Rhetoric 105: Writing and Research

**University of Illinois at Urbana-Champaign**

Spring 2016

C6 (MWF 10-10:50, 36 English), D6 (MWF 11-11:50, 29 English), X5 (MWF 12-12:50, 29 English)

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Office Hours: 321 English Building, 1-2:30 MW or by appointment

**Course Description**

Rhetoric 105: Writing and Research is instruction in research-based writing and the construction of academic, argumentative essays that use primary and secondary sources as evidence. This course fulfills the Campus Composition I general education requirement. Credit is not given for both RHET 105 and these other Comp I courses: RHET 101, RHET 102, CMN 111 or CMN 112. Prerequisite: an ACT English score between 20–31.

This course will help you to become a more empowered thinker and writer. You will learn how to persuade others, and by extension, how various communities build knowledge itself. You will choose a topic to research throughout the semester. In effect, you will create your own theme for this course. The powers of thought, writing, and persuasion that you develop in this course will serve your academic career and your broader ability to influence the world.

In addition to practicing specific rhetorical skills, this section of RHET 105 will also work to develop the faculties of sustained attention and mental flexibility at the basis of all academic work. Like any other activity, deliberately directing your attention—that is, mindfulness—is a skill that can improve with practice. By doing short sessions of breath-focused awareness, mindful silence, and guided visualizations in class, you can gain focus, patience, creativity, and the openness to consider an issue from multiple points of view—all things that can improve your performance in RHET 105 as well as reduce stress and promote well-being in general.

**Student Learning Outcomes for Rhetoric 105**

After completing Rhetoric 105, students will be able to:

1. Identify and explain the role **rhetorical appeals** and the rhetorical triangle can play in non-fiction print and/or multimodal texts.
2. Create and sustain across one or more pieces of writing a focused **research question** that responds to an exigent issue, problem, or debate.
3. Compose cogent, **research-based arguments**, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.
4. Locate, accurately cite (through summary, paraphrasing, and quoting) and critically evaluate primary and secondary **sources**.
5. Demonstrate knowledge of **writing as a process**, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

**Course Text and Purchasing Information**

Graff, Gerald et al. *“They Say / I Say”: The Moves that Matter in Academic Writing*. Third Edition. New York: W.W. Norton & Co., 2015. ISBN: 0393935841. Available at all major campus bookstores or online. (You must get **this specific edition with this ISBN**.)

All other readings will be available through our course’s Compass site and/or distributed in class.

**Types of Assignments/Requirements; Major Essays and Due Dates**

In Rhetoric 105, you will complete at least 25 pages of writing that undergoes the drafting and revision process, by completing the following assignments. These assignments will follow a research topic of your choice, but refocusing your project as your inquiry develops is a natural and positive part of the process.

Paper 1: **Exigent Inquiry**. Write an essay that argues for why your research question is worthwhile and important to pursue. This will involve contextualizing the larger issue at stake, defining your specific question, exploring why the question is difficult to answer, and considering what steps you plan on taking toward answering it. 4-5p. **Due: 2/5 (draft), 2/8 (1st revision), 2/22 (2nd revision)**

*This assignment fulfills learning outcomes 2 (pursue a focused research question) and 5 (understand writing as process)*.

Paper 2: **Rhetorical Analysis**. Analyze how, and how well, a piece of writing tries to persuade its intended audience about something related to your chosen research topic. 5-6p. **Due: 3/2 (draft), 3/4 (1st revision), 3/18 (2nd revision)**

*This assignment fulfills learning outcomes 1 (explain rhetorical appeals) and 5 (understand writing as process).*

Paper 3: **Considering Another Side**. Make an argument that is incompatible with your actual opinion(s) about your chosen research topic. Choose a specific audience and frame a rhetorical situation in which your paper will be received. 6-7p. **Due: 3/30 (draft), 4/1 (revision), 4/15 (optional 2nd revision)**

*This assignment fulfills learning outcomes 2 (pursue a focused research question), 3 (make a research-based argument), 4 (engage with sources), and 5 (understand writing as process).*

Paper 4: **Final Position Paper**. Make a sustained, in-depth argument on your chosen research topic, defended with a wide range of persuasive strategies and support. Choose a real audience to whom you will send a hard copy of your paper in the mail. 9-10p. **Due: 4/29 (draft), 5/4 (final)**

*This assignment fulfills learning outcomes 2 (pursue a focused research question), 3 (make a research-based argument), 4 (engage with sources), and 5 (understand writing as process).*

Please note that your revision grade will replace your final draft grade.

These four major assignments will be graded according to the following general criteria, which will be supplemented by additional criteria specific to each major assignment:

* An **A** paper is excellent. It articulates a clear purpose in relation to a specific audience that it accomplishes with skill and originality. It presents complex ideas clearly in a cogent train of thought. It carefully caters to the knowledge and concerns of its chosen audience. It is written in a clear and engaging style.
* A **B** paper is good. It articulates a clear purpose in relation to a specific audience that it accomplishes with a high degree of competence. It presents coherent ideas clearly in a reasonable train of thought. It caters to the knowledge and concerns of its chosen audience. It is written in a clear style.
* A **C** paper is satisfactory. It articulates a purpose with suboptimal clarity in relation to a possibly vague audience that it accomplishes decently. It presents coherent ideas with suboptimal/passable cogency in a mostly reasonable train of thought. It has lapses in catering to/sometimes caters to the knowledge and concerns of its chosen audience. It is written in a style that is not consistently clear.
* A **D** paper is unsatisfactory. Its purpose is not sufficiently clear, the audience is not well-defined, and/or the purpose is not adequately accomplished. It presents vague or poorly-argue ideas through a problematically ordered progression. It does little or nothing to cater to the knowledge and concerns of its chosen audience. It is written in a confusing or inappropriate style.
* An **F** paper fails. It does not fulfill the assignment. It does something other than is appropriate for its situation, or contains major and pervasive problems that interfere with meaning.

Additionally, your overall course grade is calculated according to the following formula. Final grades are rounded to the nearest whole number.

|  |  |
| --- | --- |
| Class Participation | 10% |
| Homework | 20% |
| Peer Review | 12% |
| Exigent Inquiry (P1) | 8% |
| Rhetorical Analysis (P2) | 10% |
| Considering Another Side (P3) | 15% |
| Final Position Paper (P4) | 25% |

**Grading Policy**

Your numerical grades for major assignments and your final course grade convert to letter grades according to the following scale:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| A+ 97-100 | B+ 87-89 | C+ 77-79 | D+ 67-69 | F below 60 |
| A 93-96 | B 83-86 | C 73-76 | D 63-66 |  |
| A- 90-92 | B- 80-82 | C- 70-72 | D- 60-62 |  |

The University-wide GPA calculation is:

A+ = 4.0 B+ = 3.33 C+ = 2.33 D + = 1.33 F = 0

A = 4.0 B = 3.0 C = 2.0 D = 1.0

A- = 3.67 B- = 2.67 C - = 1.67 D- = 0.67

**Draft Workshops**

Writing is collaborative. Therefore, for each of the four major assignments, you will read and comment on one another’s drafts. Bring a hard copy of your draft, make sure the draft meets the final length requirement, and arrive on time. **If you do not do these things, you will not be allowed to participate and you will not get credit for the workshop.**

**Class Participation**

Your participation is what makes this course go, which is why it counts toward your course grade. As a general rule, students who average one substantive comment per class and consistently contribute positively to group work will earn an **A** in class participation. Students who speak up in most classes and participate moderately in group work will earn a **B**. Students who rarely comment and engage tepidly in group work will earn a **C**. Students who never speak in class and are unresponsive in group work will earn a **D**. Students who regularly disrupt class will earn an **F**. I keep track of who participates in each class. If you have concerns about your class participation, please do not hesitate to talk to me.

**Assignment Submission Policy**

Submit all assignments through Compass unless told otherwise. All assignments are due by the beginning of class on the listed due date except for second revisions of major papers, which are due by midnight on the listed date. Submit all work in .docx, .doc. or .pdf format. Your major assignments will lose one letter grade for each calendar day they are late. (This means that a paper that would have earned a 100% on time would earn a zero if it is ten or more days late.) Your homework assignments will lose 33% of their initial possible value for each calendar day they are late. (This means that a homework assignment that would have earned a 100% on time would earn a zero if it is three days late.) **It is your responsibility to make sure that your assignment uploads correctly**.A faulty computer or internet connection is not a valid excuse. Back up your work, do not wait until the last minute, use the computer labs on campus if necessary, and check Compass to make sure that your assignment uploaded correctly. There are no extensions.

**Attendance Policy**

Your presence and active participation in this course is essential to your success in Rhetoric 105. Attendance at all class sessions is expected. If you are absent for 3 MWF meetings, 2 MW or 2 TR meetings, **you will have your overall final grade for the course deducted one-third of a letter grade (e.g. a B will become a B-) for each additional absence.** If you are absent for the equivalent of three weeks (9 MWF, 6 MW, or 6 TR class meetings), you will fail the course for the semester.

Excused absences not counted against these totals include religious holidays, University-sponsored events documented with an official letter, or serious illness or family emergency excused with a letter from the Student Assistance Center. The Student Assistance Center does not provide absence letters for minor illnesses, job interviews, weddings, reunions, or emergencies outside the immediate family. More information is available at <http://www.odos.illinois.edu/studentassistance/>, and the Center can be contacted via: 217-333-0050 or helpdean@illinois.edu. Notes obtained from McKinley Health Center do not excuse absences.

For students who add the course after the beginning of the semester: The days you miss before you add the class do not count toward your absences for the semester, but you are required to complete all assignments and work since the beginning of the semester, including work assigned before you added the course.

If you are absent from class, please contact one of your classmates for information about what we covered. Do not ask me to fill you in; that is your responsibility. Also, if your absence is not excused, please do not tell me why you were absent. All assignments and deadlines are on the syllabus; I will announce any changes online as well as in class.

If you are more than 5 minutes late you will be marked as not having participated for that day.

**Electronics Policy**

This class is about cultivating the deep attention that comes from focused concentration. Research shows that portable screens tend to undermine this concentration. Therefore, please **turn off and stow away** **all phones and laptops** during class. This means not just holding your phone in your lap, but actually placing your phone in a bag out of sight for the duration of class. If after one warning you continue to have your phone or laptop out during class, you will be marked as not having participated in class.

**Course Etiquette**

We will discuss controversial issues, so it is especially important to direct your energy wisely. Argue passionately and professionally: yes to well-defended convictions; no to insults. If you send me an e-mail, please wait at least 24 hours before sending a second e-mail asking if I received your message. Due to FERPA regulations, I am not allowed to send or discuss grades over e-mail. I can give you content feedback over e-mail, but if you want to talk about your numerical grade, please arrange to see me in person. If you want to make an appointment to discuss a grade on a major assignment, please wait 24 hours after I issue the grade to contact me.

**Academic Integrity and Documentation**

The University of Illinois has high standards of academic integrity set out in Article 1, Part 4 of the University Student Code, which I uphold. Plagiarism is misrepresenting another person’s work as your own, whether intentionally or unintentionally. Use a documentation style, such as MLA or APA, to fully attribute any words, phrases, information, and/or ideas taken from any other source, including the internet. Adhering to academic integrity also means submitting work newly created by you solely for this course.

Violations of academic integrity carry penalties ranging from reduced grades on assignments to failing grades for the course to suspension from the University. Students should familiarize themselves with the Code at <http://admin.illinois.edu/policy/code/article1_part4_1-401.html> and use a documentation style, like MLA or APA, to avoid plagiarizing the work of others. Please contact me with questions about academic integrity.

**Writers Workshop**

The Writers Workshop provides free, one-to-one help to all writers. Trained peer and graduate tutors in the Writers Workshop offer constructive feedback at any stage of the writing process. While the Writers Workshop is not an editing service, the tutors will help students with anything related to their writing, including grammar, brainstorming, organizing, polishing final drafts, citing sources, and more. The Writers Workshop offers 50-minute sessions by appointment.

Main Location: 251 Undergraduate Library

Satellite Locations: Ikenberry, Grainger, Burrill, PAR

Phone: 217.333.8796

Email: wow@illinois.edu

Website: <http://www.cws.illinois.edu/workshop/>

**Students Requiring Accommodation**

If you have a disability that requires accommodation in order for you to be successful in this class, please let me know immediately. If you haven't already, contact the Disability Resources and Educational Services (DRES) to obtain disability-related academic adjustments and/or auxiliary aids as soon as possible at 1207 S. Oak St., Champaign, 333-4603, disability@illinois.edu or http://disability.illinois.edu/.

**Course Calendar**

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| Date | Topic | Reading Due | Writing Due |
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| Week 1 |  |  |  |
| W 1/20 | *What* is rhetoric? *Where* is rhetoric?  *Why* rhetoric? |  |  |
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| F 1/22 | Find the Controversy | TSIS ch.1 (19-29)  From Kabat-Zinn, *Full Catastrophe Living*  Informed Consent Letter | Setting Your Goals |
| Week 2 |  |  |  |
| M 1/25 | Writing to an Audience | TSIS ch.9 (121-128) |  |
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| W 1/27 | Rhetorical triangle/situation | TSIS ch.14 (173-183) |  |
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| F 1/29 | Developing an Inquiry |  | Research Topic Proposal |
| Week 3 |  |  |  |
| M 2/1 | Strategies for Development | Sample Student Paper |  |
|  |  |  |  |
| W 2/3 | Peer Review Prep | Sample Student Paper | Practice Peer Review Notes |
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| F 2/5 | Peer Review |  | Paper 1: Exigent Inquiry, complete draft |
| Week 4 |  |  |  |
| M 2/8 | The Three Rhetorical Appeals |  | Paper 1: Exigent Inquiry, 1st revision + revision reflection |
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| W 2/10 | Logic and Logical Fallacies | TBA |  |
|  |  |  |  |
| F 2/12 | Logic continued | Anders, “That “Useless” Liberal Arts Degree Has Become Tech’s Hottest Ticket” |  |
| Week 5 |  |  |  |
| M 2/15 | Claim, Evidence, and Analysis |  | Rhetorical Analysis Proposal |
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| W 2/17 | Summary and Paraphrase | TSIS ch.2 (30-41) |  |
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| F 2/19 | Quoting; Arrangement and Rhetorical Analysis | TSIS ch.3 (42-51) |  |
| Week 6 |  |  |  |
| M 2/22 | Individual Conferences |  | Paper 1: Exigent Inquiry, 2nd revision + revision reflection  Rhetorical Analysis Outline (due at your conference) |
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| W 2/24 | Individual Conferences |  | Rhetorical Analysis Outline (due at your conference) |
|  |  |  |  |
| F 2/26 | Individual Conferences |  | Rhetorical Analysis Outline (due at your conference) |
| Week 7 |  |  |  |
| M 2/29 | Peer Review Preparation | Sample Student Paper | Practice Peer Review Notes |
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| W 3/2 | Peer Review |  | Paper 2: Rhetorical Analysis, complete draft |
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| F 3/4 | Wording Theses Positively |  | Paper 2: Rhetorical Analysis, 1st revision + revision reflection |
| Week 8 |  |  |  |
| M 3/7 | Mid-Semester Course Evaluation |  |  |
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| W 3/9 | (Non-)Academic Sources | TBA |  |
|  |  |  |  |
| F 3/11 | Analyzing sources | TSIS ch.4 (55-67) | Considering Another Side Proposal |
| Week 9 |  |  |  |
| M 3/14 | Library Instruction Session |  |  |
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| W 3/16 | Audience: Knowledge and Resistance | “Ban…is Shameful;” Trehan, “Making the Same Mistake” |  |
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| F 3/18 | Transitions | TSIS ch.8 (105-120) | Paper 2: Rhetorical Analysis, 2nd revision + revision reflection  Considering Another Side Outline |
| Week 10 |  |  |  |
| Spring Break |  |  |  |
| Week 11 |  |  |  |
| M 3/28 | Peer Review Preparation | Sample Student Paper | Practice Peer Review Notes |
|  |  |  |  |
| W 3/30 | Peer Review |  | Paper 3: Considering Another Side, complete draft |
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| F 4/1 | Parts of a Full Argument |  | Paper 3: Considering Another Side, revision + revision reflection |
| Week 12 |  |  |  |
| M 4/4 | Audience Revisited | TBA |  |
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| W 4/6 | Responding to Opposing Views | TSIS ch.6 (78-91)  Worthen, Linker, and Schuman on the Lecture Format |  |
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| F 4/8 | Responding continued | Nelson, “Parents: Your Children Need Professors With Tenure” | Final Position Paper Proposal |
| Week 13 |  |  |  |
| M 4/11 | Research continued |  |  |
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| W 4/13 | Scrutinizing sources’ methodologies | TBA |  |
|  |  |  |  |
| F 4/15 | Scrutinizing continued | TBA | Wrestling With Sources  Paper 3: Considering Another Side, optional 2nd revision + revision reflection |
| Week 14 |  |  |  |
| M 4/18 | Individual Conferences |  | Final Position Paper Outline (due at your conference) |
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| W 4/20 | Individual Conferences |  | Final Position Paper Outline (due at your conference) |
|  |  |  |  |
| F 4/22 | Individual Conferences |  | Final Position Paper Outline (due at your conference)  Paper 3: Considering Another Side 2nd revision + revision reflection (optional) |
| Week 15 |  |  |  |
| M 4/25 | Concision |  |  |
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| W 4/27 | Practice Peer Review | Sample Student Paper | Practice Peer Review Notes |
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| F 4/29 | Peer Review |  | Paper 4: Final Position Paper (draft) |
| Week 16 |  |  |  |
| M 5/2 | General Education in Higher Education | Zakaria, “Why America’s obsession with STEM education is dangerous”; Linker, “How to save liberal arts education” |  |
|  |  |  |  |
| W 5/4 | Course Wrap-Up and Reflection on Goals |  | Paper 4: Final Position Paper, revision + revision reflection |

This calendar is subject to change. I will notify you of any changes both in class and through our course website.