

Rhetoric 120: Written Communication II

University of San Francisco- Fall 2017

Contact Information:

Nicole Gonzales Howell, PhD (ncgonzaleshowell@usfca.edu)

Department of Rhetoric and Language | University of San Francisco

Office: KA 281 | Phone: 415.422.4984 | Office Hours: W 9:30a-12:30p and by appointment

Section 03-40163: TR 9:55-11:50 p.m. | LM 141A

Section 07-40166: TR 12:45-2:30 p.m. | LM 345

Required texts and materials

- Assigned readings, videos, websites as made available
 - Available electronically through Canvas
 - Films may be required to rent if necessary
 - Students may be asked to print hard copies of written assignments
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About the course: Written Communication II (RHET120) Fulfills Core A2

Written Communication II

With a firm basis in the elements of rhetoric, critical reading, written argumentation, and library research established in RHET 110, students in RHET 120 learn to compose more ambitious arguments responding to and incorporating sources of greater number, length, complexity, and variety. In order to meet the demands of advanced academic discourse, students also (a) develop skills in critical analysis of challenging non-fiction prose texts from a range of disciplinary perspectives and subjects, with a particular focus on the linguistic and rhetorical strategies employed in these texts, and (b) conduct extensive library research in the process of planning and composing sophisticated academic papers. Students will also gain practice editing for stylistic fluency in accordance with conventions of advanced academic prose. 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.

Student Learning Outcomes:

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.

Course work:

This class is a Project-based course. You will select a project **you're** interested in **“taking public”** and complete all the tasks necessary to have an ethical and successful final project. Thus, this course is not set up by unit projects. Instead, it is organized by emphases and required tasks.

Writing and Rhetorical theory

- Writing theory readings and writing practices
- Rhetorical theory readings and rhetorical practices
 - Review: rhetorical situation (exigence, audience, constraints, and more) and rhetorical triangle Ethos, Pathos, Logos, Kairos
- Audience
 - Discourse communities
- Genre
 - Oral communication

TASKS: Readings, academic summary, analysis, formal oral presentation
“Storytelling to make change”

Information Literacy

- What is Information Literacy?
- Fake news
- Why do research?

TASKS: Readings, discussion boards, annotations, quizzes, citation work

Project Research (on-going but prioritized here)

- Delve into your **“passion project”**

- o Research the “**conversation**”
- o Visual Rhetoric
- o Understanding audience

TASKS: Annotated bibliography, 5-6 page research paper that details the “**current conversation**”, 3-4 page project proposal (media, audience, message, purpose)

Crafting Public Project

- o Working with technology
- o Multimedia
- o Reflection

TASKS: Public project completion, oral presentation (rhetorical analysis of public project)

Formatting Requirements:

Most written tasks must be typed, double spaced, with **1”** margins on all sides, using a 12-point standard, non-cursive font on white, non-erasable 8.5 x 11 paper. MLA or APA style will be designated for each paper.

Grading and Evaluation

Grades:

For this course we will not be using a traditional grading scale and instead we will use a grading contract (see the grading contract for more details).

We will discuss the grading contract in depth during class and a copy of the contract will remain on our Canvas page throughout the semester.

	# of Absences*	# of Late/re-do Assignments	# of Overdue Assignments	# of Ignored Assignments
A	3 or less	4	1	0
B	3 or less	4	1	0
C	4 or less	5	2	0
D	5 or less	6	3	1
F	6 or less	7 or more	3	2 or more

Earning an A

As you see, the grade of B depends on behaviors*. The A course grade, however, depends on behavior, impeccable attention to the details, and working beyond standard expectations. Thus, students earn a B if they put in good time, effort, and thought; I will support all students in earning a B. But to get an A, students will excel in all expectations.

*Understand that “**behaviors**” refers to actions such as showing up to class consistently, being actively engaged while in class, turning work in on time and as assigned, etc.

Part of the requirements for getting an A include:

- Students meet with me to discuss their writing, especially before a paper is due. Students will go to the tutoring centers listed on the syllabus if they desire to receive additional help.
- Students move above and beyond the requirements of the assignments and the class, which might include doing extra research, extra writing, and extra revising.
- Students participate and contribute significantly to the class discussion (every class, several times per class) by bringing in additional information or examples (putting writing samples on the board/projector) that will enhance the **class's** knowledge of the subject or material being discussed during class.
- Students demonstrate an awareness of audience, critical thinking, argumentation, and use of evidence in the writing.
- Students submit closely edited final drafts.

In-class/Attendance:

1. Attendance/Participation. **You'll attend and fully participate in at least 90% of our scheduled class sessions and their activities and assignments (that's at least 29 sessions).** You may miss (for whatever reason) 3 class sessions. For our class, attendance equates to participation. Therefore, it is not enough for you simply to come to class. If you come to class unprepared in any way (e.g. without work done, **assignments unread, etc.**), **it will be counted as an absence, since you won't be able to participate fully in our activities.** This means any informal assignment given, or ones not outlined on our syllabus, fit into this category of attendance and participation.
2. Lateness. **You'll come on time or early to class. Walking into class late 2 or 3 times in a semester is understandable, but coming habitually late every week is not.** If you are late to class, you are still responsible to find out what assignments or instructions were **made, but please don't disrupt our class by asking about the things you missed because you were late.**

*EXCEPTION: When representing the USF in intercollegiate competition (e.g., athletics, debate,) students shall be excused from classes on the hours or days such competition takes them away. However, such students shall be responsible for advising their professors regarding anticipated absences and for arranging to complete course work for classes, laboratories, and/or examinations missed.

Student Services

Students with Disabilities

If you are a student with a disability or disabling condition, or if you think you may have a disability, please contact USF Student Disability Services (SDS) at 415 422-2613 within the first week of class, or immediately upon onset of disability, to speak with a disability specialist.

If you are determined eligible for reasonable accommodations, please meet with your disability specialist so they can arrange to have your accommodation letter sent to me, and we will discuss your needs for this course. For more information, please visit: <http://www.usfca.edu/sds> or call (415) 422-2613.

Counseling and Psychological Services

Our diverse staff offers brief individual, couple, and group counseling to student members of our community. CAPS services are confidential and free of charge. Call 415-422-6352 for an initial consultation appointment. Having a crisis at 3 AM? We are still here for you. Telephone consultation through CAPS After Hours is available between the hours of 5:00 PM to 8:30 AM; call the above number and press 2.

Confidentiality, Mandatory Reporting, and Sexual Assault

As an instructor, one of my responsibilities is to help create a safe learning environment on our campus. I also have a mandatory reporting responsibility related to my role as a faculty member. I am required to share information regarding sexual misconduct or information about a crime that may have occurred on USFs campus with the University. Here are other resources:

- To report any sexual misconduct, students may visit Anna Bartkowski (UC 5th floor) or see many other options by visiting our website: www.usfca.edu/student_life/safer
- Students may speak to someone confidentially, or report a sexual assault confidentially by contacting Counseling and Psychological Services at 415-422-6352.
- To find out more about reporting a sexual assault at USF, visit USFs Callisto website at: www.usfca.callistocampus.org.
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 (www.sfwar.org).

Learning & Writing Center

The Learning & Writing Center is located in lower level of Gleeson Library. The primary goal of the Writing Center is to help students develop their writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences with writing consultants. Students are encouraged to come to the Writing Center if they would like to think through ideas, revise their work for clarity and organization, or work on editing and proofreading skills. Please call [\(415\) 422-6713](tel:4154226713), use the Salesforce scheduling system at myusf.force.com, or visit the library for an appointment. For more information visit <https://myusf.usfca.edu/student-life/lwc>

The Speaking Center

The Speaking Center is located in the lower level of Gleeson Library, The Speaking Center is available to help all USF students prepare for speeches--such as oral presentations, team presentations, and visual aid demonstrations. The coaches / tutors are USF students, selected because of their skill and experience (and excellent grades) in public speaking, and they can help you with a variety of aspects of public speaking, including delivery, topic selection, research, and outlining. Speaking Coaches are available for appointments Monday through Friday 9:00am to 6:00pm; to make an appointment, please use the salesforce scheduling system at myusf.force.com, visit the library, call [\(415\) 422-6713](tel:4154226713), or email speakingcenter@usfca.edu. For more information

on the USF Speaking Center or help making appointments, please check out our [home page](#).

<https://myusf.usfca.edu/student-life/lwc/speaking-center>

Academic Expectations and Important Deadlines

Academic Integrity

As a Jesuit institution committed to *cura personalis*—the care and education of the whole person—USF has an obligation to embody and foster the values of honesty and integrity. USF upholds the standards of honesty and integrity from all members of the academic community. All students are expected to know and adhere to the University's Honor Code. You can find the full text of the code online at

www.usfca.edu/academic_integrity. The policy covers:

- ❑ Plagiarism — intentionally or unintentionally representing the words or ideas of another person as your own; failure to properly cite references; manufacturing references.
- ❑ Working with another person when independent work is required.
- ❑ Submission of the same paper in more than one course without the specific permission of each instructor.
- ❑ Submitting a paper written by another person or obtained from the internet.
- ❑ The penalties for violation of the policy may include a failing grade on the assignment, a failing grade in the course, and/or a referral to the Academic Integrity Committee.

Behavioral Expectations

All students are expected to behave in accordance with the Student Conduct Code and other University policies (see <http://www.usfca.edu/fogcutter/>). Open discussion and disagreement is encouraged when done respectfully and in the spirit of academic discourse. There are also a variety of behaviors that, while not against a specific University policy, may create disruption in this course. Students whose behavior is disruptive or who fail to comply with the instructor may be dismissed from the class for the remainder of the class period and may need to meet with the instructor or Dean prior to returning to the next class period. If necessary, referrals may also be made to the Student Conduct process for violations of the Student Conduct Code.

Student Accounts - Last day to withdraw with tuition reversal

Students who wish to have the tuition charges reversed on their student account should withdraw from the course(s) by the end of the business day on the last day to withdraw with tuition credit (census date) for the applicable course(s) in which the student is enrolled. Please note that the last day to withdraw with tuition credit may vary by course. The last day to withdraw with tuition credit (census date) listed in the Academic Calendar is applicable only to courses which meet for the standard 15-week semester. To find what the last day to withdraw with tuition credit is for a specific course, please visit the Online Class Schedule at www.usfca.edu/schedules.

Financial Aid - FAFSA priority filing deadline (undergraduates only)

March 2 - Priority filing deadline for FAFSA (The Free Application for Federal Student Aid - <https://fafsa.ed.gov/>) for continuing undergraduates.