/Barber chapter 5 (183-201)

writing/research/activities:

- 192-3 in class
- draft a map, chart, or other visual representation of information from your draft
- 201 in class

grading: activities, participation

Week 10: Visual Literacy

reading: Alexander/Barber chapter 5 (202-223)

writing/research/activities:

- 203 in class
- 206
- #3, page 222

- Compose a visual argument on the topic of your essay
grading: activities, participation, visual argument

Week 11: Research

reading: Alexander/Barber chapter 6

writing/research/activities:

- draft due (10 pages)

grading: activities, participation

Week 12: Research

reading: Alexander/Barber chapter 7

writing/research/activities:

- draft due (10 pages)

grading: activities, participation, draft

Week 13: Hypertext

reading: Alexander/Barber chapter 8

writing/research/activities:

- hypertext remediation due

grading: activities, participation, hypertext

Week 14: Peer Review and Revisions

Week 15: Presentations and Revisions

Week 16: Presentations and Evaluations

Assignments:

1. Compose an analysis/critique of the rhetoric at work in two texts from two different digital media of your choice. You should choose something related to the topic of your major paper and do a thorough investigation.
2. Construct a 10 page argumentative, researched, academic paper. You should include a Works Cited page and otherwise format your citations and paper in the style of an academic essay.
3. Produce an annotated bibliography on your topic by exporting your bibliographic data and annotations from Zotero.
4. Locate visual resources related to your topic. Arrange them in an order different from the structure of your narrative essay. Produce a visual remediation of your narrative essay. Among many options, you may choose to create a Flickr album, create a slideshow in Powerpoint, Keynote, or other presentation software.
5. Produce a hypertext remediation of your argumentative essay. Combine elements of all your work this semester, especially each of the major assignments into a hybrid hypertext project of your own design. Think about the virtues of each medium we've tried out and decide which pieces from each of your assignments you want to keep and include in your final project.