

Course title and number **ENGL 104: Composition and Rhetoric**

Enrollment: 25 Students

Course Description:

This course introduces students to the principles of rhetoric and college writing, providing them with foundational critical thinking, research and writing, skills essential for the completion of persuasive essays in view of multiple audience perspectives, and particularly the academic community. Reading assignments focus on multiple perspectives on arguable issues. Writing assignments focus on development of personal responsibility for the inventional and research processes, awareness of audience, purpose, style, and written English.

English 104 emphasizes academic writing as an activity for the clear expression of ideas, awareness of the effects of messages and the fostering of understanding. The sequence of assignments offers extensive practice in critical thinking, library research, analysis of researched sources, supporting claims, and persuasive writing. The course also offers extensive practice in the writing process: drafting, revising, and editing essays that support a focus statement with relevant evidence and expository discussion. No college courses are prerequisite.

Learning Outcomes:

At the end of the semester, students will be able to do the following:

- Communicate clearly by writing persuasive academic essays appropriate to subject, occasion, and audience.
- Communicate clearly by using appropriate scholarly research, analytical reading, critical thinking, and the mastery of Standard Written English
- Demonstrate awareness of key rhetorical concepts and use of critical thinking; demonstrate and enhance awareness of personal responsibility to compose researched, ethically cited, persuasive essays
- Work effectively as team members in group-assignments while discussing, analyzing and writing various forms of persuasive communication.

Required Textbooks (available at the University Bookstore):

- Bartholomae, Petrosky, and Waite, eds., *Ways of Reading*. 10th edition (Macmillan/Bedford St. Martins, 2014)

- Hacker/Sommers, *A Writer's Reference for Multimodal Projects*. 7th or 8th edition (Bedford St. Martins, 2011)
- Graff and Birkenstein, *They Say/I Say*. 2nd edition (Norton, 2010)
- Goldthwaite, *The Pocket Book of Writing by Students* (Norton, 2010)

Grading:

Major Grade Categories/Assignments	Percentage of Grade
Consistent Participation in Classwork, Teamwork Activities, In-class Discussions, Informal Presentations and All Other Daily Assignments	10%
Major Writing Project Unit 1: Comparative Analysis Essay	20%
Major Writing Project Unit 2: Rhetorical Analysis Essay	20%
Major Writing Project Unit 3, Part 3A Annotated List of Works Cited	20%
Major Writing Project Unit 3, Part 3B: Researched Persuasive (Argumentation) Essay (linked to 3A)	30%
Total	100%

Grading Scale: A (90-100) B (80-89) C (70-79) D (60-69) F (0-59)
Requirements for the 4 Major Writing Projects:

English. 104 Course Schedule:

Acronyms used in this Schedule:

- WR** required textbook (Bartholomae and Petrosky, *Ways of Reading*)
TS required textbook (Graff and Birkenstein, *They Say/I Say*)
PB required textbook (Goldthwaite, *Norton Pocket Book of Writing by Students*)
AW required textbook (Hacker/Sommers, *A Writer's Reference for Multimodal Projects*: either the 7th or the 8th edition are acceptable)
MM section on Multimodal Projects in AW (Hacker/Sommers, see above)
PO online resource for exercises and information about writing: Purdue Online Writing Lab
TBA To Be Announced by instructor
NW Not assigned this Week

Schedule by Unit and Weeks of Class Session:

- **Unit 1: Comparative Analysis Essay**

Week 1:

Introduction, handout: assignment prompt, Comparative Analysis Essay (due in Week 4), discuss readings, complete activities of invention, prewriting and grammar.

Readings:

WR “Introduction,” 1-21

TS “Demystifying Academic Conversation,” “Entering the Conversation” 1-15

PB “Preface for Students and Teachers” xi-xxi

AW Planning to write/Prewriting 3 - 14 & Grammar 175-183

Week 2:

Discuss readings. Discuss course grading rubric for the major essays. Complete activities and exercises in prewriting for Comparative Analysis Essay. Review MLA format and Purdue OWL resources on grammar, TBA (PO).

Readings:

WR Pratt, “Arts of the Contact Zone” 315-330

TS “Starting with What Others Are Saying” 19-29
and “What’s Motivating this Writer?” 173-183

PB Kelly, “The Voice from the Window” 15-21

AW Drafting 14-20 & Grammar 183-196

Week 3:

Discuss readings. **Peer-Review for MWP1.**

Library Visit: research tools and resources.

Readings:

WR Berger, “Ways of Seeing” –access the reading via publisher’s e-pages or handout from Instructor

TS “The Art of Summarizing” 30-41

PB Hart, “Televisuality...” 255-263

AW Drafting and Revising 20-31 & Grammar: 197-201

Week 4:

Discuss readings. Handout: The Rhetorical Situation, and assignment prompt for Rhetorical Analysis Essay (due week 7).

The final draft of MWP 1 is due at the beginning of class.

Readings:

WR Percy, “The Loss of the Creature” 299-310

TS “The Art of Quoting” 42-51
 PB Forman, “The Future of Food Production” 91-101
 AW Paragraph Form, Transitions & Grammar: TBA by Instructor

- **Unit 2: Rhetorical Analysis Essay**

Week 5:

Discuss readings. Discuss Audience and the Modes of Appeal: Logos, Ethos, Pathos and Kairos. Prewriting for Rhetorical Analysis Essay.

Readings:

WR Foer, “The End of Remembering” 160-175
 TS NW
 PB Skogrand, “Making Waves ...” 170-180
 AW Designing Documents 45-56, Multimodal Projects MM5-45

Week 6:

Discuss readings. Handouts: assignment prompts for Unit 3 A and B (Annotated Bibliography (due Week 11) and Researched Persuasive (Argumentation) Essay (due Week 15)).

Group Activity: Computer Lab

DH Visualizing Rhetoric – Sentiment Analysis Using Profiler Plus

Readings:

WR TBA by Instructor
 TS “Three Ways to Respond” 55-67
 and Tannen, “Agonism in the Academy” 214-220
 PB Rieck, “Lessons of My Father...” 140-150
 AW Multimodal Projects MM46-70, Grammar 212-218

Week 7:

Discuss readings, related exercises. **Peer-Review for MWP2.**

The final draft is due at the start of class.

Readings:

WR Freire, “The Banking Concept...” 216-226
 TS “Distinguishing What You Say From What They Say” 68-77
 PB Locatelli, “The Tacit Culture ...” 75-82
 AW Researching 331-357, Multimodal Projects 100-104, Grammar 218-222, 309-317

- **Unit 3 A: Researched Writing--Annotated List of Works Cited**

Week 8:

Discuss readings, related exercises. Review MLA Works Cited page formatting; discuss similarity and difference of annotated works cited projects. Discuss plagiarism and university penalties.

Readings:

WR Said, “States” handout by Instructor
 TS “Planting a Naysayer” and “Saying Why It Matters” 78-101
 PB Fox, “Establishing Identities” 83-102
 AW Plagiarism 357-365, Grammar 316-327

Week 9:**BREAK****Week 10:**

Discuss readings, related exercises.

Readings:

WR Griffin, “Our Secret” 233-270
 TS Begin “Connecting the Parts” 105-114
 PB NW
 AW Grammar and Mechanics 259-286, 325-327

- **Unit 3B Researched Writing: Researched Persuasive (Argumentation) Essay**

Week 11:

Discuss readings, related exercises. **Peer-Review for MWP3A.**

The final draft of MWP3A is due at the beginning of class.

Readings:

WR Foucault, “Panopticism” 181-216
 TS Finish “Connecting the Parts” 114-120
 PB Peacocke, “*Family Guy* and Freud: Jokes and their Relation to the Unconscious” 217-236
 AW Grammar and Mechanics 286-305

Week 12:

Discuss readings and related exercises. Review paragraph form as a way to fully develop an idea. Review incorporating quotes in-text, MLA format. Schedule informal presentations as class activities due Weeks 14-15.

Group Activity: Multi-Modal Projects and Creating an Effective Visual Argument

Readings:

- WR Butler, “Beside Oneself...” 114-139
 TS “Academic Writing Doesn’t Always Mean Setting Aside Your Own Voice” 121-128
 PB Tyrell, “*Gilmore Girls*: a Girl-Power Gimmick” 208-216
 AW MLA index of documentation source-types, with sample student work 371-440

Week 13:

Discuss readings and related exercises. **Peer-Review for MWP3B.** Finalize scope and scheduling of informal presentations as class activities due Weeks 14-15.

Readings:

- WR Wideman, “Our Time” 422-464
 TS “The Art of Metacommentary” 129-138
 and “Index of Templates” 221-235
 PB NW
 AW Grammar and Mechanics TBA

Week 14:

Discuss readings and related exercises. In-class activities to prepare for informal presentations due Weeks 15-16.

Readings:

- WR Rodriguez, “The Achievement of Desire” 338-360
 TS NW
 PB NW
 AW Review Multimodal Presentation MM 101-104

Week 15:

The final draft of MWP3B is due at the start of class.

Presentation Week

Week 16:

Finish Presentations.