

Rhetoric 105: Writing and Research

Fall 2019 | Section #37210 (RHET 105 C3)

10:00-10:50 a.m. | 152 Henry Administration Building

Instructor: Ms. Lesley Owens

Graduate Teaching Assistant

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Pronouns: she / her / hers

Regular Conference Hours: Tuesdays 1:00-3:00 p.m.

Available by appointment on Tuesdays, Wednesdays, & Fridays.

Available by Zoom during Regular Conference Hours and by appointment.

411 English Building

(The fourth floor of the English Building is only accessible via the stairs or elevator located on the west side of the building, which faces Wright Street. If you need to use the elevator to access the fourth floor, you can either request a key from the English Department office in 208 EB or let me know in advance so I can meet you with the elevator access key.)

Course Description

Rhetoric 105: Writing and Research offers 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.

Course Theme: The Purpose and Practices of Education

As students in the early stages of your college experience, it's vital to reflect on what education means to you, how it will shape your future, and how you hope to be changed by it. To engage in this reflection, students in this course are encouraged to develop semester-long research projects related to education and to choose individual paper topics that will help them gain expertise in the culture, philosophy, and/or policy of education. Readings assigned outside of *I Write* will often be centered around this theme. While students are welcome to propose major assignments on topics outside of this theme, the theme is meant to a) provide a productive, generative limit on the possible topics you can choose and b) allow you to build on the sources you've found and the thinking you've done over the course of the semester.

Examples of possible themes/topics include higher education funding, K-12 curricula and testing, education for employability, the value of arts in education, the role of the liberal arts or the sciences in education, language ideologies in education, education's role in developing citizens, education for equity and cultural competence, the role of athletics in higher education, alternative education movements, the possibilities of online learning environments or gamification, international comparative models of education, and much more.

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 Texts and Materials

Undergraduate Rhetoric Program. *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois*. 2nd Ed. Urbana: The University of Illinois, 2019. Print and eText.

The in-house textbook *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois* is our primary course text and is required for this course. You must purchase this text through the University of Illinois Webstore. Your purchase includes access to the eText version **AND** a print version of *I Write*. First, purchase this textbook through the university webstore (<http://go.illinois.edu/RHET>). Then, pick up your print copy from the Illini Union Bookstore, located at 809 S. Wright St. in Champaign, IL. You will be able to access your e-text immediately after purchase.

Other readings as assigned will be available on our course Moodle site.

You will be doing a good deal of in-class writing this semester. Please bring writing materials with you to every class, materials that you can keep in one place and refer to later. These materials may include a pen and notebook, a pencil and a binder of loose-leaf paper, a tablet with a designated section in Microsoft OneNote, a laptop with a designated folder in OneDrive or Google Drive, etc.

Grading

In Rhetoric 105, you will complete at least 25 pages of writing that undergo the drafting and revision process by completing the following assignments.

Major Assignment	Page Length	Percent of Grade	Student Learning Outcomes (SLOs)	Due Date
MA 1: Personal Educational Narrative	3-4 pages	10%	1, 5	<i>Draft: September 6</i> September 13
MA 2: Rhetorical Analysis	5-7 pages	20%	1, 4, 5	<i>Draft: September 27</i> October 7
MA 3: Research Proposal & Annotated Bibliography <i>Reflection & Analysis Cover Page</i>	7-8 pages 1-2 pages	20%	2, 3, 4	<i>Draft: October 23/25</i> November 4
MA 4: Persuasive Research Document <i>Reflection & Analysis Cover Page</i>	8-10 pages 1-2 pages	30%	1, 2, 3, 4, 5	<i>Draft: November 22</i> December 16
MA Drafts	---	10%	5	---
Participation & Homework	---	10%	1, 2, 3, 4, 5	---
<i>Total</i>	<i>25-33 pages</i>	<i>100%</i>	---	---

This is the scale I will use to convert numerical grades to letter grades, both for individual assignments and your final course grade:

A+ = 98–100 B+ = 87–89 C+ = 77–79 D+ = 67–69 F = 0–59
 A = 93–97 B = 83–86 C = 73–76 D = 63–66
 A– = 90–92 B– = 80–82 C– = 70–72 D– = 60–62

Major Assignment Overview

<p>MA 1: Personal Educational Narrative (SLOs 1, 5)</p> <p>You will write a narrative essay of 3-4 pages describing an educational experience that was important to you. This can be interpreted broadly, including educational moments that happened in school, in an extracurricular activity, as an athlete or artist or musician, in conversation with a friend or family member, etc. Write about the specifics of that moment/assignment/conversation/day/etc., revealing why it was valuable to you and how it might help others deepen or rethink their ideas about education.</p> <p>Even though the evidence of this paper will come from your personal experience, this is still a rhetorical piece of writing; be sure to choose a specific audience, address that audience, and think about why they should care as they read your essay.</p>

MA 2: Rhetorical Analysis (SLOs 1, 4, 5)

You will write a rhetorical analysis of 5-7 pages on an artifact of your choice that in some way explores the culture, philosophy, and/or policy of education. This artifact can be a newspaper article, an opinion piece, an advertisement, a video, an interview with an expert, etc. (I recommend choosing something shorter rather than longer. A 60-second commercial for a university would give you ample material to work with, while a documentary or episode of a reality television show would be too long to cover well in 5-7 pages.)

You will make an argument about the artifact in question, relying on your observations about its rhetorical moves as your evidence. You should deploy some of the terms we've discussed in class, such as ethos, logos, and pathos; exigence and audience; the artifact's various contexts; and the affordances and constraints of its particular medium and genre. However, you do not need to use all of these terms in your essay; focus on those that will be most useful for the argument you are making.

MA 3: Research Proposal & Annotated Bibliography (SLOs 2, 3, 4)

Reflection & Analysis Cover Page

In the first two essays, you should have started narrowing down a theme (maybe several themes) you would like to explore in your research. In this major assignment, you will practice the research process by finding credible and scholarly sources, reading them analytically, writing about them, and synthesizing your research question and proposed research project.

There are three primary parts to this assignment:

- 1) An annotated bibliography (5-6 pages), which should include citations, summaries, and an interpretive note for 7-8 sources. All of these sources should be credible, and at least 5-6 of them should be scholarly.
- 2) A research proposal (roughly 2 pages), which should describe the final Persuasive Research Document you hope to write. It should include who your audience is, what you think your purpose and thesis may be, why your topic is exigent, and what you hope your audience will do after interacting with your document. You should also propose your intended medium and genre and explain why you are choosing these formats.
- 3) A reflection and analysis cover page (1-2 pages). This should explain what you were hoping to do in this assignment, how successful you feel you have been, what your research and writing process was like, and anything else you want me to know as you read. (Please write this last to better reflect on your experience.)

MA 4: Persuasive Research Document (SLOs 1, 2, 3, 4, 5)

Reflection & Analysis Cover Page

Your final Persuasive Research Document of 8-10 pages (or the equivalent thereof in another format) is the culminating project of the semester. To write this piece, you will draw on materials from your three previous major assignments as you convincingly deploy rhetorical appeals, develop and answer a research question, compose research-based arguments, accurately cite courses, and show your development as a writer throughout the semester.

This Persuasive Research Document should cite at least 8-10 relevant and credible sources, with at least 7-8 of those sources being scholarly. The format of this document will change based on the audience you choose. For example, you could write a text-based proposal to the Illinois Board of Trustees proposing changes to the UIUC general education curriculum. You could film a mini-documentary for parents of high school students on the value of athletic competition in personal development. You could draw a graphic novel for other incoming freshmen that encourages them to incorporate social justice activism into their college careers.

In addition, you will submit a brief Reflection & Analysis Cover Page (1-2 pages) with your Document. This should explain what you were hoping to do in this assignment, how successful you feel you have been, what your research and writing process was like, and anything else you want me to know as you read. (Please write this last to better reflect on your experience.)

Major Assignment Drafts (SLO 5)

You will be required to submit drafts for both instructor and peer review. These drafts will not be graded, but you will receive completion credit (half or full) for submitting your drafts. You will also receive both instructor and peer feedback in response to these materials.

Draft materials can look different for everyone, but a draft that receives full completion credit should be at least 75% complete. Drafts can include outlines, flow charts, notes and freewriting, and more. However, the closer your draft is to looking like your final assignment, the more helpful the feedback you receive will be.

Participation & Homework (SLOs 1, 2, 3, 4, 5)

Homework and readings will be assigned throughout the semester; coming to class having completed these readings and your homework assignments is expected. Participation also includes contributing to class discussion in small and/or large groups. You are also required to conference with me outside of class at least once during the first half of the semester (prior to October 21).

Assignment Submission Policy

All assignments should be submitted in MLA format as described at https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html. (However, if you will regularly be writing in a different style such as APA or Chicago as part of your major coursework, you are welcome to contact me for special permission to continue writing in that format for this class.)

Major Assignments: Major assignments should be submitted as Word (.docx) documents with double-spaced, 12-point font, preferably in a commonly available font that renders well in both print and in digital form (Times New Roman, Calibri, Helvetica, etc.). Files should be named consistently with your last name, assignment name, and its point in the process. For example, “Owens_AnnotatedBib_PeerReviewDraft.docx” or “OwensPersonalEdNarrFinal.docx” would work.

Major assignments must be uploaded to Moodle by the start of class on the due date to be considered on time. Assignments will not be accepted by email (except in the case of difficulty uploading to Moodle).

Each student will be allowed one three-day extension on a Major Assignment per semester. To take your extension, you must email me 12 hours prior to the due date/time. (For example, if papers are due at 9:00 a.m. on Wednesday, please email me by 9:00 p.m. on Tuesday about your extension.) Offering an explanation is not necessary—just letting me know when you expect your essay will be submitted will be fine. However, please be aware that in a writing-heavy course such as this one, taking an extension will eat into the time allocated for the next essay; if you choose to take an extension, please do so thoughtfully and with a plan for keeping up with future assignments.

Submitting an assignment late without using one's extension will result in a 10% reduction of the paper's final grade per 24-hour period the paper is late. (For example, if your due date is 8:00 a.m. on Monday and it is submitted anytime between 8:01 a.m. on Monday and 8:00 a.m. on Tuesday, your grade will be reduced by 10%.) A paper submitted within 24 hours of the due date/time will receive a maximum grade of 90%; a paper submitted three days after the due date will receive a maximum grade of 70%.

Draft Materials: Draft materials of Major Assignments should be submitted two ways: 1) online via Moodle for instructor review, and 2) in hard copy form in class for peer discussion and review. Draft materials will not be accepted late for credit.

Homework: Homework should be printed and turned in during class in hard copy form. Homework submitted after class will not be accepted.

Attendance Policy

Your presence and active participation in this course are essential to your success in Rhetoric 105. Attendance at all class sessions is expected. You are allocated 3 absences to "spend" over the course of the semester, as needed. For such absences, please let me know by email in advance of class, if possible, but you do not need to tell me why you will be absent. **If you are feeling ill, I encourage you to use one of your allotted absences and do not come to class;** your health is more important than your coursework, and it's also important not to spread contagious illnesses to others.

If you are absent for more than 3 meetings, your overall final grade for the course will be 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 (nine total course 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 at 217-333-0050 or helpdean@illinois.edu. Notes obtained from McKinley Health Center do not excuse absences.

Please come to class on time. If you expect that you may be consistently a few minutes late for class due to travel (getting across campus from a previous class, etc.), please let me know at the start of the semester. If you are late 3 times for MWF class meetings, it will count as one absence. Being late by more than 15 minutes will count as an absence.

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.

Electronics Policy

I ask that you behave as a professional within our classroom, including in your use of electronics. To this end, please keep cell phones put away. (If there is an emergency, please step outside to handle any pressing phone calls or texts.) Laptops and tablets may be used for classroom-related purposes, but not for non-class-related activities such as checking your email or looking at social media.

That being said, I encourage you to bring your laptops/tablets to class and use them if you feel that they contribute to your learning. But please be thoughtful about their use and keep them closed if you notice them interfering with your ability to participate in discussion.

Classroom Conduct

[Section 1-201\(b\) of the UIUC Student Code](#) states that "It is expected that students enrolled in the university will conduct themselves at all times in accordance with accepted principles of responsible citizenship and with due regard for the rights of others." Additionally, my goal is to run an inclusive, safe, and accommodating classroom and to provide a supportive learning environment for all students.

I have a zero-tolerance policy for attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, linguistic background, abilities, physical appearance, or national/regional origin. Those who engage in such behaviors will be asked to leave the classroom and counted absent for the day.

I respect each student's right to respond to the name and pronoun of their choice and the right of all people to be treated with dignity and respect. If you see a way to make the class feel more inclusive, safe, and accommodating, I encourage you to share your ideas with me.

Academic Integrity and Documentation

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is a standard practice in academic writing. Therefore, you must use a consistent documentation style in order to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments to failing the class and even, in severe cases, suspension from the University.

Writers Workshop

The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop's tutors—some of whom are current or former RHET instructors—can help with any kind of paper, in any class, at any stage of the writing process. Tutors can help students with anything related to their writing, including brainstorming, organizing, grammar, citing sources, and more. Bring a draft to revise or just stop by for help with getting your ideas together. The Workshop has multiple locations and offers both face-to-face and online tutoring.

Information: writersworkshop.illinois.edu

Schedule an appointment: illinois.mywconline.com

Call: 217.333.8796

Students Requiring Accommodation

If you have a disability that requires accommodation in order for you to be successful in this class, please contact me and the Division of Disability Resources and Educational Services (DRES) as soon as possible to obtain disability-related academic adjustments and/or auxiliary aids. You can contact DRES at 1207 S. Oak St., Champaign, (217) 333-1970, or via email at disability@illinois.edu.

Sexual Misconduct Policy and Reporting

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality can be found in the Confidential Resources section of the We Care site (wecare.illinois.edu). Other information about resources and reporting is also available at the We Care website.

Course Calendar

This calendar is subject to change according to the progression of the course; students will be notified in writing of any changes.

Week 1: August 26-30

Monday: Introductions, Syllabus Overview

Wednesday: Syllabus Questions, The Writing Process, Introduction to Personal Educational Narrative Assignment

Due: "Writing: An Act of Cognition," Fulwiler, p. 15-19 (Moodle)

Draw Your Writing Process Activity (Moodle)

Friday: The Writing Process, Brainstorming Topics for Personal Educational Narrative Assignment, Visit to 411 English Building

Due: *I Write*, p. 18-37

Week 2: September 2-6

Monday: *Labor Day—No Class*

Wednesday: Narrative & Case Studies, Evidence & Claims, Intro to Rhetoric

Due: "The Sanctuary of School," Barry (Moodle)

"Learning to Read and Write," Douglass (Moodle)

"Hidden Intellectualism," Graff (Moodle)

Optional: "The Psychological Comforts of Storytelling," Delistraty (Moodle)

Friday: Intro to Rhetoric Continued, Peer Discussion of Personal Educational Narrative Assignment Materials

Due: Personal Educational Narrative Draft Materials

Week 3: September 9-13

Monday: Purposes of Education in America, Rubric Discussion

Due: "Public Goods, Private Goods: The American Struggle Over Educational Goals," Labaree
Everyone will read pages 39-43. In addition, everyone has been assigned one subsequent section by alphabetical order.

Worksheet on "Public Goods, Private Goods" (Moodle)

Wednesday: Purposes of Education at UIUC, Rhetorical Analysis of Departmental Websites

Due: Find and bookmark the website for your major (or your possible major). On that website, find a page of interest (perhaps a recruitment-focused page or a mission/values page). Read that page closely and be prepared to talk about it in class.

Friday: Reflecting on Writing Process, "The danger of a single story," Adichie (In Class), Introduction to Rhetorical Analysis Assignment

Due: Personal Educational Narrative

Week 4: September 16-20

Monday: Discussion of Rhetorical Analysis Assignment, Practicing Rhetorical Analysis

Due: *I Write*, Chapter 2: Not Mere Rhetoric, p. 38-49

Wednesday: Brainstorming Research Topics, Places to Find Artifacts

Friday: Practicing Rhetorical Analysis, Turning Evidence Into Argument, Rhetorical Fallacies

Due: Reading on Rhetorical Fallacies (Moodle)

Worksheet on Rhetorical Fallacies (Moodle)

Week 5: September 23-27

Monday: Library Visit, Round 1. **Note:** *Class will meet in room 291 of the Undergraduate Library.*

Due: Artifact Proposal Worksheet (Moodle)

Wednesday: Discussing Peer Feedback Criteria, Practicing Peer Feedback

Due: "Responding—Really Responding—to Other Students' Writing," Straub (Moodle)

I Write, Exemplar Essay: Rhetorical Analysis (Green) and Exemplar Essay: Position Essay

(Siddhpura), p. 138-145. (Be sure to read these example essays carefully, taking notes on the papers' rhetorical moves as you go.)

Friday: Peer Discussion of Rhetorical Analysis Draft Materials

Due: Rhetorical Analysis Draft Materials

Week 6: September 30-October 4

Monday: Revision Best Practices, Drafts and Redrafts, Outlining and Organization

Due: Write 1-2 paragraphs about what was most useful in your peer review session and how you plan to apply your peers' comments into your text.

(Also, be sure to bring a hard copy of your draft to class. The copy you used for Peer Review is fine.)

Wednesday: MLA Citations, Citation As Rhetoric

Due: *I Write*, Chapter 7: Citing and Documenting Like a Researcher, p. 120-134

Friday: Writing & Catch-Up Day

Due: Bring your Rhetorical Analysis draft to class along with whatever materials you need to work on that essay. (Note: You do not need to bring hard copies to turn in to me; these materials are for your own use.)

Week 7: October 7-11

Monday: Specifics of MLA In-Text & Bibliographic Citation, Imagining Audience Needs, TBD

Wednesday: Writing Process Reflection, Introduction to Research Proposal & Annotated Bibliography

Due: Rhetorical Analysis

Friday: Prompt Discussion, Brainstorming Proposal Topics & Research Ideas

Due: *I Write* "Chapter 4—Beyond Google: Researching as a Scholar," p. 64-79

Bring any questions you have about the Research Proposal & Annotated Bibliography assignment to class.

Week 8: October 14-18

Monday: Library Visit, Round 2. **Note:** *Class will meet in room 291 of the Undergraduate Library.*

Wednesday: Making Annotated Bibliographies Useful, Summary Practice, Asking Questions to Develop a Research Question

Due: Reading (TBD, Moodle)

Note-taking for annotated bibliographies worksheet. (Moodle)

Friday: Evaluating Sources, Epistemology, What Scholarly Articles Can Tell Us

Due: Worksheet with Draft of Research Question (Moodle)

I Write, "Chapter 3—From Tenors to Oars: Entering Academic Conversations," p. 50-62

Week 9: October 21-25

Monday: Moving from Research Questions to Proposals, Proposal Expectations

Due: Citations for 3 of your sources. (These do not need to be annotated.)

Wednesday: Peer Review of One Annotated Bibliography entry.

Due: One annotated bibliography entry. (Note: Please bring 3 hard copies of this to class, 1 to turn in and 2 for peer review.)

Friday: Peer Review of Research Proposals

Due: Research Proposal & Annotated Bibliography Draft Materials Due

Week 10: October 28-November 1

Monday: Conferences—No Class

Wednesday: Conferences—No Class

Friday: Conferences—No Class

Week 11: November 4-8

Monday: Introduction to Persuasive Research Document Assignment, Video on Student-Driven Education Models

Due: Research Proposal & Annotated Bibliography

Wednesday: Narrowing Down Research Document Ideas, Identifying Underlying Assumptions, Power and Education

Due: Selection from Freire, p. 69-84 (Moodle)

Friday: Argument Across Media, YouTube Rhetorics, Genre As Social Action

Due: Multimedia Compare & Contrast Assignment (Moodle)

Week 12: November 11-15

Monday: Planning the Drafting & Revision Process, Imagining Audience Expectations

Due: *I Write* Chapter 3: From Tenors to Oars: Entering Academic Conversations (p. 50-63)

Wednesday: What's a Claim?, Diagramming Claims Based on Research Questions

Due: *I Write* Chapter 5: Making Claims and Supporting Them with Evidence (p. 80-97)

Friday: Putting Sources Into Conversation, Synthesizing a Thesis

Due: Please bring a hard copy of your current Works Cited page, printed single-sided.

Week 13: November 18-22

Monday: Outlining/Mapping Large Projects

Due: Thesis Worksheet (Moodle)

Wednesday: Using Sources in Your Writing; Quote, Paraphrase, or Summarize?

Due: Please bring two paragraphs from your Persuasive Research Document Draft Materials where you're drawing on multiple sources. (Please print this and bring it to class in hard copy form.)

Friday: Writing an Abstract to Clarify Your Argument

Due: Persuasive Research Document Draft Materials

Week 14: November 23-29

Fall Break—No Class

Week 15: December 2-6

Monday: Organization & Transitions Between Paragraphs, Organization Within Paragraphs

Due: Persuasive Research Document Abstract

I Write, "Structuring Argumentative Essays, Or, Cats on Mars," p. 98-118

Wednesday: Writing Strong Introductions (with Exigence), Writing Strong Conclusions (with Calls to Action)

Friday: Peer Review on TBD

Due: Materials for Peer Review TBD

Week 16: December 9-13

Monday: Work Day, Course Evaluations

Please bring whatever materials you need to make progress on your Persuasive Research Document.

Wednesday: Reflection on the Semester, 90-Second Research Presentations

Friday: Finals Week—No Class

Week 17: December 16-20

Finals Week—No Class

Monday, December 16: Persuasive Research Document Due

Final paper grades and feedback will be provided as soon as possible following the end of the semester, and final grades will be released on January 4, 2020. If you would like to discuss your final paper comments/grade, I encourage you to schedule a meeting with me between January 13 and January 16, 2020.