

English 111: Composition and Rhetoric I (Web-based)
John Carroll University
Summer 2013

Section 51

Instructor: Michael Piero, M.A.

E-mail: mpiero@jcu.edu

Office Hours: via Skype by appointment

Skype: michaelpiero

Prerequisites for this course: None

Web-Based: As a Web-based course, you will be required to do readings, submit assignments, participate with other students, and complete all additional requirements in the Blackboard environment. Communication will occur between instructor and student via JCU email and Blackboard Announcements. We will not meet on-campus.

Course Overview

Welcome to English 111. In this course, you will be learning and practicing the skills to produce college-level writing. For some of you, this may be unfamiliar territory, so we will work together to help you develop yourself as a writer, and more importantly, as a reflective writer and thinker. The key to success in EN 111 is that you learn the rhetorical choices involved in college writing so that you may apply that knowledge in a variety of academic, public, and private contexts.

Writing can be very demanding on you as a student and as a thinker. Some of the demands college-level writing places on you include: analyze and develop arguments from multiple points of view; articulate and support your position regarding various issues; incorporate research; respond ethically to others' ideas; adjust your writing for multiple audiences and purposes; and develop prose that is thoughtful, organized, and clear in the structure of sentences and paragraphs and exact in diction.

The purpose of this class, therefore, is not to make you an expert in these areas but rather to help you see how you can use these skills to respond to a variety of writing situations and to identify, articulate, and reflect on the rhetorical choices informing any text.

Goals for You as Writers

The goals for you this semester are as follows:

Rhetorical Knowledge

- Respond to the needs of different audiences.
- Focus on a purpose.
- Use conventions of format and structure appropriate to the rhetorical situation.
- Adopt appropriate voice, tone, and level of formality.

Critical Thinking, Reading, and Writing

- Understand argumentation as a social act in which you respond to what others

say.

- Use writing and reading for inquiry, learning, thinking, and communicating.
- Understand a writing assignment as a series of tasks.
- Integrate your own ideas with those of others.

Processes

- Be aware that it usually takes multiple drafts to create and complete a successful text.
- Develop flexible strategies for generating, revising, editing, and proofreading.
- Understand writing as an open process that permits you to use later invention and re-thinking to revise your work.
- Understand the collaborative and social aspects of writing processes.
- Learn to critique your own and others' work and, in doing so, learn to balance the advantages of relying on others with the responsibility of doing your part.

Knowledge of Conventions

- Learn common conventions for different kinds of academic texts.
- Develop knowledge of academic conventions ranging from structure and paragraphing to tone and mechanics.
- Practice appropriate means of documenting your work.
- Control such surface features as syntax, grammar, punctuation, and spelling.

Required Books:

- *Ways of Reading*, 9th ed. By David Bartholomae and Anthony Petrosky; ISBN 9780312570910
- *They Say, I Say*, 2nd ed. by Gerald Graff and Cathy Birkenstein; ISBN: 9780393933611
- *The Little Seagull Handbook* by Richard Bullock and Francine Weinburg
ISBN: 9780393911510 (*This book will be used for Summer EN112 course, too*)
- *JCU First Year Writing Booklet* by Dr. Tom Pace. Available at JCU bookstore.

Course Requirements

These assignments are listed by their general description and are subject to further clarification, detail, and change.

Essay #1

Essay #2

Essay #3

Essay #4

Reading assignments

Discussion Board

You must complete every essay in order to pass this course. Keep in mind that all writing done for this class is public and may be anonymously reproduced for our class discussions.

Evaluation

Final grades will be based on the following *estimations*:

Final Writing Portfolio:	400 points (100 points for each essay)
Discussion Board:	80 points

Grading Scale:

93-100 = A

90-92 = A-

87-89 = B+

83-86 = B

80-82 = B-

77-79 = C+

73-76 = C

70-72 = C-

65-69 = D

Below 65 = F

Revision Work / Writing Portfolio

For this course, the readings and writing assignments have been carefully chosen so that each subsequent reading builds off the previous one/s, engages the previous one/s in discourse, and deal with matters of “reading culture.” Each week, you’ll compose an essay, but chances are that the following week will proffer new information, ways of reading previous texts and ideas, and ideas concerning the previous texts (both the ones you read and wrote). So, this course offers a unique opportunity not only to engage philosophically-based arguments, but to do so by revisiting readings multiple times and revisiting your own writing about those readings and topics multiple times.

Each week, you should devote time to revising the previous week’s essay, which I’ll provide to you with feedback and a tentative grade. This isn’t just “correcting errors” but instead involves judicious revision that takes into account what you’re currently reading that week. So, in week three, you might revise your essay from week one; but then, after doing week four’s reading, you may want to revisit and revise week one’s essay once again.

This will be our work over the first four week. The fifth week will be devoted mostly to continuing and “finishing” this revision work and organizing your four essays into a writing portfolio. *Do not wait until week five to begin revising your essays; that strategy will not serve you well.*

General Instructions for Papers

All papers (including weekly response journals) must be:

- Typed, 12 point font, 1 inch margins, Times New Roman or Courier New
- Double-Spaced
- In MLA format, 7th ed. (with works cited page)

All papers must include a title that accurately reflects the content of the material. The title you choose for your papers should be neither underlined nor placed within quotation marks.

Discussion Board Grading:

In each of the first three weeks, you will be required to participate in a Discussion Board. To receive full participation points, **you must post one original comment by 11 p.m. on Thursday each week**, and then **respond to at least two thread posts made by your classmates by 11 p.m. on Sunday**. Each Discussion Board is worth 20 points: 12 for your original post and 4 points each for your two comments. Of course, if you would like to make additional comments, you are more than welcome to do so. When posting and commenting, keep in mind the “Netiquette” guidelines detailed in the next section; any rude or bullying comments will not be tolerated.

The following is what I look for in your original postings to the Discussion Board and your replies to others’ postings.

Original Posting:

1. Mention of at least **2 specific points** from the article or reading.
2. Relation of **new information to old information** learned in the course to date.
3. Relation of information in article or reading to **personal experience**.
4. Discussion at a **critical level**, not just recitation of facts from the article; do you agree? Disagree? Find simplistic? See note below.
5. Length of posting at least **300 words**.
6. Posting needs to be proofread before posted.

Note: Discussion at a critical level means discussing things such as your **opinion** of the point mentioned, **why you hold that opinion**, what you **see wrong** with the point mentioned, how you see the point **consistent/inconsistent with what you have learned** so far, **implications** for the future, **consistencies/inconsistencies within the article or reading** itself, and so forth. With literature, feel free to identify and analyze motifs, themes, polysemy, metaphoric language, narratological elements, and more. In other words, critiquing a reading means **analyzing the good and/or bad aspects** of the article and **justifying** your analysis. *Do not just tell me what the article or reading states...I already know this; analyze—don't just summarize.*

Reply to Others' Postings:

1. Discuss one point you like/agree with, and one point you dislike/disagree with, and why.
2. Length should be about 100 words.
3. Your comments should be **interesting to read and analytical**. Posts such as “I agree...” or “Wow. Great idea!” is not acceptable posts and will receive no credit.

Late Work

All work is due on Blackboard by the time specified. Because these assignments are due online, there is no excuse for missing a deadline unless there is an emergency. If there is an emergency, I

need to hear from you prior to the deadline, and I will decide if a negotiated new due date is permitted. The decision of whether or not I accept late work, regardless of excuse, is solely mine.

Late Discussion Board Posts/Assignments:

These assignments (all but the essays) will not be accepted late, so don't bother asking. I would strongly encourage you to complete your assignments early in the week and not wait until the last minute before the deadline to submit your assignments. The only time I might make an exception to this policy is when you've contacted me ahead of time due to some extenuating circumstance. Otherwise, no exceptions will be made for "forgetting," "computer problems," or other reasons. Always have a backup plan in case a computer stops working, and try not to wait until the last minute to submit your work.

Late Essays:

I will accept late essays, but you will receive 10% taken off your final grade for that essay in the final portfolio *for each day* that it is late.

The bottom line is to make meeting deadlines in this class a priority.

Plagiarism

Plagiarism occurs when a writer incorporates an author's into his or her work without properly citing them. Please review the section on plagiarism in the *FYCJCU*, as well as in the *JCU Undergraduate Bulletin, 2003-05*. **As the policy states, plagiarism will result in at least a failing grade for the assignment and probably a failing grade for the course; it could also result in further disciplinary action.** If you are unclear about this policy, or whether or not you are plagiarizing, please email me for help.

Technology & Technology Skill Requirements:

You will need basic computer skills and should be comfortable using a word processing program, browsing for files, saving files in the appropriate formats, and copying and pasting between programs. You will need a computer that connects to the Internet. If you do not own a computer OR if your computer malfunctions during the semester, you will be expected to identify a computer to use. Computers are available at the Public Library and around campus, including Grasselli Library. Technology problems are not an excuse for missed or late work.

Technical Help

If you are in need of technical help, please contact the JCU Help Desk. Their information is available here: <http://www.jcu.edu/is/hours.htm>

Statement on Disabilities

Students with documented disabilities are required to contact the Director of Services for Students with Disabilities and, after consulting with that Director, inform me about accommodations that you need.

In accordance with federal law, if you have a documented disability, you may be eligible to request accommodations from the office of Services for Students with Disabilities (SSD). Please contact the SSD office at (216) 397-4263 or come to the office located in room 7A, in the Garden

Level of the Administration Building. Please keep in mind that accommodations are never retroactive so students are encouraged to register early in the semester.

Netiquette – Policy on Online Communications:

etiquette *n.* forms of proper or polite behavior in society; good manners

net *n.* an abbreviation for internet

netiquette *n.* proper or polite behavior on the internet

Communication is very important in this course. To maintain a positive online environment, each of us is expected to follow these netiquette guidelines. *Be advised that rules for student conduct apply in the online environment.* Any use of electronic communication on JCU's network, which includes Blackboard, JCU email, etc. for flaming or other kinds of harassment may be treated as a student conduct violation under the Student Conduct Code.

- Show respect for the instructor, other students, and for the privacy of those in the online environment. Nothing threatening is ever appropriate.
- Express differences of opinion in a polite and rational way, maintaining a supportive academic environment.
- Stay focused by avoiding irrelevant topics in discussion or collaborative activities
- Use proper capitalization and punctuation rules. *Use of all uppercase in a message is the equivalent of shouting and is considered offensive; use italics to show emphasis. (Adapted from Barrington 220 Community Unit School Netiquette Policy)*

Tentative Schedule (Summer 2013)

The schedule below is tentative and subject to change at my discretion. All changes will be announced in Blackboard. Not all assignments or readings are listed on the syllabus (only major ones). See each week's Lesson folder on Blackboard (in "Lessons" folder) for all required work. **The work in each lesson is designed to be completed in the order in which it is listed and by each Sunday at 11 p.m..** More specifics (reading titles, page numbers, etc.) are listed in the Blackboard weekly lesson folders.

TS,IS = They Say, I Say

WoR = Ways of Reading

Seagull = The Seagull Handbook

Week 1 – “They Say” and Ways of Seeing

Topics: The rhetorical situation; “They Say;” reading strategies; MLA format

Readings:

-*TS,IS*, “They Say,” pp. 19-51

-*WoR*, John Berger, “Ways of Seeing,” pp. 139-165

-*Seagull Handbook*, pg. 93+ and pg. 133 on MLA format and pp. 63-65

Lectures:

-Introductory Remarks on *They Say, I Say* and Critical Reading

-“Ways of Seeing” Lecture

Discussion Board – see Blackboard “Lesson” folder

Essay 1 due Sunday, May 19th at 11 p.m.

Week 2 – They Say/I Say in “Beauty (Re)discovers the Male Body

Topics: Writing process; Adding “I Say;” weak verbs

Readings:

-*TS,IS*, “I Say,” pp. 71-101

-*WoR*, Susan Bordo, “Beauty (Re)discovers the Male Body,” 187-233

-*Seagull Handbook*, pp. 32-37 on “Arguments”

Lectures:

-Lecture on Bordo’s “Beauty”

Discussion Board – see Blackboard “Lesson” folder

Essay 2 due Sunday, May 26th at 11 p.m.

Week 3 – Pressing On through “Love’s Labors”

Topics: Comma usage; they say/I say together;

Readings:

-*TS,IS*, “As a Result,” pp. 105-120

-*WoR*, Laura Kipnis, “Love’s Labors,” pp. 390-412

-*Seagull Handbook*, pp. 282-287 on “Commas”

Lectures:

-“Mastering the Comma” lecture

-“Love’s Labors” lecture

Discussion Board – see Blackboard “Lesson” folder

Essay 3 due Sunday, June 2nd at 11 p.m.

Week 4 – Tying it All Together with Foucault’s “Panopticism”

Topics: synthesizing texts; revision; “tying it all together”

Readings:

-*TS,IS*, “The Art of Metacommentary” pp. 129-138

-*WoR*, Michel Foucault, “Panopticism,” 279-309

Lectures:

-“Panopticism” lecture

Discussion Board – see Blackboard “Lesson” folder

Essay 4 due Sunday, June 9th at 11 p.m.

Week 5 – Preparing your Writing Portfolio

Topics: portfolio revision

Readings:

-None

Lectures:

-“Revising Your Writing and Organizing Your Writing Portfolio”

Discussion Board:

-None

****Please take the Course Poll in the Week 5 “Lesson” folder to provide feedback about the course.**

Final Writing Portfolio due Friday, May 14th at 11 p.m.