English 111: Composition and Rhetoric

Instructor: Elizabeth Saur
Section: QF (CRN 18674)
Day/Time: T/R 4:00pm – 5:20pm
Class Location: BAC 252

Office Location: BAC 362
Phone: 513-529-5272
Office Hours: Wed 11:30 am – 12:30 pm, Thurs 1:30 – 3:30 pm
Or by appointment
Email: saureh@miamioh.edu

Required Texts and Materials

• Access to our course website/blog at http://english111site.wordpress.com
• College Composition at Miami (Volume 66). 2013. Plymouth, MI: Hayden-McNeil. —> should be available at campus bookstores
• Free Online Coursepack (available on nihka)
• A WordPress account (free to you at wordpress.com)
• A flash drive to back up your work

Course Goals

English 111, Composition and Rhetoric, is a course designed to not only help you improve your skills of rhetoric and composition, but also to develop your analytical and critical thinking abilities. Together we will explore how our rhetorical decisions and those of others affect and shape our perspectives and realities. Throughout the semester we will be working to learn how an awareness of rhetoric can foster personal growth and development in both the academic and professional communities, as well as the social environment in which we find ourselves everyday. In this course, you will learn how to:

• Develop flexible and effective strategies for generating ideas; researching topics; composing drafts; revising, peer responding, editing, and proofreading writing via print and digital media
• Conduct research-based inquiries, use invention techniques effectively to explore your own ideas, engage different perspectives, and develop findings into sustained arguments or narratives.
• Locate, evaluate, integrate, and cite secondary sources of information effectively and ethically, using appropriate academic citation methods.
• Produce effectively organized writing that is stylistically appropriate, demonstrating careful attention to proofreading and meeting conventional expectations for particular audiences in specific contexts.
- Write effectively for diverse contexts, audiences, purposes, and genres
- Develop critical awareness of the unique affordances and limitations of diverse writing technologies and modalities of communication, both digital and non-digital.
- Reflect critically on your own writing practices and rhetorical decisions.

As a Miami Plan Foundation course, English 111 meets the broad goals of a liberal education: to nurture your intellectual capabilities to think critically, to understand diverse contexts, to engage with other learners, and to apply knowledge and skills learned through effective reflection and action.

**Course Requirements and Evaluation**

We will discuss the individual criteria for each inquiry as the courses progresses; however, all work for this course should meet the requirements established for each assignment, should demonstrate understanding of audience, context, and purpose, and should be considerate and respectful of others. While I will be evaluating you on the content of your essays, rather than on grammatical correctness, your final essays should also reflect a significant amount of time spent focused on revision for clarity, cohesion, and structure.

You will be evaluated on the following:

**Inquiry 1 – Rhetorical Decisions Narrative** 10% (100 points)
- Analyzing and learning from past rhetorical decisions
  - Includes: invention writing, peer response drafts, 3-5 page final paper, and a reflective cover letter

**Inquiry 2 – Rhetorical Analysis** 15% (150 points)
- Analyzing the rhetorical decisions of others and their effect on our perspectives and realities
  - Includes: invention writing, proposal, zero draft, peer response drafts, 4-6 page final paper, and reflective cover letter

**Inquiry 3 – Research-based rhetorical argument** 25% (250 points)
- Identifying and researching a public issue in order to construct your own rhetorical argument about the topic
  - Includes: invention writing, proposal, annotated bibliography, zero draft, peer response drafts, 6-7 page final paper, and reflective cover letter

**Inquiry 4 – Remediation Inquiry** 20% (200 points)
- Using multimodal approaches to remediate your argument from Inquiry 3 in order to understand how medium, genre, and audience affect your rhetorical decisions
  - Includes: invention writing, proposal, zero draft, peer response draft, remediated project, and 3-4 page reflection paper

**Inquiry 5 – Revision and Reflection** 15% (150 points)
- Reflecting on the course as a whole in order to revise your Inquiry 1 for a new purpose and create an accompanying multimodal reflection
  - Includes: invention writing, peer response draft, revised Inquiry 1, and multimodal reflection
Informal Writing/Participation 15% (150 points)

- Throughout the semester, we will be reading a variety of texts, to which you will respond through informal posts on your WordPress blog. Responses should be at least 250 words and demonstrate critical thought and interaction with the text through exploration of connections and discussion of the subjects being addressed.
  - Includes 10 informal writing posts to your WordPress blog (worth 10 points each), participation in class activities in-class writing and class discussion (worth 50 points total).

Grading Scale.

- A 100-94%  A- 93-90%
- B+ 89-87%  B 86-84%  B- 83-80%
- C+ 79-77%  C 76-74%  C- 73-70%
- D+ 69-67%  D 66-64%  D- 63-60%
- F 59% and below

Course Policies

Course Site / Daily Schedule. The daily course schedule and assignment prompts will be available on our course blog at http://english111site.wordpress.com. Keep in mind, the course schedule is tentative and is subject to change based on the needs and interests of the class. You are responsible for regularly checking the schedule for updates.

Revision

Revision is an integral part of the writing process. In fact, I believe that no composition is ever really finished; it is simply put down. Along these lines, you will have ample opportunity to revise your work before it is due. Additionally, you can choose to revise Inquiry 2, Inquiry 3, or Inquiry 4 at any point in order to implement feedback and improve your grade. However, in order to do so, you need to satisfy the following requirements:

1. You must turn the essay in on time (with the exception of the one-time 48 hour pass) and it must meet the required page length.
2. You need to conference with me or a Writing Center tutor to get feedback and guidance during your revision process.
3. You need to submit a writer’s cover letter along with your revision that explains your revision process, including the revisions you made and why you made them.

Though it is optional, I strongly encourage you to take advantage of this opportunity.
**Attendance**
Since this course will involve so much in-class activity, daily attendance is mandatory. Role will be taken every class session and any tardiness will be recorded. You will be allowed 2 absences throughout the course of the semester. Any subsequent absences will result in your final grade being lowered (by one grade tier, for example from a B to a B-). Please be aware that this is for your benefit as well as the benefit of the others in the class, as your opinions and ideas can help improve the development and direction of the course as a whole. Also, please arrive to class on time in a non-disruptive manner, both to avoid missing out on class material and to avoid distractions to others. Two late arrivals equals one absence.

**Late Work.**
All work must be posted and/or submitted before class begins. The schedule of this course is fast-paced; therefore, it will be difficult for you to catch up once you have fallen behind. That being said, I understand that life can sometimes unexpectedly get in the way, and so I will allow you to turn in ONE out-of-class essay up to 48 hours late, no questions asked. I will downgrade one letter grade per day from any other work that is turned in late, which will have a serious effect on your final grade for the course. In addition, please be advised that any late work you turn in will have fewer comments and instructor feedback and it may take longer to return them to you than those that were turned in on the due date.

**Backing up Work**
Please make sure to have a plan for backing up all of your digital work in multiple places in case of computer failure. Please also make sure to save all of the writing you complete for class.

**Respect / Community**
This class will rely heavily on active participation from all students. I expect you to arrive to each session ready to participate and contribute to the discussion. While we will often engage in vigorous and lively debate in this class, personal insults or attacks on an individual person's race, class, gender, sexuality, or disability will not be tolerated. In other words, be courteous and respectful to those around you. This includes silencing your cell phone and refraining from texting. While we will regularly use computers for in-class writing, research, and collaboration, please refrain from using the computers for non-class activities. This course will benefit you most if everyone shows up to class ready to be actively and productively involved in the learning process.

**Public Nature of Work**
As part of this course, you will keep a WordPress blog in which you will respond to reading and write about course topics. This blog will be publicly available on the net. In order to protect your privacy, I will ask you to consider using a pseudonym (or at least only your first name). I will also ask you to consider the option to hide your blog from public search engines such as Google (at least at first). Once the course is over, you will have the choice to keep your blog as is, to delete it, or perhaps even to make it more public. If you have any concerns about being required to post publicly to a blog, please talk to me and we can make alternate arrangements.
Academic Integrity / Plagiarism
The assumption in English 111 is that the writing you submit is your own original writing — that is, produced originally for this class. To copy someone else's writing without acknowledging that use is an act of academic as well as professional dishonesty, whether you borrow an entire report or a single sentence. These forms of dishonesty constitute serious breaches of academic integrity. If you have doubts about whether or not you are using your own or others' writing ethically, ask the instructor. For further details about Academic Integrity at Miami University — including a detailed list of examples of academic dishonesty and procedures and penalties for dealing with instances of academic dishonesty — see http://www.muohio.edu/integrity/undergrads.cfm.

Access / Accommodations
If you have a disability, please speak to me early in the semester so we can discuss your learning style. I am happy to work with you to establish a plan for academic success and life learning. You can also obtain additional information and support from the Office of Learning Disabilities Services 513-529-8741 or The Office of Disability Resources 513-529-1541 (http://www.units.muohio.edu/oeeo/odr/) in advance.

Resources

• Your classmates. Rely on one another for the questions you have regarding the readings, the work we’re doing in class, software we may be using, etc. You all, both individually and as a collective, embody a vast bank of knowledge and experiences.

• Your Instructor. I will do all I can to assist you in succeeding in this course. Feel free to meet with me during my office hours or another scheduled time. Email is a reliable way to contact me and I will try my best to respond in a timely manner.

• IT Support (513-529-7900; ithelp@muohio.edu; 317 hughes hall) The IT support desk is the main point of contact for technology questions at Miami, including issues with connecting to MU wireless.

• Howe (King Library) and Windate (18 Peabody) Writing Centers. The Howe Writing Center is located on the main floor of King Library. The Center is staffed with writing consultants from many different academic areas. In a one-on-one workshop, a staff member will consult with you concerning work-in-progress, final drafts, research style, and many other aspects of writing. It is best to schedule an appointment ahead of time, but you may also walk in on days when they have consultants available. For further information, visit the student resources site at http://writingcenter.lib.muohio.edu/.

• The Student Counseling Service. Located in the Health Services Center, this office provides a wide range of counseling services. For more information, call 513-529-4634.