



CHANGE THE WORLD FROM HERE

RHET106: Intro to Composition (Section 01)

Class: LM 346B (MWF 9:15am-10:20am)

Instructor: Dr. Tika Lamsal

Fall 2017

Office: Kalmanovitz 231

Office hours: W (12:00-2:00pm)

(and by appointment)

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Course Description

This course, designed for students who need additional practice in writing and reading, focuses on preparing students for academic writing at the college level. The course emphasizes the connection between reading and writing. They learn and practice finding and evaluating sources, summarizing, paraphrasing, quoting, citing, and documenting conventions. Individualized attention is given to reading, fluency, vocabulary development, and rhetorical style. The minimum passing grade for this course is C-.

Learning Outcomes and Grading Rubric

1. Identify main ideas and supporting details in a variety of types of multi-page academic texts. (Reading)
 - A. Student demonstrates, through answering written or verbal questions, a highly accurate ability (90% or better) to identify main ideas and supporting details.
 - B. Student demonstrates, through answering written or verbal questions, a mostly accurate ability (80-89%) to identify main ideas and supporting details.
 - C. Student demonstrates, through answering written or verbal questions, an accurate ability (70-79%) to identify main ideas and supporting details.
 - D. Student cannot demonstrate, through answering written or verbal questions, an ability (69% or lower) to identify main ideas and supporting details.
2. Summarize multi-page texts, and synthesize information from multiple related texts, both orally and in writing. (Reading)
 - A. Summaries are concise, well paraphrased, and accurate.
 - B. Summaries are clear, but lack concision and/or some accuracy.
 - C. Summaries are clear, but lack concision, accuracy and/or not paraphrased enough.
 - D. Summaries lack clarity and accuracy due to lack of concision, accuracy and not being paraphrased enough to not be considered plagiarism.
3. Use source information accurately. (Paraphrasing, quoting, citing). (Academic Skills)
 - A. Source information is integrated and cited with very high accuracy.
 - B. Source information is integrated, and cited well, with a few noticeable gaps.
 - C. Source information is integrated and cited well with a number of noticeable gaps.
 - D. Source information is not integrated or cited clearly.
4. Use the writing process (pre-writing, drafting, revising, editing) in a multiple draft assignment, to improve iterations. (Writing)
 - A. Corrections made are complete, accurate and appropriate throughout the text and reflect not only a response to feedback, but also editing beyond what the student was explicitly told in feedback from peers or professor.
 - B. Corrections made are mostly complete, accurate and appropriate throughout the text and reflect not only a response to feedback, but also some editing beyond what the student was explicitly told in feedback from peers or professor.
 - C. Corrections made may be complete, accurate and appropriate throughout the text but do not

- reflect a response beyond the feedback from peers or professor.
- D. Corrections made lack an attempt to follow feedback from peers or professor, thus making few meaningful corrections.
5. Write coherent texts with topic sentences and supporting details in order to describe, narrate, report and inform. (Writing)
- A. The text is very coherent because the topic sentences relate directly back to the thesis and the supporting details relate directly to the topic sentences.
- B. The text is coherent, but minor breakdowns in the relationship between topic sentences and thesis, or supporting details and topic sentence, exist.
- C. The text is coherent, but minor breakdowns in the relationship between topic sentences and thesis, and supporting details and topic sentence, exist.
- D. The text lacks coherence because the relationship between the thesis and topic sentences and/or the supporting details and topic sentences is so unclear that the meaning is obscured.
6. Write 2-4 page texts to make an argument using different types of support (e.g., description, narration, report, inform) (Writing)
- A. The text articulates a clear and consistent argument using a variety of types of support.
- A. The text articulates a clear or consistent argument using a variety of types of support.
- B. The text articulates a moderately clear and/or consistent argument using a variety, or a single type, of support.
- C. The text does not articulate a clear or consistent argument.
7. Recognize and correct some common grammatical and mechanical errors in written texts. (Writing)
- A. Grammar and lexical use is consistently accurate and completely appropriate.
- B. Grammar and lexical use is mostly consistent, accurate and appropriate.
- C. Grammar and lexical use is minimally accurate enough to give clear meaning and not prevent reader from being unable to understand the content.
- A. Grammar and lexical use is problematic to the degree that understanding of the content is obscured behind errors.

Required Texts

- Atwan, R. (2015). *America now: Short readings from recent periodicals*. 11th ed. Bedford/St. Martin's
- Writer's Help* online (see Announcements on Canvas for instructions to join this online book)
- Other postings on Canvas (In addition to regular readings from the textbook above, you will also have additional reading materials based on the themes of learning – mostly multilingual and multicultural literacy topics – that I will make available on Canvas. I will choose these supporting materials out of several sources as they become pertinent to the week's themes, readings, and writing practices in order to enhance the learning outcomes for this course.)

Due Dates for the Major Assignments and Assessment of Learning Outcomes

First Essay Draft (Narration): *Helps assess Learning Outcomes 1, 5, 6, and 7*

Due: Peer Response (**Sept. 11**)

Revised draft (1000 words) (**Sept. 20**)

Second Essay Draft (Summary and Response): *Helps assess Learning Outcomes 2, 4, 6, and 7*

Due: Peer Response (**Oct. 2**)

Revised draft (1,250 words) (**Oct. 9**)

Third Essay Draft (Disciplinary Writing/Research: Multimodal Essay): *Helps assess Learning Outcomes 2, 3, 4, 5, and 7*

Due: Peer Response/presentation (**Nov. 3**)

Revised draft (Transcript 1,000 words + 2-3 min. video essay) (**Nov. 8**)

Fourth Essay Draft (Research and Argument): *Helps assess Learning Outcomes 2, 3, 5, 6, and 7*

Due: Peer Response (**Nov. 29**)

Revised draft (2,000 words) (**Dec. 8**)

Reflection Paper (750 words): (**Nov. 27**)

Grading Policy:

The final semester grades will be based on the following grading scale:

A+	100-97	A	96-93	A-	92-90
B+	89-87	B	86-83	B-	82-80
C+	79-77	C	76-73	C-	72-70
D+	69-67	D	66-63	D-	62-60
F	59 and below				

Explanation of Grading Rubric**Homework** **20**

(There will be homework based on your readings from the textbook and other outside reading materials posted on Canvas. I will explain to you in detail about all HWs in class before they are due.) – *Learning Outcomes 1, 2, 5, and 7*

Reading Response **125**

(Every class when you have reading assignments, you're required to write and post on Canvas a short response (about 250-350 words) to the readings based on the questions for the day. Then, we will have individual and group discussions and presentations on those responses in class. All of you are required to be fully prepared to discuss the issues you've written on your response. If you miss your class and daily response both, you will lose 5 points for this.) – *Learning Outcomes 1, 2, 4, and 7*

Peer Response **30**

(All the major assignments, i.e. Three Essays, will be due for peer response at least a week before the final version is due; you will read each other's draft and offer feedback for revision. You will have at least two of your peers read the draft in addition to me for this review and offer you feedback both online and in class. After you're done with peer response in class, you will also post your reflective response under the thread Peer Response on Canvas to some questions, such as how the discussion went, what feedback you received, what seemed to work or didn't work, how you plan to revise the draft based on this peer response, etc.) – *Learning Outcomes 1, 4, 5, and 7*

CP/In-class Writing (Blog) **50**

(Class Participation includes your engagement in class activities – successfully completing all the class assignments – and your response to reading assignments for the day; there will also be in-class writing practices on your individual blog.) – *Learning Outcomes 1, 2, 5, and 7*

Presentation of Essay 3 **25**

You will get to work in groups for Essay#3 and create a multimodal essay, which you need to first present to class for feedback. I will also grade it in class based on your spoken and presentation skills.) – *Learning Outcomes 1, 2, 3, and 6*

Journal Writing **50**

(Almost every three weeks, you will get to reflect on your learning process based on your experiences on academic, cultural, linguistic, and social growth as well as on any topics of reading for the week. This is an informal writing where you learn to write and reflect on topics of your interest with grades assigned to them!) – *Learning Outcomes 1, 2, 3, and 6*

First Essay **100****Second Essay** **100****Third Essay** **100****Fourth Essay** **200****Reflection Paper** **50****Extra Credit** **10**

Attendance Policy: Participation in all the class sessions is vital to successful completion of this course. Much of the work is done collaboratively in class. Alternative assignments are generally not given, nor can the instructor 're-teach' missed classes for individual students. If you miss more than THREE classes, your grade will be negatively affected. **Exception:** When representing the University of San Francisco in intercollegiate competition (e.g., athletics, debate), students shall be excused from classes on the hours or days such competition takes them away from classes. 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. As such, missing more than SIX classes during this semester will prepare grounds for receiving failing grade for this course. Chronic tardiness is unacceptable (coming to class 5 minutes later thrice will count one absence, and 15 minutes later twice will be considered an absence), as are coming to class unprepared, doing work that is not for this course during class, sleeping in class, or using the computers or other personal electronic devices for personal messaging, research, or entertainment. Please turn off cellular/ mobile phones, pagers, and other personal electronic devices during class unless asked for in-class activities and writings.

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.

Late Work and Revision Policy: All work is due when assigned. If you miss any deadline, one-third of a letter grade will be reduced for that assignment for the first three days, half a letter grade until one week, and no assignments will be accepted after one week, unless you notify me about it before the paper is due and manage an alternative date for late work submission. In addition, if you are dissatisfied with a grade you receive on a major assignment, you have up to ONE WEEK from the date that assignment was returned to revise and resubmit it for a new grade. All revised essays must be accompanied by a cover letter explaining how you have addressed my comments and what has been significantly improved through revisions.

Time Management and Planning: Students are expected to spend 2 hours outside of class in study and preparation of assignments for each hour in class. In a 4-unit class, assignments have been created with the expectation that students will engage in approximately 8 hours of out-of-class work per week; in a 2-unit class, students should expect to spend approximately 4 hours per week outside of class in study and preparation. Intensive classes may count the 2 hours of lab time as part of the out-of-class work. When using lab hours for digital/ multimodal writing practices, we will also use Wordpress web portal aligned with Canvas to complete most of the assignments for this course. In our 4-unit class, therefore, you should plan to spend at least 8 hours of out-of-class work per week.

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](tel: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).

Academic Integrity

USF Honor Code: 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/fogcutter. As it particularly pertains to the Program in Rhetoric and Language, 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 Dean and the Committee on Student Academic Honesty. In addition, a letter will be sent to the Associate Dean for Student Academic Services; the letter will remain in your file for two years after you graduate, after which you may petition for its removal.

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>

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.

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.

Student Resources

Learning, Writing, and Speaking Centers

The Learning, Writing, and Speaking Centers at USF provide individualized support to assist you in better understanding course material and to aid you on your path to success. Services are free and include one-on-one tutoring, group tutoring, and one-on-one Academic Skills Coaching appointments to discuss effective study strategies. The Learning Center supports over 80 courses each semester. The Writing Center helps students develop writing skills in rhetoric, organization, style, and structure, through one-on-one interactive conferences. The Speaking Center helps students prepare for public speaking - including

speeches, oral presentations, team presentations, and visual aid demonstrations. International students may also contact the Centers to learn more about communicating with professors and general academic study skills.

The Learning, Writing, and Speaking Centers are located on the Lower Level of Gleeson Library. Please contact them at (415) 422-6713 for further assistance or visit: <https://myusf.usfca.edu/student-life/lwc> to make an appointment.

Various Workshops in Reading and Writing are available to assist students with academic writing, reading, and speaking: See the schedule of classes for times and days for RHET 101, 105, 107, 113.

- Various Students Success Workshops are offered by CASA.

DAILY SCHEDULE

WEEK 1	Aug 23, and 25 (Aug. 28: Last Day to add classes)
Wednesday	Introduction, Policy Statement, Syllabus, Course Introduction, Interviewing each other for introduction, Diagnostic Essay (in-class writing)
Friday	Read <i>America Now</i> (The Persuasive Writer, pp. 1-10); and The Persuasive Writer (pp. 20-29)
WEEK 2	Aug 28, 30, and Sept. 1 (Weekly Theme: How Social Media Affect Us)
Monday	Read The Persuasive Writer (pp. 30-42), and Santella's essay "This Is Not About You" (pp. 45-48); class activities: reading and writing critically: asking "so what" question, outlining, and summarizing a written text from <i>WH</i> .
Wednesday	Read Gonzalez's essay "Technology Taking Over?" (pp. 50-52); and Stornaiuolo and Leblanc article "Local Literacies, Global Scales" on Canvas Class activities: summary/analysis of a written text from <i>Writer's Help (WH)</i>
Friday	Read pp. 55-59 (including short essays by Clive Thompson, and Henry David Thoreau) Class activities: examining sentences, paragraphs, and organizations Assign the First Essay
WEEK 3	Sept. 4, 6, and 8 (Sept. 8 – Census Date: last day to drop classes with a refund) (Weekly Theme: Why Language Matters)
Monday	NO CLASS: Labor Day Holiday
Wednesday	Read Sanders's "Language Versus Lies" (pp. 78-83); and Amy Tan's essay "Mother Tongue" (pp. 1-4) on Canvas Class activities: using examples and student writer at work (pp. 75-77); APA format intro
Friday	Read Hughes's "That Word Black" (pp. 85-87); and Peter Elbow article "Why Deny Speakers of African American Language a Choice Most of Us Offer Other Students?" Grammar practice: verb forms and tenses (exercises 1 and 2) from <i>WH</i>
WEEK 4	Sept. 11, 13, and 15
Monday	First Essay Assignment Due in class for peer response (bring 2 printed copies to class) In-class writing and practice from <i>WH</i>
Wednesday	Individual conferences in my office (KH 231) on the First Essay Assignment; come with both drafts, the draft with peer response and your revised version, to discuss ideas for revision and other questions on the essay and your performance in the course.
Friday	Conferences contd.
WEEK 5	Sept. 18, 20, and 22 (Weekly Theme: Personal Identity, Rights and Freedom)

Monday	Read Paula Miranda's article "Shared Experiences of Multiethnic Children in <i>Stealing Buddha's Dinner</i> " (pp. 126-138) from <i>Writing for a Real World on Canvas</i>
Wednesday	Revised draft of the First Essay Due on Canvas Read Medina's essay "Warning: The Literary Canon Could Make Students Squirm" (pp. 91-94); LearningCurve on run-on sentences from <i>WH</i>
Friday	Read Bloomberg's essay "On the Repression of Free Expression" (pp. 102-107) Class activities: APA format in academic writing
WEEK 6	Sept. 25, 27, and 29 (Weekly Theme: Diversity and Difference)
Monday	Read Nasser's essay "The Changing Face of America" (pp. 117-19), and Granados's "True Colors" (pp. 121-24) Class activities: grammar exercises on sentence emphasis (coordination/subordination) on <i>WH</i> Assign the Second Essay
Wednesday	Read Yook's essay "Positive Stereotypes Are Hurtful, Too" (pp. 126-27), and Lopez's "Six Thousand Lessons" (pp. 132-34) LearningCurve practice in class (subordination and coordination) from <i>WH</i>
Friday	Read <i>The Nation</i> Editorial "The Proper Sieve for Immigrants" (pp. 136-38); punctuation practice (comma and semi-colon) from <i>WH</i>
WEEK 7	Oct. 2, 4, and 6
Monday	Second Essay Due in class for peer response
Wednesday	Individual conferences on Second Essay Assignment (KA 231)
Friday	Conferences contd.
WEEK 8	Oct. 9, 11, and 13 (Weekly Theme: Race and Identity)
Monday	Read Zack's essay "More Than Skin Deep" (pp.144-50) LearningCurve: comma and sentence fragments from <i>WH</i> Second Essay Assignment Due on Canvas
Wednesday	Read Amber Floyd's essay "A 'Dream' Deferred: An Exploration of the Scarlet Title 'Undocumented'" (pp. 180-190) on Canvas
Friday	Read Douglass's excerpt from "What to a Slave Is the Fourth of July?" (pp. 164-68); in-class writing practices
WEEK 9	Oct. 16, 18, and 20 (Weekly Theme: Marriage and Family Culture)
Monday	NO CLASS: Fall Break
Wednesday	Read Chin essay "Monologue: Grandmother Wong's New Year Blessings"(pp.323-28) on Canvas Presentation practice: stereotypical jokes based on cultures and languages (p. 214) Read Charen's "Modern Family?" (pp. 224-26), and Solnit's "More Equal Than Others" (pp. 228-31), in-class writing practice: Integrating sources in APA/MLA papers on <i>WH</i>
Friday	Watch video on using Audacity: https://www.youtube.com/watch?v=dbqJVC6kQ50 Watch video on using iPhone for recording: https://www.youtube.com/watch?v=uOwqXfBGYml Practices on editing music by using Audacity
WEEK 10	Oct. 23, 25, and 27 (Weekly Theme: Multimodal Composition)
Monday	Read guidelines for making a video essay by using iMovie on Canvas Watch model video essay: https://www.youtube.com/watch?v=qafnYLZdCzQ; and guidelines to make a video by using iMovie: https://www.youtube.com/watch?v=qDh6d4DisNM (on Canvas) Discussions on group presentations; Assign Third Essay
Wednesday	Read and watch/listen "Global Digital Divide: From Nigeria and the People's Republic of China" by Selfe, Hawisher, Berry, Lashore, and Song on Canvas http://ccdigitalpress.org/transnational/ch5.3.html

	Group meetings to prepare for presentations on video essay project
Friday	In-class practices of creating a video essay; Essay#3 group project discussion
WEEK 11	Oct. 30, Nov. 1, and Nov. 3 (Multimodal Composition contd.): Nov. 3: Last day to drop or withdraw courses
Monday	Read Fulwiler and Middleton essay “After Digital Storytelling: Video Composing in the New Media Age” on Canvas
Wednesday	Project presentations; LearningCurve from <i>WH</i>
Friday	Project presentations contd. (Presentations Due on Canvas)
WEEK 12	Nov. 6, 8, and 10 (Weekly Theme: Research and Argument Writing)
Monday	Read a sample research and argument essay (by Merlla McLaughlin’s essay “Leadership Roles in a Small-Group Project”) on Canvas
Wednesday	Third Essay Due on Canvas; research and argument writing practices from <i>WH</i>
Friday	Group activities on research and argument essays from the book and <i>WH</i>
WEEK 13	Nov. 13, 15, and 17 (Weekly Theme: Gender and Equality)
Monday	Read “Don’t Act Crazy, Mindy” (pp. 315-19); and <i>WH</i> writing practices
Wednesday	Read Sommers’s “No, Women Don’t Make Less Money Than Men” (pp. 321-23), and Potter’s “#YesAllWomen” (pp. 325-28)
Friday	Read Brady’s “I Want a Wife” (pp. 330-32); Brainstorming and outlining the Fourth Essay Assign the Fourth Essay
WEEK 14	Nov. 20, 22, and 24 (Weekly Theme: American Dream and Its Challenges)
Monday	Read Obama’s “A Fundamental Threat to the American Dream” (pp. 338-42), and Surowiecki’s “The Mobility Myth” (pp. 344-46)
Wednesday	Read Tushnet’s “You Can Go Home Again” (pp. 353-56) Assign Reflection Paper
Friday	NO CLASS: Thanksgiving Break
WEEK 15	Nov. 27, 29, and Dec. 1
Monday	Group discussions on Essay 4 Reflection Paper Due on Canvas
Wednesday	Fourth Essay Due in class for peer response
Friday	Individual Conferences on Fourth Essay
WEEK 16	Dec. 4, 6, and 8 (Dec. 6 – last day of classes)
Monday	Conferences contd.
Wednesday	Last day of the class: goodbyes, reflections
Friday	Fourth Essay Assignment Due on Canvas

The instructor has the right to make changes to the course schedule/syllabus if necessary.