

Academic Writing at USF
Fall 2017
"Creating Change with Agency and Voice"

Program: Rhetoric and Composition
Section: 0102-250-03
Location: MH 129
Class Times: MWF 2:05 - 3:15
Class Dates: 8/23-12/06

Instructor: Christopher DeLorenzo
Meetings: Club Ed & Malloy Lobby
Office Hours: M/W/F 4:00-5:00
(and by appointment)
E-mail: delorenzo@usfca.edu
Phone: 415 422-6243 (Rhet office)

Texts

A Sequence for Academic Writing (6th Edition), Behrens and Rosen (Required)
A Pocket Style Manual, Nancy Sommers & Diana Hacker (7th Edition) (Suggested)

Course Description

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. Prerequisite: C- or higher in RHET 110, or permission by the Chair of the department.

Required Learning Outcomes (with noted corresponding assignments)

The University requires that all students who pass this class develop rhetorical strategies and skills beyond the level of Introduction to Written Communication. To do this you must master the following:

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. (*Rhetorical Analysis Essay and response papers*)

Integrating multiple academic sources: Students incorporate multiple texts of length and complexity within a unified argumentative essay, addressing connections and differences among them. (*Environmental Project, opposing sources workshop, response papers*)

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. (*Human Rights Investigative Research Essay, response papers*)

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. (*Rhetorical Analysis Essay, meetings, peer workshops, and homework assignments*)

Revision: Students develop their own revision strategies for extending and enriching early drafts and for producing polished advanced academic writing. (*All final essays, meetings, peer workshops, and homework assignments*)

Course Structure and Approach

This course will fulfill the Core writing requirement and adheres to the standards and research methods expected at USF. Together, we will look at the various ways powerful writing can create change. There will be an emphasis on developing arguments with conviction, and establishing claims that develop agency and voice for each writer.

We will look at the published writings of others and examine that writing critically. Some of the questions we'll consider are:

What factors affect a writer's position on a topic?

Do nationality and cultural identity play a part in defining human rights and freedom?

How might we benefit from considering the experiences and positions of others when arguing our own?

To develop effective, sophisticated argument essays, we will focus on the writing process itself: brainstorming, focusing, planning, drafting and revision. Classmates will focus on writing as an *action*, and utilizing peer review sessions in constructive ways will be one tool to develop essay writing. We'll encourage each writer to think and read critically.

Course Requirements

A. Essays and Projects:

You will write two longer essays in this course, and two shorter essays. The longer essays include a Rhetorical Analysis essay and an in-depth, Investigative Research essay that addresses a human rights issue and proposes change. Your shorter essays will include an Argument for a Public Audience, and an Environmental Research Project. The latter will include source evaluation and a brief presentation, as will the Human Rights essay. Students are also required to write self-evaluations and create goals for revision. Each essay will include a checklist to help you stay focused on the requirements for the assignment. You will be given a final grade on the final draft or each assignment, but you will also be graded

on your drafting process, and you must hand in each draft on the due date. If you do not bring a draft to class on the assigned day, your final draft grade will be lowered significantly.

B. Reading Response Papers:

You will be required to submit a minimum of one page (double-spaced, typed), responses to the scheduled reading assignments. Responses will be evaluated for your ability to identify the arguments presented in the readings, to evaluate the sources utilized in each reading, and respond in writing. You are responsible for having paper copies of—or electronic access to—the readings when we discuss them in class.

C. Workshops/Peer Review:

As fellow writers you will sometimes respond to each other's writing in pairs and smaller peer editing groups. You will sometimes be required to share your writing with other class members.

D. Presentations:

Each student will be required to present information on a topic relevant to the Environmental Project and the Human Rights essay. This will be brief (5-10 minutes), and will be guided by a series of questions given to you ahead of time. These questions will be relevant to the scaffolding and requirements of the current assignment.

E. Quizzes:

There will be one quiz, which will focus on MLA citation requirements and source evaluation. The quiz will follow several lectures and class activities on these topics.

F. Participation and Attendance:

Students will be encouraged to develop and articulate their positions and ideas in class discussions, and need to be present for class activities. Being excessively late for class, or missing many classes will significantly lower your grade. Students who miss more than two weeks of scheduled classes may be encouraged to withdraw from the course to avoid a failing grade. Students who are more generally quiet during class will be gently encouraged to participate and have a voice in our class discussions.

Evaluation Methods and Major Deadlines

Your grade will be based on the work you produce for this class and your participation in class discussions and presentations. The grading procedure for this class is broken down as follows:

Response papers and homework	10%
Rhetorical Analysis essay	15%
Environmental Project: Essay & Presentation	15%
Investigative Research essay	20%
Argument for a Public Audience	15%
Quiz	10%
Participation & Attendance	15%

Grading Scale

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

Policies and Procedures

Cell phones, tablets and laptops

Cell phone use is not permitted in the classroom, except in rare cases when we are doing hands-on research and there are no other electronic sources available. Phones should be put away and silenced during class. Laptops and tablets may be used in class for note taking, but multi-tasking—checking Facebook or email—is not allowed. I will occasionally ask you to close the lid on your laptops or cover your tablets during discussion, brief lectures, or announcements.

Attendance

- A. Attendance and participation for all classes, conferences, and other class activities is extremely important, and is 15% of your grade, so please take this seriously.
- 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.

A limited number of documented medical or emergency absences may be allowed at my discretion. If you are going to be absent, I expect you to contact me before class and explain.

If I have to be in class on time so do you, so please don't be late. If you are, stay after class and speak with me. Excessive late arrivals or early departures will lower your grade significantly.

Assignments

I do not accept late papers or assignments. If you do not hand in an assignment on the due date, you will not get credit for the assignment. If you are absent, you may hand in the work you missed at the next meeting, or upload it to our Canvas site. If you do not hand in a final essay when it is due, you will fail the essay and fail the course.

If you have a circumstance beyond your control (i.e. an urgent situation), I will grant you an extension, but only if you call me before class that day and explain (extensions apply only to **final essay assignments**). If you do not contact me before class begins on the day the assignment is due then I will not grant the extension. An email message is acceptable, but it must be before class begins. I have never denied an extension when it is requested in this way.

All assignments must be typed on white 8.5 x 11 paper with one-inch margins and double-spaced. Include your name, the date, my name, the assignment, and the draft number in the upper right hand corner of the first page. Number and staple all pages.

Meetings

It is important that we meet during the semester to discuss your essays, concerns, struggles and accomplishments. We can meet as often as you like, but three of these meetings are mandatory; you are responsible for scheduling additional meetings on your own.

Time Management and Planning

Students are expected to spend two hours outside of class in study and preparation of assignments for each hour in class. In a four unit class, assignments have been created with the expectation that students will engage in approximately eight hours of out-of-class work per week outside of class.

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.

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 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.

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](tel:4154222613) 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: <https://www.usfca.edu/student-disability-services>

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 with the University regarding sexual misconduct or information about a crime that may have occurred on campus. 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 the USF 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).

The Writing Center is located on the second floor of Gleeson Library, and they are open 10:00-8:00 Monday through Thursday and until 5:00 on Friday. Please call 422-6713 to make an appointment with a Writing Center Consultant to talk over your paper. They can be extremely helpful in providing additional reader feedback at any stage of your writing process. Remember, the best time to bring your paper in for feedback is well before it's due. Make appointments here: : <https://myusf.usfca.edu/student-life/lwc/writing-center>

The Speaking Center is also located on the second floor of Gleeson Libray, and is available to help all USF students prepare for speeches--such as oral presentations, team presentations, and PowerPoint demonstrations. The coaches 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 and outlining. Tutors are available on a drop-in basis as well for appointments. To make an appointment or to call or email for more info, begin here <https://myusf.usfca.edu/student-life/lwc/speaking-center>

Quick References

Rhetoric and Language Dept.	Kalmonovitz Hall 202	422-6243
Counseling Center	Gilson Hall/Lower Level	422-6352
Student Services	Gleeson Library LL20	422-2613

Course Schedule

Week One

8/23-8/25

- Wednesday 8/23 Introductions
- Friday 8/25 Syllabus and Schedule Review
Writing sample

Week Two

8/28-9/1

- Monday 8/28 **Writing Samples due**
In class: groups review analysis terms
LAST DAY TO ADD A COURSE
- Wednesday 8/30 In class: read and discuss sample essay for analysis
Read assigned essays for class discussion: Rhetorical Analysis
First Response handed out
Reading/Textbook: Chapter 5: Analysis pp. 170-200
- Friday 9/1 **First Response due: class discussion of essays**

Week Three

9/4-9/8

- Monday 9/4 **NO CLASS: LABOR DAY**
- Wednesday 9/6 Essay #1 assigned: Rhetorical Analysis
Homework Assignment: Creating a first draft for the Rhetorical
Analysis Essay
Class discussion and activities: a thesis statement vs. a claim
- Friday 9/8 Writing and Criticism: Class contract and workshop
Lecture and activities: the writing process (freewriting/discussion)

Week Four

9/11-9/15

- Monday 9/11 Feedback: Role Playing
Homework Assignment due: Creating a first draft for the
Rhetorical Analysis Essay. Bring THREE copies to class
Workshops

Wednesday 9/13 Revision: goals and process
Second Draft Checklist handed out
Second Response Handed out: your writing and revision process
Bring tablet or laptop to class Friday

Friday 9/15 **Bring tablet or laptop to class**
Second Response due
Works Cited, MLA and in-text citations: an introduction
Ethos, Pathos, Logos and reasoning: examples

Week Five
9/18-9/22

Monday 9/18 **Rhetorical Analysis Second Draft + Checklist due:**
Bring TWO copies to class
Workshops
Homework Assignment: Grammar and Syntax
SCHEDULED MEETINGS

Wednesday 9/20 **NO CLASS: SCHEDULED MEETINGS**
(Wednesday and Thursday)

Friday 9/22 **TBA: Check Canvas site**

Week Six
9/25-9/29

Monday 9/25 **TBA: Check Canvas site**

Wednesday 9/27 **Rhetorical Analysis Essay due: Final draft**
Homework Assignment due: Grammar and Syntax
Environment Project assigned: Review in class
Third Response handed out
Sign up for class presentations

Friday 9/29 **Third Response Due: Class Discussion**
Homework Assignment: Creating a Prose Outline
(Part One of Environment Project)
Free writes: sharing and group dialogue (topics)
Introduction to the three-point parallel claim

Week Seven
10/2-10/6

Monday 10/2 **Prose Outline due: Bring THREE copies to class**
Workshops

Wednesday 10/4 Homework Assignment: Opposing sources
(Part Two of Environment Project)
Fake News: tools for checking source credibility
Groups evaluate credibility of sources handed out in class

Friday 10/06 **LIBRARY CLASS: WE MEET IN LIBRARY LOBBY**

Week Eight
10/9-10/13

Monday 10/9 **Homework Assignment due: Opposing Sources**
(Part Two of Environment Project)
Groups evaluate credibility of sources

Wednesday 10/11 **NO CLASS: SCHEDULED MEETINGS**
(Wednesday and Thursday)

Friday 10/13 **TBA: Check Canvas site**

10/16-10/17 FALL BREAK

Week Nine
10/18-10/20

Wednesday 10/18 In class presentations

Friday 10/20 In class presentations

Week Ten
10/23-10/27

Monday 10/23 **Environment Project due**
Review UDHR: group work
Fourth Response handed out: Human Rights Violations
Reading/Textbook: Chapter 2: Critical Reading pp. 54-8

Wednesday 10/25 **Fourth response due:** Articles: Human Rights Violations
Class discussion

Friday 10/27 Essay #3 assigned: Investigative Research Essay:
Human Rights and an Argument for Change
Library class follow-up: Evaluating outside sources and
integrating maps, images, charts, graphs, statistics, and
government documents
Reading/Textbook: Chapter 7: Sources pp. 236-280

Week Eleven
10/30-11/3

- Monday **10/30** Three-point parallel claim revisited
Brainstorming and mapping for a topic
Group dialogue (topics)
Homework Assignment: Creating a Prose Outline for the
Human Rights Essay
- Wednesday **11/1** In class Presentations
- Friday **11/3** **Homework Assignment due: Creating a Prose Outline for the
Human Rights Essay. Bring THREE copies to class**
Workshops
LAST DAY TO DROP A CLASS AND RECEIVE A "W"
A note about Course Evaluations

Week Twelve
11/6-11/10

- Monday **11/6** Sources and MLA revisited
Reading/Textbook: Chapter 4: Argument Synthesis pp. 122-169
- Wednesday **11/8** **Quiz in class**
- Friday **11/10** In class Presentations

Week Thirteen
11/13-11/17

- Monday **11/13** In class Presentations
- Wednesday **11/15** **Human Rights Essay Draft due: Bring TWO Copies**
SCHEDULED MEETINGS
- Friday **11/17** **NO CLASS: SCHEDULED MEETINGS**

Week Fourteen
11/20-11/24

- Monday **11/20** Homework Assignment: Organization and Transitions
SCHEDULED MEETINGS
- Wednesday **11/22** **TBA: Check Canvas site**

Friday 11/24 NO CLASS: THANKSGIVING BREAK

Week Fifteen
11/27-12/1

Monday 11/27 **Investigative Research Essay Final Draft due**
Finding your civic voice:
Argument for a Public Audience assigned
Review USF Mission Statement and letter samples
Homework Assignment: Annotated Address List
SCHEDULED MEETINGS (Optional)

Wednesday 11/29 Freewriting and dialogue
SCHEDULED MEETINGS (Optional)

Friday 12/1 Course Evaluations
Homework Assignment due: Annotated Address List
Letter draft due: Bring TWO copies
Workshops
SCHEDULED MEETINGS (Optional)

Week Sixteen
12/4-12/6

Monday 12/4 **Revised draft of Letter Due: Bring TWO copies**
Workshops
SCHEDULED MEETINGS (Optional)

Wednesday 12/6 **Argument for a Public Audience due in final draft folders**
Party and good-byes