

RHET 110/110N (Written Communication I):

Faculty Guidelines:

If you are assigned to teach Rhetoric 110 or Rhetoric 110N, you are expected to follow the course guidelines in order to ensure a reasonable level of cross-section consistency. Within these guidelines, you have quite a bit of freedom to shape your individual section based on your teaching strengths and interests. The large number of faculty members teaching this course functions as a two-sided coin: on the one hand, the diversity of faculty ensures that the course will be infused with new ideas and fresh approaches to the Student Learning Outcomes; on the other hand, the Department of Rhetoric and Language must ensure that students get an equivalent experience in every section.

In order to give our students that fair and equal experience without squelching faculty individuality, the Composition Area of the Department of Rhetoric and Language requires professors of this course to explicitly link all major assignments to the stated Student Learning Outcomes (SLOs). We recognize that there are many reasonable, justifiable, interesting, engaging, and rigorous ways to meet the learning outcomes. We invite you to achieve that goal in any manner that channels your strengths as a teacher and your students' learning styles. One final note: in the 21st century, the Composition Program of the Department of Rhetoric and Language recognizes that any projects that are "written" or "spoken" can also be digital.

Course Description

Rhetoric 110/110N introduces students to college-level rhetoric through the composition of projects that respond to important social and academic issues. Students will compose and revise three brief to medium-length written projects—and one informative speech—that are focused, clearly organized, and well supported. Several elements will be taught to support the composition of these projects:

- incorporating multiple sources in the service of a unified argument;
- addressing multiple, often conflicting, points of view;
- developing skills in summary, paraphrase, and quotation;
- revising texts for coherence and clarity.

Students will learn elements of rhetorical theory and develop the ability to critically read a moderate number of instructor-assigned texts. Also, students are introduced to the library as a site of research, academic inquiry, and information literacy. The minimum passing grade for this course is C-.

Official Student Learning Outcomes (SLOs):

Every Rhetoric 110/110N syllabus must list these SLOs and *explicitly link* them to each of the major assignments in the course (see the Sample Syllabi link for examples). In addition, you are strongly advised to rearticulate the link to the SLOs on your individual assignment sheets. (Student evaluations now ask them multiple questions about how explicitly they understand and feel they have met the SLOs for the class.)

Rhetoric 110/110N Learning Outcomes:

Students who apply themselves will be able to:

1. integrate writing, speaking, listening, and reading for a central purpose;
2. develop and appropriately employ strategies for addressing the rhetorical situations for different audiences, purposes, and contexts;
3. demonstrate an awareness of their own and others' rhetorical choices and audiences, as well as their drafting and revising processes.

Assignment Guidelines:

Reading

All sections must use one Rhetoric (see approved list below) and may use other texts such as anthologies, PDFs, and digital texts. The readings should all be non-fiction, although they need not be scholarly. Long-form journalism, essays, and popular press are acceptable readings for Rhet 110/110N. If you would like your students to buy or access a handbook, that is permissible but not required. It is strongly recommended that you introduce your students to citation websites.

No more than 500 pages assigned per semester.

Speaking

Every section of Rhet 110/110N will include one informative speech. We interpret "informative speaking" in a broad sense and not in a traditional, restrictive sense. This speech should be directly linked to one of the writing projects. Please see the Informative Speaking Resources link on the Department of Rhetoric and Language Canvas page if you need more information in this area.

Writing

All sections of Rhet 110/110N should include 3-4 written projects, totaling 15-20 pages of revised prose and incorporating sources: class readings and/or library research and/or primary research.

Approved Texts:

Rhetorics (required; choose one):

The Allyn and Bacon Guide to Writing (can also choose "brief" or "concise" editions),
Ramage, Bean, and Johnson (Longman)

Elements of Argument, Rottenberg (Bedford/St. Martin's)

Everything's an Argument, brief or with readings, Lunsford and Ruskiewicz

(Bedford/St. Martin's)

From Critical Thinking to Argument, Barnet and Bedau (Bedford/St. Martin's)

Good Reasons/Good Reasons with Contemporary Arguments, Faigley and Selzer (Longman)

Perspectives on Argument, Wood (Longman)

The Structure of Argument, Rottenberg (Bedford/St. Martin's)

They Say, I Say, Graff, Birkenstock, and Durst (Norton)—may want to supplement with some additional materials on argumentation

Writing Arguments: A Rhetoric with Readings OR Writing Arguments: A Rhetoric with Readings, Concise Edition, Ramage, Bean, and Johnson (Longman)

Writing Commons (an open source textbook), Joe Moxley. <http://writingcommons.org/>

Readers:

If the rhetoric you chose does not have enough/sufficient readings, you may choose one of the following readers, or you may upload a selection PDFs and/or web-based readings to your class Canvas site. If you choose your own readings, please submit a full list along with your syllabus so that the Area Director can ensure compliance with the course guidelines.

Argument in America, Selzer (Longman)

Classic and Contemporary Arguments, Barnett and Bedau (Bedford/St. Martin's)

New World Reader, Muller (Houghton Mifflin)

The Writer's Presence, McQuade and Atwan (Bedford/St. Martin's)

Style Guides:

A Pocket Style Manual, Hacker (Bedford/St. Martin's)

Rules for Writers, Hacker (Bedford/St. Martin's)

A Writer's Reference, Hacker and Sommers (Bedford/St. Martin's)

In rare instances, alternate texts may be approved by the Composition Area Director, provided they cohere to the goals and priorities of the course. The prime criteria for texts is that they be academically sound, given the learning outcomes and course description, and that they be relatively inexpensive compared to the approved texts.