

**WRD (Writing, Rhetoric, and Discourse) 104, Rhetoric and Composition II
Winter 2011**

Instructor: Beth Ann Bryant-Richards

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Office Hours: Tuesdays and Thursdays 8:00-8:30 pm and 12:00-1:00 pm and by appointment

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Course Description: This will be a thematic course designed to give students a background in knowledge about the role of religion in the United States. Student research projects will focus on the experiences of people in the United States and their religious or non-religious practices.

Students will:

- choose a topic and thesis and have it approved by the instructor;
- research and gather sources related to their approved topic;
- compile and write an annotated bibliography of sources;
- engage in peer review and evaluation of other student drafts;
- give a presentation to the class about their research;
- write a research paper about their approved topic;
- compile a portfolio from class writing and write a reflective essay.

Note well: Only research topics dealing with some aspect of U.S. religious experiences will be approved.

Course Goals:

- *Students will develop their concept of writing as an interaction between writer and reader and their ability to analyze their audience's knowledge, assumptions, and disposition.
- *Students will develop their ability to read and evaluate the writing of others with accuracy, understanding, and insight.
- *Students will develop strategies of effective research (including, but not limited to library and Internet research, interviewing, field work) and learn appropriate conventions for citation, documentation, summary, and paraphrasing.
- *Students will learn to develop and support convincing arguments from their research.
- *Students will learn to incorporate quotations and paraphrased passages into their writing and to document such material with standard scholarly apparatus.
- *Students should refine their skill in using written language in multiple genres with greater stylistic sophistication, especially in the context of argumentative strategies.
- *Specifically, students will learn how to research and write about a topic. Emphasis will be on evaluation of sources, thesis development, writing to a specific discourse community or audience, writing as readers, and learning to read sources critically and for analysis of the thesis and bias of the writer. A portfolio of writing and a reflective essay will engage students in the notion of writing as a recursive activity, that is, an activity that develops over time. Students will be expected to demonstrate college-level grammar, punctuation, spelling, and other sentence-level skills. Students will learn proper use of MLA format.

Learning Outcomes for First year Writing:

Rhetorical Knowledge

By the end of FYW, students should be able to demonstrate that they can:

- Define and focus on a purpose or purposes
- Interpret and respond to different audiences
- Respond appropriately to different kinds of rhetorical situations
- Apply conventions of format and structure appropriate to the rhetorical situation
- Apply appropriate tone, diction, and level of formality
- Demonstrate how genres shape reading and writing
- Write in several genres

Critical Thinking, Reading and Writing

By the end of FYW, students should be able to demonstrate that they can:

- Employ writing and reading for inquiry, thinking, and communicating
- Respond and evaluate texts in multiple genres and media
- Demonstrate that a writing assignment is a series of tasks that includes finding, analyzing, and synthesizing appropriate primary and secondary sources
- Integrate their own ideas with those of others
- Interpret and explain the relationships among language, knowledge, and power

Processes

By the end of FYW, students should be able to demonstrate that they can:

- Recognize and articulate the value of using multiple drafts to create and complete a successful text
- Exhibit flexible strategies for generating, revising, editing, and proof-reading
- Demonstrate understanding that writing is an open process that permits writers to use later invention and re-thinking to revise their work
- Explain their collaborative and social aspects of writing processes
- Critique their own and others' works
- Apply a variety of technologies to address a range of audiences.

Knowledge of Conventions

By the end of FYW, students should be able to demonstrate that they can:

- Demonstrate competency in using common formats for different kinds of texts.
- Apply a variety of genre conventions ranging from structure and paragraphing to tone and mechanics.
- Correctly document their work.
- Correctly apply in their writing such surface features as syntax, grammar, punctuation, and spelling.

Texts and Reading Materials:

St. Martin's Guide (you should have this left over from English 103)

Additional readings posted on Blackboard; **you must print out these readings, annotate them, and bring them to class for discussion**

access to a dictionary

Students should bring whatever text is under discussion to class on that day.

Grading Information

	Percent of final course grade
Short assignments (This category includes reading responses, film responses, annotation assignment, pop quizzes, online library assignment, topic paper, and any other short or draft assignments).....	25%
Presentation on research topic.....	25%
Final Portfolio.....	50%

Grading Scale

90-100 A

89-80 B

79-70 C

69-60 D

59-0 F

Note that not turning in an assignment or being absent for a quiz automatically makes your grade for that portion of the class an “F,” which gives you zero points. Pop quizzes will be given in the first 10 minutes of the class period and are not eligible for make up.

Attendance and tardiness: Attendance is crucial to your success in this class and in your life. If you are absent more than three times, you run the risk of failing this class. Coming to class late two times equals an absence. I take attendance and I keep track of latecomers. Students who have not attended class by the first regular class meeting after the last day to add will not be admitted to this class. In addition, new program policy states that you will receive a grade of F if you miss more than four class meetings.

Academic Integrity: Students are responsible for understanding DePaul’s Academic Integrity Policy, which you will find online in the *Student Handbook*. If you violate the Academic Integrity Policy, you will fail the course.

University Writing Centers: The Writing Center is a good place to go for feedback during the quarter. They offer help in the form of tutorials. That means one-on-one learning, which is the best way to learn anything. The Writing Center uses students as staff. The Writing Center at the Loop Campus is in Lewis Center, 16th floor. At any time during the quarter, I may require you to go to the Writing Center to seek help with your writing.

Classroom Issues/Notes

1. Only one person at a time should be speaking during class. If we are having a class discussion, participants should expect others to listen with respect. During infrequent lectures, I will be passing on vital information for your success in the class. Carrying on separate conversations or whispering will not be tolerated. **Students who engage in such activity will leave the class and their next graded assignment will be reduced by one letter grade.**
2. Please **turn off** and **put away** your cell phones, pagers, and all other electronic devices before class begins. You must keep your electronic devices **in your bag** at all times. **Students who display such devices in class will have their next graded assignment reduced by one letter grade and will leave the class.**
3. You are welcome to bring food or something to drink to class. Please use the time between classes to use the facilities and get a drink from the water fountain. Students who enter and exit class during class time are disruptive and such disruptions will not be tolerated. **Students who engage in such activity will have their next graded assignment reduced by one letter grade.**

Course Schedule

TUE Jan 4	Introduction/Syllabus/Survey/In-class Writing
THUR Jan 6	Rhetorical Arguments, The Rhetorical Triangle Discourse, Reading, and Writing in the Academy

TUE Jan 11	Reading: Reading #1 from D2L Reading #1 Annotation Assignment Due (in class) Overview of Religion in the U.S.
THUR Jan 13	Reading Response Due for Reading #1 (submit via D2L)
TUE Jan 18	Reading: Reading #2 from D2L Reading #2 Annotation Assignment Due (in class)
THUR Jan 20	Discuss Research Topics/Assign Research Topic Paper
TUE Jan 25	Topic Paper Due (in class) Reading Response Due for Reading #2 (submit via D2L) Discuss and Assign Annotated Bibliography
THUR Jan 27	Online library assignment due. Library visit. Class will meet in the Loop Campus Library.
TUE Feb 1	Reading: Reading #3; Reading Annotation due in class; Reading Response Due for Reading #3 (submit via D2L) Students <u>must</u> have an <u>approved</u> topic by this date.
THUR Feb 3	MLA format, List of Works Cited, Annotated Bibliographies Reading: Reading #4 from D2L; Reading Annotation for Reading #4 due (in class) due and Reading Response for Reading #4 due (submit via D2L) Bring <u>two</u> of your sources to class on this day.
TUE Feb 8	Rough Draft Annotated Bibliography Due for Review Bring or email a digital copy of your Annotated Bibliography to the computer classroom on this day. Failure to bring your annotated bibliography rough draft to class on this day will result in the lowering of your <u>final course grade</u> by one letter grade.
THUR Feb 10	Annotated Bibliography Due Discuss MLA format for in text citations Review details of research paper assignment
TUE Feb15	Reading: Reading #5 due; Reading Annotation for Reading #5 due in class and Reading Response for Reading #5 due (submit via D2L) Assign and Discuss the Presentation Assignment
THUR Feb 17	Research Paper Due for Peer Review Bring a digital copy of your Research Paper to class on this day. Failure to bring your paper to class on this day will result in the lowering of your <u>final course grade</u> by one letter grade.

TUE Feb 22	Research Paper Due Assign and Discuss the Final Portfolio
THUR Feb 24	Reading: Reading #6 due; Reading Annotation for Reading #6 due in class and Reading Response for Reading #6 due (submit via D2L)
TUE Mar 1	Final Portfolio and Reflective Essay Revision Film Response Due via D2L
THUR Mar 3	Final Portfolio and Reflective Essay Due for Review Bring a digital copy of your final portfolio and reflective essay to class on this day. Failure to bring your paper to class on this day will result in the lowering of your <u>final course grade</u> by one letter grade.
TUE Mar 8	Presentations
THUR Mar 10	Presentations
THUR, Mar 17	Scheduled final exam time During our final exam slot, your Final Portfolio is due. You may turn the portfolio in early; however, you MUST turn it in by 2:00 pm on March 17. Your final portfolio will include the following: a reflective essay, the revised final draft of your research paper, the revised final draft of your annotated bibliography, two revised reading responses, and an author's note. You will receive a comprehensive assignment sheet detailing the expectations of the final portfolio, which will account for 50% of your final course grade.