ENGLISH 103: RHETORIC & WRITING (FALL 2014)

COURSE INFORMATION
Section: 
Time: 
Place: 

CONTACT INFORMATION
Instructor: Mustafa Harb
Office: RB 261
Office Phone: 765-285-0030
Email: maharb@bsu.edu
Office Hours: Website: www.mustafaharb.weebly.com

REQUIRED TEXT(S):
Ball Point, Volume 1. (Available at www.tinyurl.com/ballpointV1)

COURSE DESCRIPTION
ENG 103: Rhetoric and Writing (3) Introduces and develops understanding of principles of rhetoric; basic research methods; elements, strategies, and conventions of persuasion used in constructing written and multi-modal texts. Prerequisite: appropriate placement. Not open to students who have credit in ENG 101 or 102.

COURSE GOALS
• Understand that persuasion—both visual and verbal—is integral to reading and composing
• Understand how persuasive visual and verbal texts are composed for different audiences and different purposes
• Develop effective strategies of invention, drafting, and revision for different rhetorical situations and individual composing styles
• Compose texts in various media using solid logic, claims, evidence, creativity, and audience awareness
• Integrate primary and secondary research as appropriate to the rhetorical situation
• Develop strategies for becoming more critical and careful readers of both their own and others’ texts
• Demonstrate a professional attitude towards their writing by focusing on the need for appropriate format, syntax, punctuation, and spelling
• Take responsibility for their own progress
• Develop the ability to work well with others on composing tasks.

ATTENDANCE POLICY
• You are expected to be on time and maintain regular attendance throughout the whole semester. If you are unable to attend a class session, you are still responsible for the material missed.
• You have a “safety net” of three absences for the semester. Absences four through nine will result in a one percent (1%) deduction from your final grade. A tenth absence, regardless of circumstances, will result in a failing grade for the course.
• Please don't be late! If you arrive more than 5 minutes late, that is notably disruptive to the class as a whole, and such tardiness will be considered an absence.

LATE ASSIGNMENT POLICY
All assignment and homework MUST be SUBMITTED on time unless you have a documented emergency. Writing Program policy (see Ball Point for full details) specifies the following: legitimate excused absences (with the corresponding right to make up work) include: “illness, death of a family member, University field trip, or other required academic business that cannot be re-scheduled.” If an absence is not excused, you will be unable to make up any classroom activities specific to that day. I will require a typed, signed note from the relevant authority to validate an excused absence. Except in the above-specified instances, I will not give credit for any work of any kind that is turned in late.

CLASSROOM EXPECTATIONS (GROUND RULES)
• Arrive on time;
• Turn your cell phone off or set them to silent mode;
• Use laptops only for legitimate class activities (note-taking, assigned tasks);
• Do not leave class early unless dismissed by instructor;
• Ask questions if you are confused;
• Do not to distract or annoy your classmates;
• Be respectful to and considerate of your classmates.

IF ONE OF THE ABOVE-MENTIONED EXPECTATIONS IS NOT MET, YOUR PARTICIPATION GRADE MAY BE GREATLY AFFECTED.

ACADEMIC INTEGRITY POLICY
Plagiarism is a form of academic dishonesty which involves the use of someone else’s ideas or words as your own without properly documenting your sources. It could result in failing the course or other disciplinary action by the university. Please refer to Ball State’s Code of Student Rights and Responsibilities for the definition of academic dishonesty.

DISABILITY ACCOMMODATION
If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible.

THE WRITING CENTER
Want extra feedback on your papers? The Writing Center is a community of Ball State students who value writing. Come and collaborate with one of our trained peer tutors on any project for any major. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. We are located in RB 291. Our hours are M-TH 10am-8pm and Fridays from 10-2. To make an appointment, go to ballstate.mywconline.com.
ASSIGNMENTS AND GRADING
A: 92%-100%  C+: 78%-79%  D: 62%-67%
A-: 90%-91%  C: 72%-77% (Minimum  D-: 60%-61%
B+: 88%-89%  Passing Grade)*  F: 0%-59%
B: 82%-87%  C: 70%-71%
B-: 80%-81%  D+: 68%-69%

*NOTE: In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C to pass; a grade of C- is not considered acceptable. Writing Program courses may be repeated as many times as necessary to meet the requirement but
- The first and all other grades will show up on the transcript.
- All grades except the first will be used to compute the GPA.
- A grade of W will not replace a previous grade.
- Course credit hours apply only once to graduation requirements.

GRADE BREAKDOWN:
Rhetorical Analysis ................................................................. 20%
Definition Essay ................................................................. 20%
Multimodal Argument of Fact Essay ....................................... 20%
Evaluation Essay ................................................................. 20%
In-class Participation & Blackboard Posts: ............................... 20%
TOTAL: 100%

SHORT DESCRIPTION OF ASSIGNMENTS

Rhetorical Analysis of an Advertisement ..................................... (20%)
In this project, you will choose an advertisement (TV, Internet, etc.) and carefully analyze one or two of its component parts. The goal of your analysis should not be a summary of the work but rather an attempt to appreciate and understand the work as a whole in terms of the three elements of rhetoric: ethos (credibility), pathos (emotions), and logos (facts). A detailed description will be provided when the project is first introduced.

DELIVERABLES
Minimum Length: 3-4 Pages
Due: September 12, 2014

Definition Essay ................................................................. 20%
In this project, you will write an essay in which define a word, term, or concept in depth by providing a personal commentary on what the specific subject means. In your essay, you should provide a personal, extended definition of the term you choose either by linking, comparing the term to a previous definition or by illustrating how the term should be applied. A detailed description will be provided when the project is first introduced.

DELIVERABLES:
Minimum Length: 3-4 pages in APA/MLA style
References: 3
Multimodal Argument of Fact Essay................................................................. (20%)

For this final project, you will design a multimodal text in which you write an argument about one factual matter you are confident – based on your personal experience or knowledge – that most people get wrong. To do so, you will collect sources, evaluate evidence and establish a clear position about this topic. Your essay should have the following elements: (1) an introductory paragraph that includes a clear, concise, and defined thesis statement, (2) body paragraphs that include discussion of opposing views and evidential support, (3) a conclusion A detailed description will be provided when the project is first introduced.

**DELIVERABLES**

- Minimum length: 4-5 pages in APA/MLA style
- Minimum references: 5 sources
- Format: Text and at least two other types of media;
  - Times New Roman, double-spaced, size 12 pt.
- Due: October 29, 2014

Evaluation Essay ................................................................. (20%)

For this project, you will write an evaluation essay about a subject of your choosing (a list of topics will be provided) in which you will use evaluative criteria to address the subject chosen. As the writer, you will create your own criteria. To evaluate your subject, you still need to look at both side of the argument (e.g, what makes a veggies burger good?) Your essay should have the following elements: (1) claim(s), (2) reasons, (3) warrant and (4) evidence. A detailed description will be provided when the project is first introduced.

**DELIVERABLES:**

- Minimum Length: 5-6 pages in APA/MLA style
- References: 5 (if applicable)
- Times New Roman, double-spaced, size 12 pt.
- Due: December 1, 2014

In-class participation & Blackboard posts............................. (20%)

In-class participation is an essential component of this course. You are expected to actively participate, respond to your instructor’s questions, and interact with your peers. In-class participation will constitute 10% of your final grade. The remaining 10% will be devoted to Blackboard entries. Starting the first week of classes, you are required to post one entry and respond to another student’s entry no later than Monday midnight. There will be 13 entries, each of which earns 0.76%. Your post should be no more than 100 words at most. Your response to other students’ posts should be no more than 75 words. More on this will be provided in class.
## TENTATIVE COURSE SCHEDULE

### August 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>08/18/2014</td>
<td>Course Introduction, Self-Introduction &amp; Ice Breaker</td>
<td>Read the syllabus &amp; write down questions you would like answered.</td>
</tr>
<tr>
<td>08/20/2014</td>
<td>Syllabus Review (Quiz) &amp; In-class Diagnostic Writing Activity</td>
<td>Chapter 1: pp. 3-29</td>
</tr>
<tr>
<td>08/22/2014</td>
<td>Everything is an argument Rhetorical Situations</td>
<td>Chapter 2 &amp; 3: pp. 30-52</td>
</tr>
<tr>
<td></td>
<td><strong>Friday</strong></td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td>08/25/2014</td>
<td>Writing Center Introduction Basics of Rhetoric (Ethos &amp; Pathos)</td>
<td>Chapter 4: pp. 55-72</td>
</tr>
<tr>
<td>08/29/2014</td>
<td><strong>Project I (Rhetorical Analysis) introduced &amp; Pre-writing</strong></td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
</tbody>
</table>

### September 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/01/2014</td>
<td>Labor Day: <em>no class!</em></td>
<td>Watch “An analysis of Barack Obama's rhetoric in his 'bin Laden' speech” on YouTube.</td>
</tr>
<tr>
<td>09/03/2014</td>
<td>Discussion of President Obama’s Speech (Elements of Rhetoric)</td>
<td>Bring two hard copies of your first draft!</td>
</tr>
<tr>
<td>09/05/2014</td>
<td>First Draft of Project I due: Local Revision/Global Revision</td>
<td>Continue working on Project I and prepare questions for your instructor <strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Friday</strong></td>
<td></td>
</tr>
<tr>
<td>09/08/2014</td>
<td>Formal Conference with instructor (rubric introduced)</td>
<td></td>
</tr>
<tr>
<td>09/10/2014</td>
<td>Formal Conference with instructor (rubric introduced)</td>
<td>Wrap up and finalize Project I</td>
</tr>
<tr>
<td>09/12/2014</td>
<td><strong>PROJECT ONE IS DUE</strong></td>
<td>Chapter 7: pp. 123-150</td>
</tr>
<tr>
<td></td>
<td><strong>Introducing Structuring Arguments</strong></td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td>09/17/2014</td>
<td><strong>Project II (Definition Essay) Introduced</strong></td>
<td>Read “the Meaning of Friendship in a Social-Networking World” pp. 210-213</td>
</tr>
<tr>
<td></td>
<td>Arguments of Definition Small-group activity</td>
<td></td>
</tr>
<tr>
<td>09/19/2014</td>
<td><strong>Friday</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sample Argument of Definition Student-generated rubric</td>
<td>Bring two hard copies of your first draft! <strong>WEEKLY BLOG</strong></td>
</tr>
</tbody>
</table>
### October 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/01/2014</td>
<td>Formal Conference in RB 261</td>
<td></td>
</tr>
<tr>
<td>10/03/2014</td>
<td>Formal Conference in RB 261</td>
<td>Wrap up and finalize Project I</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><strong>PROJECT TWO IS DUE</strong></td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td>10/06/2014</td>
<td>Introducing Arguments of Fact</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Project III (Factual Argument) introduced</strong></td>
<td></td>
</tr>
<tr>
<td>10/10/2014</td>
<td>Bracken Library Day</td>
<td>Chapter 8: pp. 152-173</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><em>(Self-guided tour: mandatory)</em></td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td>10/13/2014</td>
<td>Understanding Arguments of Facts</td>
<td>Read “Why You Should Fear Your Toaster More Than Nuclear Power” (pp. 174-179) &amp; “Democrats Deny Social Security’s Red Ink” (pp. 180-185)</td>
</tr>
<tr>
<td>10/15/2014</td>
<td>Sample Essay Argument of Fact I &amp; II</td>
<td>Read Ball Point I: 148-151</td>
</tr>
<tr>
<td>10/17/2014</td>
<td>Paraphrasing, summarizing and quoting Group Activity</td>
<td>Chapter 21: pp. 446-464</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td><strong>WEEKLY BLOG</strong></td>
<td></td>
</tr>
<tr>
<td>10/20/2014</td>
<td>MLA Workshop GAME Activity ☺</td>
<td>Chapter 21: pp. 465-475</td>
</tr>
<tr>
<td>10/22/2014</td>
<td>APA Workshop GAME Activity ☺</td>
<td>Bring two hard copies of your first draft</td>
</tr>
<tr>
<td>10/24/2014</td>
<td>First Draft of Project III due</td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>In-class peer review: Local Revision</td>
<td></td>
</tr>
<tr>
<td>10/27/2014</td>
<td>In-class peer review: Global Revision</td>
<td></td>
</tr>
<tr>
<td>10/29/2014</td>
<td><strong>PROJECT THREE IS DUE</strong></td>
<td></td>
</tr>
</tbody>
</table>

### November 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Friday</strong></td>
<td><strong>Introducing Evaluations</strong></td>
<td>Chapter 10: pp. 215-233</td>
</tr>
<tr>
<td>10/31/2014</td>
<td>Small-group activity</td>
<td><strong>WEEKLY BLOG</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Project IV (Evaluation Essay) Introduced</strong></td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Homework &amp; Assignments</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>11/03/2014</td>
<td>Understanding Evaluations</td>
<td>Read “The Wikipedia Game: Boring, Pointless, or Neither?” (pp. 235-239)</td>
</tr>
<tr>
<td>11/05/2014</td>
<td>Sample Evaluation Essay I</td>
<td>Read “Why We Prize That Magical Mystery Pad” (pp. 240-241)</td>
</tr>
<tr>
<td>11/07/2014</td>
<td>Sample Evaluation Essay II</td>
<td>Bring two hard copies of your essay</td>
</tr>
<tr>
<td>11/10/2014</td>
<td>First Draft of Project IV due: self-assessment</td>
<td></td>
</tr>
<tr>
<td>11/12/2014</td>
<td>Student-generated rubrics</td>
<td>Sign up for formal conferencing via Doodle</td>
</tr>
<tr>
<td>11/14/2014</td>
<td>Peer review workshop (digital participation)</td>
<td></td>
</tr>
<tr>
<td>11/17/2014</td>
<td>Formal Conference in RB 261</td>
<td></td>
</tr>
<tr>
<td>11/19/2014</td>
<td>Formal Conference in RB 261</td>
<td></td>
</tr>
<tr>
<td>11/21/2014</td>
<td>Formal Conference in RB 261</td>
<td></td>
</tr>
<tr>
<td>11/24/2014</td>
<td>Formal Conference in RB 261</td>
<td></td>
</tr>
<tr>
<td>11/26/2014</td>
<td>Thanksgiving; no classes</td>
<td></td>
</tr>
<tr>
<td>11/28/2014</td>
<td>Thanksgiving; no classes</td>
<td></td>
</tr>
<tr>
<td>12/01/2014</td>
<td>PROJECT FOUR IS DUE</td>
<td>Bring a revised copy of any project</td>
</tr>
<tr>
<td>12/03/214</td>
<td>Revision Opportunity for one project</td>
<td>Bring a revised copy of any project</td>
</tr>
<tr>
<td>12/05/2012</td>
<td>Submit all possible revisions and discuss participation</td>
<td>FINAL WEEKLY BLOG</td>
</tr>
<tr>
<td>12/08/2014</td>
<td>Course Evaluation (last day of classes!)</td>
<td>Good Luck!</td>
</tr>
</tbody>
</table>

### December 2014

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Homework &amp; Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>12/01/2014</td>
<td>PROJECT FOUR IS DUE</td>
<td>Bring a revised copy of any project</td>
</tr>
<tr>
<td>12/03/2014</td>
<td>Revision Opportunity for one project</td>
<td>Bring a revised copy of any project</td>
</tr>
<tr>
<td>12/05/2012</td>
<td>Submit all possible revisions and discuss participation</td>
<td>FINAL WEEKLY BLOG</td>
</tr>
<tr>
<td>12/08/2014</td>
<td>Course Evaluation (last day of classes!)</td>
<td>Good Luck!</td>
</tr>
</tbody>
</table>

### CRUCIAL DATES

<table>
<thead>
<tr>
<th>Date</th>
<th>What to do?</th>
</tr>
</thead>
<tbody>
<tr>
<td>09/12/2014</td>
<td>PROJECT ONE IS DUE</td>
</tr>
<tr>
<td>10/06/2014</td>
<td>PROJECT TWO IS DUE</td>
</tr>
<tr>
<td>10/29/2014</td>
<td>PROJECT THREE IS DUE</td>
</tr>
<tr>
<td>12/01/2014</td>
<td>PROJECT FOUR IS DUE</td>
</tr>
</tbody>
</table>