

## SYLLABUS: RHET 110.06 SPRING 2018

**Instructor:** Nicole Brodsky

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**Phone:** 415/422-6243 (Department of Rhetoric and Language)

**Course:** Written Communication I / RHET 110.06 / MWF 1:00-2:05 p.m. / Education 310

**Office Hours and Location:** Monday and Friday 10:30-11:30 a.m., and by scheduled appointment. My office is located on the 4th floor of the Gleeson Library, and you can drop by without an appointment during those times. Please contact me at least 24 hours via email or in class before you want to schedule an appointment outside of my office hours.

### Textbooks and Other Materials:

- **USF Bookstore:** 1 textbook required—Lunsford & Ruskiewicz's *Everything's an Argument* 7th Edition (WITHOUT Readings) (Bedford/St. Martin's).
- **CANVAS** is USF's online interface that you will use to submit all major assignments and rough drafts. All essays must be uploaded to CANVAS by the due date/time, and CANVAS only accepts Word Docs or PDFs, so please Save As a .doc or .docx or .pdf before you upload. I do not accept hard copies. If you want a tour of CANVAS, please go to the following address—<https://resources.instructure.com/courses/32>
- Three-Ring Binder with printed out hard copy of the course Workbook (I will provide this on CANVAS as a PDF)

### 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-.

In this particular section of RHET 110, we will be guided by the Jesuit theory of *eloquentia perfecta*: “the classical ideal of the good person writing and speaking well for the public good.”

### Student Learning Outcomes:

Students who apply themselves will be able to meet the following learning outcomes:

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

**How we will meet the student learning outcomes for this course:**

<b>Units</b>	<b>Corresponding Learning Outcomes</b>
Unit 1— <i>Eloquentia Perfecta</i> in Two Written Arguments	Learning Outcomes: 1, 3
Unit 2— <i>Eloquentia Perfecta</i> in Your Own Argument: A Letter to the Artinians	Learning Outcomes: 1, 2, 3
Unit 3—Speaking and Writing Your Way Toward Your Hidden Intellectualism: Informative Speech and Persuasive essay	Learning Outcomes: 1, 2, 3,

**Assignment Guidelines:**

- 4000-5000 words of revised prose (Each essay must indicate the word count below the title);
- 3 written projects total; 1 informative speech
- All projects incorporate sources: class readings and/or library research and/or primary research.
- 500 pages maximum assigned reading for semester.

## Major Assignments and Tentative Due Dates:

- Unit 1—*Eloquentia Perfecta* in Two Written Arguments **due 3/5/18**

In a **1250 word essay** (minimum), students will explore the answers to the following questions: How, why, and to what effect does a particular author use rhetorical choices in their writing to persuade the audience(s) to agree with the main point of the text?

- Unit 2—*Eloquentia Perfecta* in Your Own Argument: A Letter to the Artinians due **4/6/18**

In a **1250 word letter** (minimum), students will practice their own rhetorical skills in an attempt to convince a deaf couple to either get a cochlear implant for their five-year old daughter or not get it.

- Unit 3—Speaking and Writing Your Way Toward Your Hidden Intellectualism: Informative Speech and Persuasive essay

For this **3-5 minute speech due 4/18/18 and 4/20/18**, students will be visually and orally informing the class about a non-academic hobby they have a passion for and the skill(s) that they have developed while practicing this hobby. Then in a **1500 word essay (minimum) due 5/11/18**, students will describe and analyze a hobby or interest through which one can develop academic, career, or life skills. Students will consider their audience (student's choice) in order to make wise rhetorical decisions.

- Optional Revision of Essay #1 or #2: If you would like to revise one of the first two essays, you may do so at the end of the semester, as long as it was submitted on time (the original due date). This must be submitted on or before **5/11/18**, with all changes and additions highlighted, and a cover letter explaining what you changed and why.

### Course Grade Breakdown:

Unit 1	30%
Unit 2	30%
Unit 3	30%
Participation	<u>10%</u>
	100%

**Final Grade calculation and individual essays/participation/speeches will be based on the following percentages:**

<b>92.5%-100%</b>	<b>= A</b>
<b>89.5%-92.4%</b>	<b>= A-</b>
<b>86.5%-89.4%</b>	<b>= B+</b>
<b>82.5%-86.4%</b>	<b>= B</b>
<b>79.5%-82.4%</b>	<b>= B-</b>
<b>76.5%-79.4%</b>	<b>= C+</b>
<b>72.5%-76.4%</b>	<b>= C</b>

**69.5%-72.4% = C-**

**69.4 % and below is considered Not Passing for this class.**

**A essays** meet requirements of the assignment, exhibit structural coherence, make significant claims that are justified by appropriate support. They are responsive to audience and meet typical expectations of academic readers, including research, meaningful claims, sufficient organizational signals, and a writing style that is linguistically precise and grammatically complex.

**B essays** meet major requirements of the assignment: their major claims are justified in a reasonable way, and they are generally responsive to the audience. Essays that meet a significant, but not all, of the expectations, tend to fall into the "B" category. An otherwise "A" essay that argues an obvious claim, or offers insufficient support, or contains a number of stylistic or mechanical faults are the typical characteristics of a "B" level essay.

**C essays** meet at least some of the necessary requirements of the assignment, and are comprehensible, exhibiting enough structure, organizational signals, and appropriate style to shape meaning. When essays fall significantly short in one or more of the most significant areas described above, or fall short in most areas, they tend toward a "C." Failing to meet basic assignment requirements—such as summarizing and responding to particular readings, meeting page- or word- minimum limits, failing to use proper research—will also lead a paper to get a "C."

**D and F** essays are deficient in many ways.

**All major assignments must be completed in order to pass this course. It is university policy that students receiving a grade lower than C- (69.4% and below) will not be permitted to proceed to the next level.**

**A speeches** go beyond merely providing information on a generic topic; they adopt unique, audience-aware angles of vision; they are well supported with sound reasoning and a variety of well-researched evidence, are delivered extemporaneously and in an audience-centered manner, with clear organization revealed through main points, signposts, and transitions.

**B speeches** attend all the basic assignment requirements, and provide well-reasoned arguments in an audience-centered manner. They use transitional elements effectively, and possess an adequate amount of internal coherence and consistency.

**C speeches** follow the basic requirements of the assignment, but may be deficient in one or more ways in the areas described above. (e.g., a well-crafted speech that otherwise may be an "A" or "B" speech will probably get a "C" if it is delivered from a manuscript rather than extemporaneously).

**D and F speeches** are seriously deficient in meeting one or more basic requirements of the assignment. (e.g., an organized interesting speech may receive a "D" or "F" grade if it seriously violates time restraints).

**Late Essay and Assignment Policy:** You may turn in one late essay (letter-graded), but it must be turned in within a week of the original due date; it cannot be revised; and it will not receive margin

comments. The last unit cannot be turned in late! Any late essay after that will suffer the same consequences in addition to being marked down 10 points automatically. You must complete all essays and speeches in order to pass this course.

All other assignments that have exact due dates (quizzes and written responses) will be marked down by half if they are late, and given a zero if they are not submitted within 48 hours.

**Attendance Policy:** In accordance with the Program in Rhetoric and Language's recommendations, the attendance policy for this class is as follows:

**A.** Absences may affect the final grade. Students who miss more than 20% of scheduled classes (four MW or TR classes, six MWF classes, or 12 MTWR classes) may be requested to withdraw from the course; if they do not do so, they may be given a failing grade. Students who miss more than 3 class meetings will have 5 points deducted per class from his/her participation grade. In short, every absence over 3 will deduct 5 participation points.

**B. 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.

**Participation:** Your participation grade includes all homework, class discussion, quizzes, classroom behavior, and attendance. The following will affect your participation grade and possibly your final course grade: not turning in assignments, not coming to class prepared with readings, not participating in class discussion, missing more than three classes, coming late or leaving early, disrupting the class. Your participation grade is generated based on the following breakdown: 50 points for attendance + 30 points for attendance at three peer-response sessions + 20 points for participation in the learning community (class preparedness, discussion, board work, writer's chair, lab work) = 100 points.

**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.

**Peer Response:** At best this class is a community of thinkers openly exchanging their thoughts and ideas and finding new ways to express themselves. Peer response (some sessions will be face-to-face some will be fully online) is a chance for you to get feedback from your classmates on your rough drafts before turning in the essays. I will expect that you treat each other with respect and offer constructive, thoughtful help in the peer-review process. You must attend all 3 of the peer-response sessions with rough drafts uploaded before peer response begins in order to receive full credit for participation. If you know in advance that you will miss a peer-response session, I may be able to allow you to complete the assignment online from elsewhere though you will still be counted as absent. If

you do miss all or part of peer response, your participation grade will be deducted by 10 points for every missed session. You can get partial credit (5 points) if you participate even if you do not upload a draft.

**Conferences:** I am available to meet with you to discuss your work during my office hours and by appointment with 24 hours notice of request. Please don't hesitate to contact me for help with the course; I am eager to assist you with many aspects of the assignments. *Always let me know in advance by email if you must cancel a conference, so I can use the time to meet with someone else.*

**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.

### **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 USF's 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](http://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 USF's Callisto website at: [www.usfca.callistocampus.org](http://www.usfca.callistocampus.org).
- For an off-campus resource, contact San Francisco Women Against Rape (SFWAR) (415) 647-7273 ([www.sfwar.org](http://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](http://www.usfca.edu/fogcutter). As it particularly pertains to the Department of 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.

## USF Student Resources

**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

**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.

**Speaking Center:** 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](https://myusf.force.com), visit the library, call (415) 422-6713, or email [speakingcenter@usfca.edu](mailto: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). <https://myusf.usfca.edu/student-life/lwc/speaking-center>

**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, use the Salesforce scheduling system at [myusf.force.com](https://myusf.force.com), or visit the library for 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. And various Students Success Workshops are offered by **CASA**.

### **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.