

Course Information

ENGL1100: Composition - Research Writing and Rhetoric

Location: Commons Hank Ingram House 208

Time: Monday, Wednesday and Friday, 10:10-11:00 AM

Instructor Information

Dr. Payam Rahmati

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Office: Benson Hall 423

Office Hours: Thursday, 12:30-2:30 P.M. and by appointment

Course Description

Composition: Research Writing and Rhetoric is an introduction to expository, analytical, and research-based academic writing. Instruction in critical reading; developing, supporting, and organizing ideas; drafting and revising; understanding grammatical conventions; proofreading and editing; and other important aspects of the writing process. Successful writing is purposeful and audience specific. It requires writers to reflect carefully on their decisions and those of other writers. Writers must also be aware of the conventions that guide those decisions. Writers must also employ strategies for generating ideas, organizing materials, drafting, and editing their own work.

Required Texts and Materials

- Lunsford et al. *Everyone's an Author*. 5th ed., Norton, 2020.

Course Outcomes

I. Rhetorical Knowledge

Rhetorical knowledge is the ability to analyze contexts and audiences to understand situations and communicate effectively. Successful writers develop rhetorical knowledge by negotiating purpose, audience, context, and conventions as they write for different situations. Students will:

- identify rhetorical situations that call for a wide range of appropriate responses;
- respond appropriately to a wide range of rhetorical situations by composing in multiple genres, using various technologies, and preparing oral presentations;
- apply rhetorical concepts in their analysis, writing, and presentations; and
- anticipate responses to—and evaluate the appropriateness of—their own rhetorical choices.

II. Critical Thinking, Reading, and Composing

Critical thinking is the ability to analyze, synthesize, and evaluate information, situations, and texts. Successful writers separate assertion from evidence, evaluate sources and evidence, recognize and evaluate assumptions, and make claims appropriate to context and evidence. Students will:

- write to learn, write to think critically, and write to communicate in various contexts;
- learn and apply multiple information literacy skills—e.g., distinguishing among source types, using key words to search databases, and verifying author bios—to find and critically evaluate sources;
- use a variety of source types as background, as exhibits, for analysis, and to support methods;
- integrate their own ideas with those from sources using strategies like interpretation, synthesis, response, analysis, and design.

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III. Processes

Writers use multiple *composing processes*, independently and in collaboration with others, to imagine, develop, and revise projects. Successful writers adapt their composing processes for different contexts. Students will:

- demonstrate a clear understanding of meaningful revision as distinguished from surface editing;
- improve projects across drafts by synthesizing feedback from peers, instructors, and themselves;
- develop flexible strategies for drafting, reviewing, collaborating, and revising;
- respond to peers' writing and offer constructive feedback toward global revisions on drafts;
- demonstrate respectful collaborative behaviors: listen attentively; share all viewpoints; value difference; divide work fairly; and balance competing expectations and values

IV. Knowledge of Conventions

Conventions are formal rules and informal guidelines that define genres and shape perceptions of correctness. Conventions vary by genre, discipline, and occasion. Successful writers understand, analyze, and negotiate conventions for purpose, audience, and genre. Students will:

- produce complex, cohesive texts that communicate clearly to intended audiences;
- adapt elements like organization, word choice, format, and design features to match conventions as they write, revise, and edit across multiple genres and rhetorical situations;
- apply citation conventions systematically in their work

V. Reflective Learning

Reflective learners practice metacognition, or thinking about their own thinking and learning. Reflection helps a writer consider how, why, and to what extent they've succeeded at a given point. Students will:

- consciously synthesize and integrate insights from one project into another;
- reflect on how their composing processes and metacognitive practices like reflection and self-evaluation develop and shape their work; and
- consider how their identities, past knowledge, learning opportunities, and work ethic combine to help them grow as writers and learners

You will write extensively, both formally and informally, often for every class meeting, and you must be prepared to share your writing with your peers on a regular basis. Peer-review and sharing can be a bit stressful, but we will practice editing on large and small scale often to increase your comfort level throughout the semester. You will be asked to write in a variety of genres, most of which will involve multiple pages of revised prose.

Major Projects

Project 1: Writing to Reflect

You will be asked to offer a critical analysis reflecting on your literacy journey, research aspects of that literacy, and cite at least two credible peer-reviewed sources about that literacy context.

1. Your writing should convey and explain the significance of the event and explain what your reader might learn from your reflection.
2. Your reflection should be ~1200 words in APA format (7th ed.).
3. You will be asked to include a brief cover letter postwrite with the polished draft.
4. **I will provide you with specific guidelines for this assignment (i.e., the prompt).**

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Project 2: Writing to Analyze

For this project, you will read, interpret, and work to understand news articles. Rhetorical analysis focuses on choices an author makes and the responses an audience might have to those choices.

1. In a paper of ~1400 words in APA format (7th ed.), you will practice critically analyzing a text.
2. You will identify and explain rhetorical strategies that a text uses to try to persuade the audience to accept or at least seriously consider the writer's purpose.
3. You will also submit a brief cover letter postwrite with the polished draft.
4. **I will provide you with specific guidelines for this assignment (i.e., the prompt).**

Project 3: Writing to Persuade

This project asks you to create an argument in which you address a question you are interested in. In order to do this effectively, you should use the close-reading skills you developed while working on the rhetorical analysis essay.

1. You will research and write **collaboratively** to solve a real-life problem and present a solution(s) to that problem.
2. You will create an argument in which you address a question you are interested in.
3. Your argument should be at least 1800 words in APA format (7th ed.) excluding references.
4. You will discuss and cite at least six credible peer-reviewed sources.
5. You will find and incorporate at least two visual aids.
6. You will also submit a brief cover letter postwrite with the polished draft.
7. **I will provide you with specific guidelines for this assignment (i.e., the prompt).**

The Final ePortfolio

As the last major project for the class—in place of a final examination—you will do the following:

1. Create a personal website showcasing your writing throughout the semester.
2. Remediate (i.e., creatively revise) a major project.

Your final ePortfolio (i.e., your personal website) will include the following:

- About Me
- Writing Philosophy
- Researched Literacy Narrative (Project 1)
- Rhetorical Analysis (Project 2)
- Collaborative Research Project (Project 3)
- Remediated Project (Creative Revision)
- Self-analytical cover letter

Final Presentation: On the **last day of class**, you will give a brief (3–5 minute) presentation of your ePortfolio to the class. This presentation is your opportunity to:

- Walk us through your website's layout and content
- Highlight one or two pieces you're especially proud of

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- Share your experience creating the remediated project
- Reflect on what this project taught you about writing and communication

Note: I will provide you with specific guidelines for each assignment.

Grade Breakdown	% of Course Grade
Attendance	10%
Sample Paper	2%
Occasional Paper	3%
Writing to Reflect	15%
Writing to Analyze	15%
Writing to Persuade	20%
Final ePortfolio & Self-Analytical Letter	15%
Peer Conferences & Presentations	10%
Homework & Participation	10%

Grading Scale

<u>Letter grades</u>	<u>% Distribution</u>
A	95-100
A-	90-94
B+	87-89
B	84-86
B-	80-83
C+	77-79
C	74-76
C-	70-73
D+	67-69
D	64-66
D-	60-63
F	Below 60

Extra Credit

You can earn up to 2% (20 points) of your final grade through extra credit activities designed to get you involved in the broader campus writing community. You may earn extra credit by taking a draft to the Writing Studio and then composing a half-page reflection about what you worked on and how it will likely affect or change your essay. Completion of this activity will net you 10 points of extra credit. You may also attend a lecturer or guest speaker on campus and compose a one-page response that rhetorically analyzes the speaker's goals and strategies similar to our first project. This will also net you 10 points of extra credit.

Attendance

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Attendance is both a portion of your participation grade and a signal of respect for your peers' writing. In ENGL 1100, attendance is mandatory. Students may miss up to three class periods with no questions asked. Subsequent absences will begin to impact your participation grade at a rate of 10 points (1%) of the final grade per absence.

Some absences are a necessary part of your college experience and will not be counted against your two allotted absences. Such absences include College athletics, certain extracurricular activities, illness, or psychological wellness. In each case, please contact your instructor before the missed class period. See the following link for additional absence policies:

<https://as.vanderbilt.edu/internal/policies/absences.php>.

If your instructor contracts any significant illness, during the semester, you should expect the class to continue with a temporary change in format. The new format will likely be synchronous online learning (via Zoom) if symptoms are mild, but may shift to asynchronous in case of more severe symptoms. Any change in format will last as long as CDC and University guidelines suggest it should at the time.

Late and Make-up Work Policy

Negotiating extensions is a normal part of the college writing experience. Granted extensions are not considered late work. All late journal assignments without an extension will be eligible for half of their original participation score. Major assignments will be penalized at the rate described on the individual rubrics.

Statement of Academic Integrity

Academic dishonesty, whether plagiarism or other forms, is a serious offense, the consequences of which may include: failure of an assignment, failure of a course, or other administrative consequences.

Please see the Vanderbilt statement on academic integrity:

<https://www.vanderbilt.edu/studentaccountability/academic-integrity#:~:text=Academic%20Integrity%20at%20Vanderbilt,atmosphere%20of%20dignity%20and%20trust>.

For a course focused on writing, such as ENGL 1100, please also see Vanderbilt's statement on plagiarism: <https://cft.vanderbilt.edu/guides-sub-pages/cheating-plagiarism/>.

Statement of Academic Integrity Relating to Artificial Intelligence

The College of Arts & Sciences at Vanderbilt now allows for the use of generative artificial intelligence in all courses unless explicitly stated by the instructors. In ENGL 1100, however, the **use of generative AI is not permitted**. The goal of this course is to practice writing as a process and a craft, a goal that is defeated by generative AI. Artificial intelligence is a useful tool and does have a place in the writing process. The skills we will be practicing in this course, however, are centered on strategic choices and rhetorical moves that you make as a writer.

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Using generative artificial intelligence to write your assignments will be considered plagiarism within the context of the course and will therefore result in a zero on the assignment in question for a first offense, and may lead to failure in the course for repeat offences.

Accommodations

ENGL 1100 is an inclusive environment. Students requiring medical or other accommodations are encouraged to contact the Office of Equal Opportunity, Affirmative Action, and Disability Services (EAD). The staff at EAD can help you determine your eligibility for accommodations through the university. Since ENGL 1100 does not feature any exams, and allows you to negotiate extensions on major projects, most accommodation requests will be approved.

Additional Resources

Writing Studio

In addition to meeting with me during office hours to discuss coursework, I strongly encourage you to take advantage of the services at the Writing Studio; getting feedback benefits writers at all skill levels. Writing Studio consultants can offer a fresh perspective on any of your writing projects. For more information and to schedule an appointment, visit www.vanderbilt.edu/writing.

For the sake of brevity, I will not include all the information about the following resources on the syllabus. Please visit their websites and learn about all they have to offer!

Student Care Coordination

(615) 343-9355

www.vanderbilt.edu/carecoordination/

Vanderbilt Central Library

(615) 322-2800

www.library.vanderbilt.edu

Margaret Cunniff Women's Center

(615) 322-4843

www.vanderbilt.edu/womenscenter

Vanderbilt Counseling Center

(615) 322-2571

www.vanderbilt.edu/ucc/

Bishop Joseph Johnson Black Cultural Center

(615) 322-2524

www.vanderbilt.edu/bcc/

Center for Spiritual & Religious Life

(615) 322-2457

www.vanderbilt.edu/religiouslife/

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Office of LGBTQI Life

(615) 322-3330

www.vanderbilt.edu/lgbtqi

Project Safe

(615) 857-0660

www.vanderbilt.edu/projectsafe/

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