

English 111: Composition and Rhetoric

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W F 1:00-2:20
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English 111, Composition and Rhetoric, is a writing course designed to teach you the rhetorical skills you will need to compose, revise, and critically analyze persuasive texts both within the university and in the wider world.

- In this class, you will develop your Miami plan competencies in writing, critical thinking, information literacy, and problem solving by learning 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 and persuasively 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. Find joy in the act of composing.

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. The intellectual skills developed in this course will help you in your academic writing at the university but also in your future civic, social, and professional endeavors.

Required Texts and Materials

- College Composition at *Miami* (Volume 68) Hayden McNeil, 2015.
- should be available at campus bookstores
- PDFs/Online Readings (available on class blog)

- Laptop or tablet with keyboard. (If you are unable to accommodate this requirement, you will need to switch to a section of ENG11 that is a computer lab section.)

Major Projects and Course Requirements

English 111 will be centered on five major writing inquiries along with informal writing and class participation. Our schedule is tiered day-to-day that our in-class activities, group work, and informal writing will prepare you for each assignment. The formalized final drafts of each assignment will vary depending on Inquiry. We will discuss the expectations with each Inquiry as we reach the point in the schedule. Here is the percentage weight of each assignment:

1. Inquiry 1: Reflective Narrative	Analyzing and reflecting on your rhetorical practices in a particular context.	15%
2. Inquiry 2: Rhetorical Analysis	Using rhetorical analysis as a method to analyze a textual or visual source.	15%
3. Inquiry 3: Public, Research-Based Argument	Researching and making a rhetorical argument about a public issue.	20%
4. Inquiry 4: Remediation Inquiry/Presentation	Understanding how the medium affects the message by remediating a previous piece of writing (by changing the medium and/or modality of communication) to present your work to a new audience.	20% (5% Remediation/ 5% Presentation/ 10% Reflection)
5. Inquiry 5: Final Reflective Inquiry	Reflecting on your writing and rhetoric through analysis of your coursework.	15%
6. Reading Response / Informal Writing/ Participation	Daily informal writing homework designed to help you generate ideas for and explore revisions of your major inquiry projects. Active participation in	15%

	peer response, collaborative group work activities, and in-class writing. Be aware that attendance is necessary in order to participate.	
	TOTAL	100%

FINAL DRAFTS

Final drafts should illustrate the best product you have for each inquiry. The final draft should be polished showing attention to grammar and sentence structure, as well as offering deep insight into the assignment. I will go in depth on the grading criteria in class for each Inquiry. Final drafts will be submitted to me directly via your GoogleDrive

WRITER'S LETTERS

These will accompany each final draft for each inquiry and will each have its own particular focus. These letters are informal in style but do expect all of them to

- explain your purpose and audience for each assignment;
- to explain your rhetorical choices and strategies;
- to reflect on your writing process;
- and to describe what you did in revision and why.

The completion of the Writer's Letter will factor in as a portion of the final grade for each paper; final drafts missing the letter or not reflecting substantive reflection may lower the overall project grade by up to a half letter grade. These letters are also good places to discuss concepts and practices you may still be struggling with. Think of them not as mere individual assignments but as the *continuation* of a conversation between you and me about your writing throughout the semester. (The reflections you do in each may even turn out to be important draft material for the Inquiry 5.) Shoot for about a half-page to a page, single spaced, for each.

Policies

1) Academic Integrity/ Plagiarism

"Miami University students are expected to practice Academic Integrity, whether taking a test, turning in an assignment, or writing a research paper. Some examples of violating Academic Integrity include:

- Submitting an assignment purporting to be the student's original work that has been wholly or partly created by another person.
- Presenting as one's own the work, ideas, representations, or words of another person without customary and proper acknowledgment of sources.
- Knowingly permitting one's work to be submitted by another person as if it were the submitter's original work.

- Submitting the identical or substantially the same assignment to fulfill the requirements for two or more courses without the approval of the instructors involved, or submitting the identical or substantially the same assignment from a previously completed course to fulfill requirements for another course without the approval of the instructor of the later course.
- Violating procedures prescribed to protect the integrity of the assignment.”

The text above is taken from Miami University's Student Handbook, 1.5.B.2 . There will be a day in which we will discuss Academic Integrity further. However, a simple rule to follow in order to avoid Plagiarism is to be honest in your writing. If you borrow text/information from another source be sure to give credit to that source.

2) Attendance

Attendance is of utmost importance to the success of this class and to your development as a writer. Much of the learning in English 111 happens via in-class inquiry activities, in-class writing assignments, class discussion, and group interaction that cannot be easily made up or replicated outside of class. Class time will be highly interactive — requiring frequent participation, discussion, team work, in-class writing, and responding to writing. For this reason, attendance at all class sessions is expected. You are allowed a maximum of 3 unexcused absences in this course. Having more than 3 unexcused absences will result in a lowering of your final grade for the course by each additional day (missing 4 days will take a B+ down to a B, 5 days will take a B+ to a B-).

3) Tardiness. Three late arrivals equal an absence. If you arrive after role call is finished, it is considered a tardy. If you arrive to class after 20 minutes, it automatically becomes an absence.

Keep in mind:

- You will be counted absent if you sleep, are preoccupied with your phone or other distractions during class, or you miss 20 minutes or more of class.
- **3 tardies equal one absence.**

4) Late Work. All assignments must be turned in on time. Final grades on papers will be downgraded one whole grade for each day late (for example A to B) unless you have made prior arrangements for an extension with me (in exceptional circumstances).

However, I am aware that life can interfere at the most inconvenient times. You will have **one** excusable lateness for turning in a finalized assignment, as long as the assignment is turned in within 24 hours after the due date. For example, if a final assignment were due at noon on a Monday, you would be allowed to turn in the assignment by noon on Tuesday. *If you find yourself in this situation and decide to use the excusable lateness, you will have to contact me and explain your situation.* If you don't communicate that you are using this pass, I will consider the work late and mark down a letter grade each day.

5) Distractions

Please silence your cell phone and refrain from texting. While we will regularly use the class computers or your laptops for in-class writing, research, and collaboration, please refrain from using your laptop for non-class activities.

6) 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.

7) Respect / Community

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. This is an important issue to me. I will not tolerate any disrespectfulness. If there are any instances of blatant disrespect during class, I reserve the right to ask you to leave class and consider it an absence. This also applies to your writing as well: offensive language may cause a detriment in your grade and I may request that you rewrite.

8) Access / Accommodations

I am committed to maximizing your learning potential and making this course as accessible as possible. If there is any way that I can adapt this course to better meet your unique needs as a learner, please let me know! If you have a documented disability, I am especially interested in providing any accommodations that have been best determined by you and the Office of Disability Resources (<http://www.units.muohio.edu/oeco/odr/>; 513-529-2541) in advance.

9) Class Blog / Daily Schedule. The daily course schedule and more detailed assignment prompts will be available on our class blog. The course schedule is subject to change based on the needs and interests of the class. You are responsible for regularly checking the blog for updates.

10) Grading Scale.

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

11) Assignment Possibilities Caveat.

The assignments in this course are designed to make you a stronger writer/rhetor. You will discover that writing is an individualized process. Keeping this in mind, I would encourage you to think creatively concerning your topics for each Inquiry. Please feel free to conference with me at any point to discuss assignment possibilities.

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.

****Schedule is tentative (Expect variations and accommodations)**

AUGUST

Day 1 W 26th—*Getting comfortable; Course overview*

HWK: Build blog. Come up with five potential essay topics for Inquiry 1

Day 2 F 28th—*What is Rhetoric and how have I used it?*

HWK: Read: CCM; Post topic on blog

SEPTEMBER

Day 3 W 2nd—*What is peer response, and what isn't?*

FIRST DRAFT DUE

HWK: Consider the suggestion from your peers and rework your narrative. Re-read the writers' reflections in CCM. Begin thinking about how you will construct your reflection on your narrative. Work on revised copy of your Draft

Day 4 F 5th—*How am I going to reflect?*

HWK: Reading on Class Blog

Day 5 W 9th—*What is Rhetorical Analysis? Rhetorical Cannons/ I2*

FINAL I1 DRAFT DUE WITH REFLECTION

HWK: Apply and answer (at least 7) questions from EAA 117-118 to a particular passage that I will pick

Day 6 F 11th—*What does Rhetorical Analysis look like?*

HWK: Generate 5 potential sources for your RA. Giving a brief summary of why each would allow for a well-rounded RA. These should be submitted Monday the 16th online. Read: CCM

Day 7 W 16th—*Where do I start to write a RA? Who is the audience?*

HWK: Start draft. Minimum of 700 words.

Day 8 F 18th—*Expanding analysis and applying key concepts.*

HWK: Substantial draft due on 24th; Meetings with me Friday or Monday.

Day 9 W 23th— *Peer Revising/Response*

HWK: Finalize Draft

Day 10 F 25th—*Transition to I3*

FINAL I2 DUE WITH REFLECTION

HWK: Structuring Arguments EAA Chap 7

Day 11 W 30th— *What is an argument? And, why is this important?*

HWK: CCM Readings; 3 potential ideas for your I3

OCTOBER

Day 12 F 2nd— *What makes an argument work? Why is research so important?*

HWK: EAA Chapter 16 Academic Arguments; Choose a topic (or two, if struggling) and write a proposal as to why you think this topic is “hot topic.”

Proposal DUE MONDAY THE 7TH BY NOON. Read “Googlepedia”

Day 13 W 7th— *Library Tour and Research*

HWK: 2 sources, in addition to the one in class: 3 attempted MLA citations and annotations.

Day 14 F 9th— *Citation and Plagiarism*

Due 3 MLA attempts. See if anyone wants to volunteer to check MLA citation

HWK: PART A

Day 15 W 14th— *Putting it all together: How do you Arrange your Argument?*

PART A DUE

HWK: Zero draft: 700 words constructing the skeleton of the argument.

Day 16 F 16th— *Workshop*

Day 17 W 21st—*Peer response*

HWK: Optional sign up for conference with me. Work on Draft

Day 18 F 23rd—In class writing day: group edition

HWK: FINAL DRAFT I3 WITH REFLECTION

Day 19 W 28th— *Remediation*

FINAL DRAFT I3 DUE

HWK: 5 rough ideas for Remediation; find an example online of remediation; CCM

Day 20 F 30th—ONLINE CLASS, *Visual Remediation/ Rubric*

HWK:Post to blog a zero draft visual remediation

NOVEMBER

Day 21 W 4th— *Audio Remediation/ Alternative Remediation*

HWK: Next draft of remediation

Day 22 F 6th— *Reflection of Remediation/ Presentation*

HWK:Finish Remediation and practice presentation

Day 23 W 11th *Presentations*

Day 24 F 13th *Presentations/ I5*

HWK: Writing exercise to generate reflection of semester CCM:125-132; 181-185

Day 25 W 18th— *Revisiting*

HWK: Finalize I4

Day 26 F 20th—*Final Portfolio Expectations*

HWK: I5 Rough Draft

Day 27 W 25th— *Writing Workshop/TBA*

HWK:TBA

Day 28 F 27th— Thanksgiving Break

Day 29 3rd— *TBA*

REFLECTION DUE

Day 30 5th— *TBA*

FINAL DRAFTS DUE DECEMBER 10TH BY MIDNIGHT VIA GOOGLDRIVE