

COMP101 “Rhetoric as Argument”: An Undergraduate Survey Course

Mondays, Wednesdays, Fridays 1:00 p.m. – 2:00 p.m.
Centennial Hall, Room 1916

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Office Hours: Mondays 9:00 -11:00 a.m.
Video Office Hours: Thurs 6:00 – 8:00 p.m.
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Welcome! My goal, is to help you become a “great noticer” of the world around you, one who is rhetorically aware of the power (and powerlessness) lurking in the discourses we encounter every day. We will be strengthening our writing, critical thinking, and interpretative skills by exploring realms of rhetoric as a field of study and a set of reading, writing, and thinking practices. This course meets the Liberal Education program requirement for the Written

and Oral Communication Outcome (S1): “To write, read, speak, and listen effectively in various contexts using a variety of means including appropriate information sources and technologies.” The skills and knowledge needed to meet the outcome will be taught through lecture, discussion, activities and unit projects.

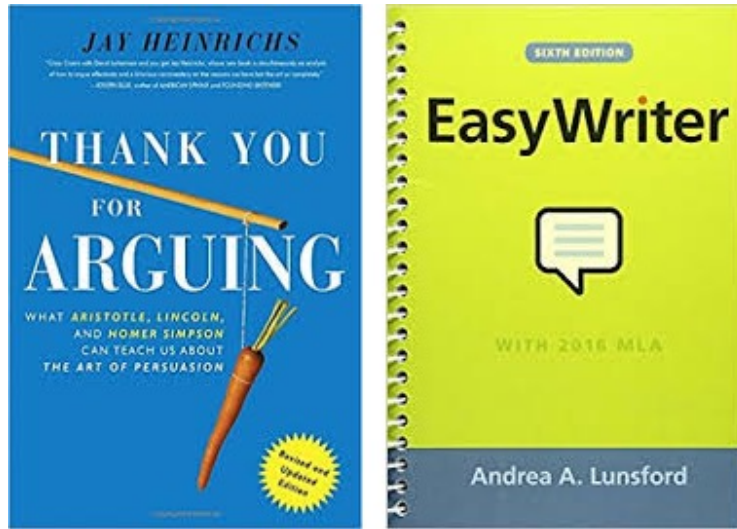
In this course we will:

- Work to better understand rhetoric as a field of study and actions, theories and practices
- Explore the ways reading and writing can work together (and apart), while also strengthening analytical and communication skills
- Work to understand rhetoric, argument, and persuasion from a variety of theoretical and practical viewpoints
- Explore writing as a site for learning and civic engagement
- Explore issues of rhetoric from a variety of perspectives to complicate our understanding of reading and writing, living and learning, in our complex world

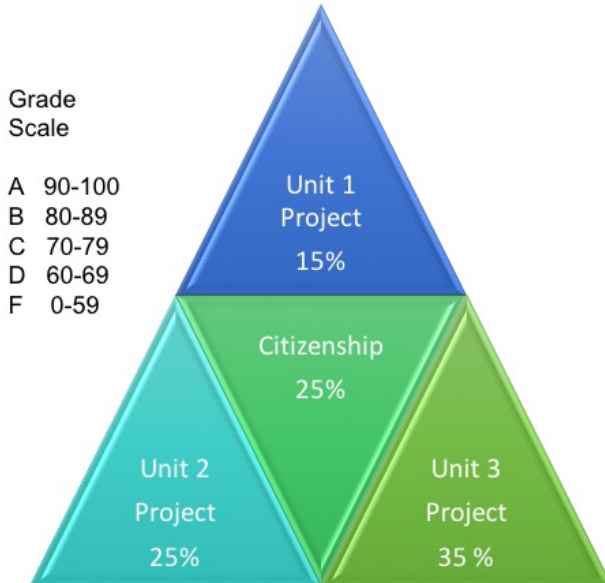
Required Technologies and Supplies

- Computer and Internet access to our course via the Desire2Learn LMS
- MS Office Suite (available to you free through our Learning Technologies Support at www.webaddress.com)
- An email that you check twice daily, or have connected to your smartphone

Required Texts



Assessment



The course is anchored to three unit projects that increase in difficulty as the semester unfolds, and your class citizenship. Your behavior and commitments as a class citizen will be reflected by your presence, engagement, participation, collegueship, and assignments.

You will have several opportunities for one-to-one conferences with me, either in person or via video conference. All assessments in this course are founded on collaboration,

discussion, and tracking your progress in light of your learning goals. Revisions are encouraged for Unit 1 and Unit 2 projects. After receiving a grade on a unit project, you can revise to improve this mark. Unit project grades will be an average of your first and second scores.



Policy

Presence: *To be present is to be fully prepared for each session.* Please come to class with assignments completed, a notebook, a sense of inquiry, and prepared to speak. Academic integrity and success is dependent upon such presence, an attitude of being engaged with the moments in the class, and with life itself. Demonstrate respect for others by being on time and ready to tackle the day's opportunities. Laptops and tablets are not needed for class sessions except on designated days.

Accommodations: Services for Students with Disabilities (SSD) provides individualized academic support for students with documented learning or physical disabilities. Support services can include extended test time, textbooks and handouts in alternative formats (electronic texts, Braille, audio files), classroom notes, sign language interpreters, and transcriptionists. If you have a documented disability that is impacting your academic progress, please see the website (<http://www.college.edu/ssd/>) then visit the SSD office in Centennial Hall 2106. Also, should you have an injury or ailment after an accident that inhibits your mobility or ability to perform as a student, contact SSD for assistance.

Major Life Events and Coursework: Should you experience a major life event such as a family crisis, birth of your child, marriage, medical emergency, or other event that might interfere with your ability to perform coursework, please come to office hours to discuss a possible strategy to protect your academic progress. I understand that life happens when we make even our best plans. If you're struggling with your coursework due to events outside of school, please don't hesitate to come to me. My goal is to help you

succeed and to learn, as well as to help you advocate for what you need as a person making your way in the world.

Office Hours: I hold four open-door office hours each week, in-person and online. If you want to continue conversations that have begun in class, follow a line of inquiry, or work through a project draft, please come see me. I'd love to talk with you about your work and progress in the course at any time. If my scheduled hours won't work with your schedule, email me at rogerse@uwec.edu to schedule an appointment.

Absences and Conduct: Attendance of this course is mandatory. Authorized absences due to severe illness, athletic or ROTC obligations, and other campus-related obligations must be documented. Notify me of scheduled absences and provide documentation. Make-up work, its nature and genre, will be determined. In some cases, the make-up work may be significantly different from the original exam or assignment. Students will not be penalized for authorized absences. If absences are non-authorized, you may not receive full credit or any credit at all for materials due the day of the absence. *As a general rule, I do not accept late work for unauthorized absences.*

Academic Integrity: Beyond concerns of plagiarism, academic integrity includes a commitment to scholarship. By maintaining active status as a university student, one is also committing to reading, analytical thinking, and fully participating in coursework to develop one's mind while preparing for future contributions to the world at large. There is more to fulfilling one's academic responsibility than just showing up for class. Please see: <http://www.uwec.edu/DOS/policies/yrtk/integrity.htm> for the full policy.

Assignment Schedule

Unit One: Reading, Writing, and Academic Success

Sept. 6 – 8 Week One: Getting Acquainted

Date	Time	Assignment
W 9.6	12:00 – 1:50	Introduction to the Course, Introductory Activities, Presentation of “Vulnerability, Mindsets, and Learning”
Th 9.7	12:00 – 12:50	Read: “Slow Reading” by T. Newkirk .PDF (D2L) Complete: “Literacy History Survey” (D2L)

Sept. 11 – 15 Week Two: Outlining the Journey

Date	Time	Assignment
M 9.11	12:00 – 12:50	Listen: “Words” by RADIOLAB (D2L) or use this link: http://www.radiolab.org/story/91725-words/ . Takes notes. I will go over your first writing assignment, the “Action Narrative,” in class today. Directions can also be found on D2L .

T 9.12	12:00 – 12:50	Watch: “Annotation Strategies” (D2L) <i>Campus Note: Today is the last day to register for a course without prior instructor approval.</i> I will hand out documents today so that we can begin to map the differences between “content-based, process-based, and structure-based” reading strategies.
W 9.13	12:00 – 1:50	Read: “The Difference Between High School and College” by J. Meiland (D2L). Print and annotate. DUE: Your annotated copy of this reading. After we discuss the reading, we will watch a short video presentation on fixed and growth mindsets by Carol Dweck before tackling a mapping project to help us identify our own mindsets.
Th 9.14	12:00 – 12:50	No homework. Consider this a catch-up night. In class, we will watch a short RSA video by Daniel Pink, “The Surprising Truth About What Motivates Us.” We will then discuss intrinsic motivations and their roles in academic success.

Sept. 18 – 22 Week Three: Tying Ideas Together

Date	Time	Assignment
M 9.18	12:00 – 12:50	Due: “Action Narrative” (Instructions on D2L). Bring two printed copies to class.
T 9.19	12:00 – 12:50	Read: Lamott’s “Shitty First Drafts” (D2L). Print. Annotate. We will discuss revision strategies in class today. Read: <i>Easy Writer</i> . Pages 1 – 11. In class, we’ll discuss how to apply both of these readings to our writing practices.
W 9.20	12:00 – 1:50	Revision Workshop: Bring your laptops! We are going to work together to refine, revise, and improve our action narratives.
Th 9.21	12:00 – 12:50	Due: Final draft, “Action Narrative.” Upload your final draft to the “Action Narrative: Final Draft” drop box on D2L.

Sept. 25 – 29 Week Four: An Introduction to Rhetorical Theory

Date	Time	Assignment
M 9.25	12:00 – 12:50	Watch: <i>Rhetoric: Contemporary Traditions and Definitions</i> : “The Greeks” (D2L). Read: Heinrichs, Chapters 1 and 2.
T 9.26	12:00 – 12:50	Read: “Segment Two Project” (D2L). I will provide an overview of this major project, and a course map. Rhetorical concepts will be discussed.

W 9.27	12:00 – 1:50	Find a rhetorical artifact , something available to you that is attempting to persuade a reader, watcher, or listener. As I demonstrated in class yesterday, rhetorical artifacts are everywhere. Bring these artifacts to class. If you cannot bring the actual item, take a good photograph of it and post it to the “Rhetoric in the Real World” discussion board on D2L.
Th 9.28	12:00 – 12:50	Watch: <i>Rhetoric: Contemporary Traditions and Definitions: “The Romans”</i> (D2L)

Oct. 2 – 6 **Week Five: An Introduction to Rhetorical Theory Continues**

Date	Time	Assignment
M 10.2	12:00 – 12:50	Read: Heinrichs, Chapters 3 and 4. Watch: “Logos” and “Pathos” (D2L) Post: Your video question to the “Segment Two Questions: Part II” discussion board (D2L)
T 10.3	12:00 – 12:50	No additional reading. We will continue working through the video questions posted on D2L.
W 10.4	12:00 – 1:50	Writing Workshop Day. You will select a text to use for your rhetorical analysis project from a bank of choices on D2L. Once you have made your choice, we will create our project plans. We will read Heinrich’s Chapter 13 in class together today, so please bring your book today.
Th 10.5	12:00 – 12:50	No additional reading. We will continue our conversation about formal logic and logical fallacies today. I will distribute a “Logical Fallacy Map” in class today.

Oct. 9 – 13 **Week Six: Feeling the Pressure**

Reading is a core preparation for writing in academic contexts. By this time, you should be aware of how your reading strategies we discussed in Segment One are working (or not working). Developing academic literacy is a challenge for first-year students, especially during the first six weeks of college when everything seems new and exciting. As we near midterm many of you will discover that tried-and-true study habits need adjustments in order to support academic success. Most of you, too, will have received test and/or project grades from all of your instructors. Week Six is a great time to evaluate your approaches to academic work, make appointments with instructors, or drop in during their office hours. This is also a good time in the semester to draw from other campus resources, such as the Center for Writing Excellence, the Academic Skills Center, as well as the tutor hours offered there for courses (chemistry and mathematics courses often have special tutors with office hours in the Academic Skills Center). Review your course syllabi to see what resources your instructors have advocated. I will be holding group student conferences during this week and next to make sure that everyone is fully prepared for the Segment Two project.

Date	Time	Assignment
M 10.9	12:00 – 12:50	Read: Heinrichs, Chapter 14 Post: Your video question to the “Segment Two Questions: Part II” discussion board (D2L).
T 10.10	12:00 – 12:50	Read: “Peer Response: The Peer Review Process for Writing Courses” (D2L) and “The Top Twenty” (<i>Easy Writer</i>)
W 10.11		Group Conferences: NO CLASS SESSION TODAY. Conference schedule will be on the “NEWS” area of D2L .
Th 10.12	12:00 – 1:50	Workshop Day. Bring your laptops. We are going to work through two methods for rhetorical analysis, using samples I provide. We will also map what responsible peer response is, and why it matters.
F 10.13		Group Conferences: NO CLASS SESSION TODAY. Conference schedule will be on the “NEWS” area of D2L .

Oct. 16 – 20 Week Seven: Reaching the Crux, and Rising to the Challenge

Date	Time	Assignment
M 10.16	12:00 – 12:50	DUE: Rhetorical Analysis Project draft. Bring two copies to class. Peer Response Round Robin: In class today, we will each read two student drafts and provide meaningful response using the rubric I provide, as well as the methods we discussed last week. You will leave class today with feedback that will help you to revise your project.
T 10.17	12:00 – 12:50	Revisit the Heinrichs chapters on logic and logical fallacies. Watch the logos video on D2L again. In other words, review so that we can get to serious work tomorrow.
W 10.18	12:00 – 1:50	Writing Workshop Day. Bring your laptops. We are going to work on <i>substantial revisions</i> to our projects, paying close attention to our use of logic (and noting our own logical fallacies).
Th 10.19	12:00 – 12:50	Fall Break! Hurray! Sweatpants! Netflix!

UNIT TWO: PUBLIC ARGUMENTS, HISTORIES, AND CONTEXTS

This unit will provide an introduction to source evaluation, information literacy, and qualitative research. We will begin with an examination of the “information cycle,” before moving to source

evaluation using our newly acquired rhetorical and analytical skills. We will then focus on inquiry, and the role research plays in citizenship and academic work. You will then select a social issue that folks talk about, but that you've never investigated for yourself. We will also attend a session at McIntyre Library to gain a better sense of how to use the valuable resources it provides. This unit ends with an expository essay, not a typical research paper, that explores your research and thinking processes as you sought to answer your questions surrounding the issue you explored. Developing intrinsic motivations and your growth mindset will be a core challenge in this unit.

Oct. 23 – 27 Week Eight: The View at the Summit

Date	Time	Assignment
M 10.23	12:00 – 12:50	<p>Due: Final draft, Unit One “Rhetorical Analysis” project. Upload to drop box on D2L.</p> <p>In class, I will overview your Unit Two project and provide a course map that covers the next several weeks. Unit Two will emphasize following a current issue, its history in American culture for the last fifty years, and public argument.</p>
T 10.24	12:00 – 12:50	<p>Watch: “The Information Cycle,” and “Developing a Literature Review” (D2L)</p> <p>Locate an issue you believe is important to investigate. You must not have a strong anti or pro stance on this issue because your role is to investigate, trace, and analyze how this issue has affected U.S. culture. We will be relying on our campus library quite a bit during this unit, and we will explore information literacy as a tool for academic success.</p>
W 10.25	12:00 – 1:50	<p>Pre-search Workshop. Bring your laptops. By the end of class today, you will have narrowed your issue and question, created a reading list using the “conversation table” worksheet, and will begin to plot your homework assignments for the next two weeks. We will also work with <i>Easy Writer</i> today, so please bring your copy.</p>
Th 10.26	12:00 – 12:50	<p>Watch: FRONTLINE: “Being Mortal” (D2L) or this link: http://www.pbs.org/wgbh/frontline/film/being-mortal/.</p> <p>As you watch, consider the priming questions (D2L) so that you can trace not just the issue, but the argument(s) made in the film. This is a great visual example of the expository form. The issues raised in the documentary are difficult, yet the producers of the show did not use hyperbole or sensationalism to make their point. I look forward to our class discussion today.</p>

Oct. 30 – Nov. 3 Week Nine: A Descent into Inquiry (and maybe madness)

Date	Time	Assignment
M 10.30	12:00 – 12:50	Due: Your research plan. Instructions are on D2L . Your complete list of sources should be included in this plan, with a reading schedule that includes dates for reading and submitting informative summary abstracts.
T 10.31	12:00 – 12:50	Writing & Reading Workshop: Bring your laptops and reading materials to class.
W 11.1	12:00 – 1:50	Writing & Reading Workshop: Bring your laptops and reading materials to class.
Th 11.2	12:00 – 12:50	We will meet in the McIntyre Library today, room L1033 for a research workshop with the librarians. L1033 learning lab is just past the circulation desk and the elevators. DUE: First Set of Informative Summaries to drop box (D2L).

Nov. 6 – 10 Week Ten: Planning Research and Reading Strategies

Date	Time	Assignment
M 11.6	12:00 – 12:50	Watch: “How to Read an Academic Article” and “Annotation for Projects” (D2L)
T 11.7	12:00 – 12:50	Read: Academic article(s), as noted on your research plan.
W 11.8	12:00 – 1:50	Read: Academic article(s), as noted on your research plan. Class activities today will center on making the most of your research, reading with and against the grain, and comparing/contrasting sources. Please bring one printed copy of an academic article you have already read/annotated.
Th 11.9	12:00 – 12:50	Write: A brief status report indicating what you have learned so far, and how your reading strategies are working (or not). See a sample status report (D2L). Bring one printed copy to class.

Nov. 13 – 17 Week Eleven: Executing Your Plan, Evaluating Sources

Date	Time	Assignment
M 11.13	12:00 – 12:50	We will hold in-class writing workshops all week. I will provide materials to help you outline your expository essay.

T 11.14	12:00 – 12:50	Workshop Day
W 11.15	12:00 – 1:50	Workshop Day We will go over MLA style today while working with your drafts. Please bring your copy of <i>Easy Writer</i>.
Th 11.16	12:00 – 12:50	Workshop Day: Peer Response

Nov. 20 – 24 Week Twelve: It Ends with Thanksgiving

Date	Time	Assignment
M 11.20	12:00 – 12:50	DUE: Unit Two Draft. Bring TWO copies to class. We will have a peer response round robin so that you leave for break with thoughtful peer response in hand.
T 11.21		Thanksgiving Break Begins

UNIT THREE: Moving from Theorizing to Action

Nov. 27 – Dec. 1 Week Thirteen: Explaining + Exploring = Explanatory

Date	Time	Assignment
M 11.27	12:00 – 12:50	Due: Unit Two Project. Upload your final draft to the “Unit Two Project” drop box on D2L . I will overview the next unit, its goals, and explain how we will use what you learned in Unit Two to shape your work in Unit Three.
T 11.28	12:00 – 12:50	Read: Frances and Lynch “Visual Modes of Communication” PDF (D2L). Print. Annotate. Today, we will explore what it means to take up rhetorical action. Now that you have researched an issue, written about it, and made some decisions, it’s time to figure out what actions you would like to take.
W 11.29	12:00 – 1:50	Read: “Writing to Make Something Happen in the World” (Easy Writer, p.p. 64 – 69) and “Designing Rhetorical Action” (D2L). Print. Annotate. Today, we are going to determine the action we most want to take. Please bring your laptops.
Th 11.30	12:00 – 12:50	Digital Day. Please bring your laptops. I’m going to show you how to do awesome things using software you already know, and some you probably don’t know. Whoo-hoo!

Only two weeks left of the term! Can you believe it?

Dec. 4 – 8 Week Fourteen: Mapping and Planning Rhetorical Action

Date	Time	Assignment
M 12.4	12:00 – 12:50	Project Workshop. Bring your laptops!
T 12.5	12:00 – 12:50	Project Workday: Bring your laptops!
W 12.6	12:00 – 1:50	Tutorial Day: Bring your laptops! We are going to work on our media plan design, and outline rationale strategies.
Th 12.7	12:00 – 12:50	Unit Two Revision final acceptance day. I will hold a special evening office hour session at the library in order to offer one-to-one consultations for those who are behind. Meet You can meet me in L1033 – the learning lab – any time between 6:00 p.m. and 9:00 p.m. tonight.

Dec. 11 – 15 Week Fifteen: Ah, Yeah. We’re Winding Down

Date	Time	Assignment
M 12.11	12:00 – 12:50	Peer Response Day. Bring your laptops!
T 12.12	12:00 – 12:50	Revision Workshop. Bring your laptops!
W 12.13	12:00 – 1:50	Workgroup Conferences. I will be consulting with each work group to see what each student has done so far, and to offer suggestions.
Th 12.14	12:00 – 12:50	Final course session. We will discuss what we learned, complete course evaluations, and go over final instructions. Projects are due by the end of the final exam period as indicated on your CampS exam schedule.