

RHET 120 (Written Communication II)

Faculty Guidelines:

If you are assigned to teach Rhetoric 120, 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 provides a wide range of 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.

Course Description:

With a firm basis in the elements of rhetoric, critical reading, written argumentation, and library research established in Rhetoric 110, students in Rhetoric 120 learn to compose more ambitious arguments responding to and incorporating sources of greater number, length, complexity, and variety. Students also

(a) develop skills in critical analysis of challenging non-fiction prose from a range of disciplinary perspectives and subjects, with a particular focus on the linguistic and rhetorical strategies employed therein, and

(b) conduct extensive research in the process of planning and composing sophisticated texts. Students will also gain practice editing for stylistic fluency in accordance with conventions of Standard Edited English.

Finally, students develop greater independence in formulating strategies for revision and expansion of written arguments. The minimum passing grade for this course is C-. This course fulfills Core A2, the University writing requirement. • Prerequisite: RHET 110 with a minimum grade of C-.

Official Student Learning Outcomes (SLOs):

Core A2 Outcomes: Rhetoric and Composition

1. Critical analysis of academic discourse: Students critically analyze linguistic and rhetorical strategies used in long and complex texts from a variety of genres, subjects, and fields.
2. Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them.

3. Academic research: Students develop sophisticated research questions and compose substantial arguments in response to those questions, incorporating extensive independent library research and demonstrating mastery of standard academic documentation modes.

4. Style: Students edit their own prose to achieve a clear and mature writing style in keeping with the conventions of academic and/or professional discourse.

5. Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing.

Assignment Guidelines:

- 6000-7000 words of revised prose (roughly 25 pages)
- 3-4 papers total; papers emphasize academic argument and analysis, incorporating skills learned in RHET 110 and advancing them in terms of length, complexity, and sophistication
- All papers incorporate outside sources
- 1200 pages maximum assigned reading

Approved Texts:

Rhetorics (required; choose one):

Fieldwork, Chiseri-Strater

Reading Rhetorically, Brief, Bean, Chappell, and Gillam (Longman)

Rhetorical Grammar, Kolln and Gray (Longman)

A Sequence for Academic Writing, Behrens and Rosen (Longman)

Style, Williams (Longman)

The Writer's Options, Morenberg and Sommers (Longman)

Writing About Writing, Downs and Wardle

Writing Analytically, brief or with Readings, Rosenwasser and Stephen (Wadsworth)

Writing from Sources, Spatt (Bedford/St. Martin's)

Readers:

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

Cultural Conversations, Dilks, Hansen, and Parfitt (Bedford/St. Martin's)

Fields of Reading, Comley et al. (Bedford/St. Martin's)

New Humanities Reader, Miller and Spellmeyer (Wadsworth)

Reading the World, Austin (Norton)

Ways of Reading, Bartholomae and Petrosky (Bedford/St. Martin's)

A World of Ideas, Jacobus (Bedford/St. Martin's)

Optional:

Research Writing Simplified, Clines and Cobb (Longman)

Style Guide:

You may ask students to refer to the web for grammar, usage, and citation rules. Or, if you prefer, you may require your students to purchase any of the many good handbooks published.

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.