

WRTG 2010-045
Rhetoric and Writing
Fall 12

Days/Times: MWF 12:55 PM – 1:45 PM
Location: OSH 234

Instructor: Adam Halstrom
Office Location: SILL 136
Office Hours: MW 1:45 - 2:45 PM; H 10:00 AM – 11:00 AM (or by appointment)
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Overview

2010 focuses on developing college-level writing skills. But it is also a course on rhetoric—a tradition of using language and other symbol systems for persuasive purposes. Even if all of the writing you do in college from now on seems to be objective reporting, it is still intended to have effects on readers. You may need your readers to agree with you or follow through with a course of action, or you may need to upset their expectations or present “bad news.”

Even though people write in and out of universities for a wide variety of reasons, many compositional and rhetorical strategies remain consistent across genres. This course will help you learn and practice a collection of those strategies, ranging from topic selection and issue focus to whole-discourse organization to sentence rhythm and word choice.

Goals

By the end of this course, you should have

- Mastered basic rhetorical concepts useful for persuasive purposes in writing (such as argument-based invention, claim-support strategies, appeals, and sentence-level rhetoric).
- Learned how to integrate research into your writing to support arguments effectively.
- Mastered mechanics of written style (from whole-discourse organization to punctuation) that are typical in academic writing.

Required Text

The only required textbook is *Open2010*, available to you with free-of-charge content. I will send you all of the textbook's individual chapter files (in .pdf format).

Recommended Texts

- A good college-level dictionary
- A grammar/style handbook. See me for specific recommendations.

General Requirements

Be in class. There are two good reasons why:

1. A significant amount of learning occurs in peer and near-peer interactions, especially in class sections as small as this one is. To the extent that those interactions are synchronous and face-to-face, learning opportunities are much richer than if the interactions occur solely over email, chat, telephone, etc. If you are not physically present, then, you deprive yourself *and your classmates* of learning opportunities.
2. A key element of most rhetorical production is *kairos*, a Greek word which loosely translates to “timeliness” or “opportunity.” Things happen in class that cannot be replicated outside of class—whether as a result of someone’s unusual reading of a text, someone’s response to a comment, or my own tendency to be extemporaneous and/or spontaneous. If you are not physically present, then, everyone in class may miss the chance to benefit from how *kairos* works. It can be extremely difficult to “make up” these opportunities: you should not expect me to try to review them for you outside of class if you are not present.

I understand, however, that circumstances may **occasionally** prevent your attendance. I am willing to allow **one (1) “free” absence**. **Except for absences due to university-sanctioned events (such as band, debate, intercollegiate athletics, or student government) or due to religious obligations, absences beyond your “free” one will lower your course grade. (See below, under Grades.)**

Turn in all assignments on time. If you are scurrying around to make up assignments and I am grading and returning things after their due date, that cuts into all our time. You should only consider turning in an assignment late if you have a *very* compelling reason *that you inform me about before the assignment’s due date*. In the absence of such a reason, **for each day you are late (including weekends) I will deduct one full letter grade from the grade you would have earned had you turned the assignment in on time.**

Be respectful. The Code of Student Rights and Responsibilities (the “Student Code,” viewable at <http://www.regulations.utah.edu/academics/6-400.html>) guarantees that all students at the U have the right to a “climate conducive to thinking and learning.” The Student Code also protects all members of the university community—including instructors—from intentional disruption of classes and other university activities and from intentionally disrespectful and threatening behavior or language.

In WRTG 2010, this policy means that you have the right to a full range of expression, which is particularly important to the extent that you will write and talk about controversies in the course. However, the policy also means that no one in our class is free to use language intended to be inflammatory, insulting, or discriminatory. The U prohibits discrimination, harassment, and prejudicial treatment on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity/expression, age, disability, or status as a veteran. While you will certainly write and talk about arguable

issues—and invent controversial claims—you may not allow your claims to degenerate into personal attacks at any time. Section III of the Student Code outlines actions that any member of the university community may take in response to inappropriate classroom behavior.

Grades¹

Style Unit: 15% of total course grade

Argument I: 15%

Argument II: 20%

Repurposing: 20%

Portfolio: 20%

Attendance²: 10%

Appeals/Comments

Please note that this course is staffed and administered by the University Writing Program (“UWP”). If you have comments about the course that you are not comfortable sharing with me, or if I cannot respond to your course-related comments adequately, please contact Professor Jay Jordan at jay.jordan@utah.edu or 801.585.0980.

Please direct all questions about grades on specific assignments to me: UWP **will not** accept grade appeals on individual assignments—only on course grades and only after the end of the semester.

Content Accommodations

Some of the assignments in this course may include material that conflicts with the core beliefs of some students. Please review the syllabus carefully to see if the course is one that you are committed to taking. If you have a concern, please discuss it with me at your earliest convenience.

Disabilities

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in this class, reasonable prior notice needs to be given to the instructor and to the Center for Disability Services, 162 Olpin Union Building, 801.581.5020 (V/TDD) to make arrangements for accommodations. Also see <http://disability.utah.edu>.

Drop/Withdrawal

To learn more about the University's Drop/Withdrawal Policy, go to <http://www.acs.utah.edu/sched/handbook/wddeadlines.htm>.

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- 1 See individual assignment descriptions for more details. **You must earn an overall course grade of at least C- to pass 2010.**
 - 2 Attendance credit is based on the percentage of class meetings you attend. Aside from the exceptions listed under General Requirements, you receive 100% credit for Attendance if you are present for 100% of meetings, 90% credit for 90% of the meetings, and so on.

Academic Honesty

At all times in this course, you should document and be prepared to prove where you get information you use—especially when you write that information into your own assignments. Willfully copying another’s work and presenting it as if it were your own constitutes **plagiarism**, which is an offense the U, the University Writing Program, and I take very seriously. If you fail to act responsibly, you will most likely receive a failing grade (E) for the assignment in question, and you will possibly fail the course.

We will talk about effective and ethical source use in class. If you have questions about how to avoid specific instances of plagiarism, feel free to ask me. If you have questions about the U’s plagiarism policy, please refer to sections II and V of the Student Code.

University Writing Center

The University Writing Center offers one-on-one assistance with writing. Tutors can help you understand your writing assignments, work through the writing process, and/or polish your drafts for all the courses in which you are enrolled. Sessions are free of charge, and you can meet as often as you need. To make an appointment, call 801.587.9122. The Writing Center is located on the second floor of the Marriott Library. Visit the website at writingcenter.utah.edu.

Canvas

We will use Canvas in this course. If you do not already know what that means, you will soon. You will be required to access Canvas throughout the semester to, among other things, complete assignments, collaborate with your fellow students, and learn about changes to the course schedule. You may access Canvas using any computer with an internet connection, including those in the computer labs at the Marriott Library and across campus. You may contact the UOnline Help Desk at 801-585-5959 or the Campus Help Desk at 801-581-4000 for technical support.

Course Schedule

The course schedule is subject to, and most likely will, change. This schedule is meant to provide an outline of what we plan to do each class period this semester. I will update our course schedule in Canvas. You will be notified through Canvas of any additions, deletions, or amendments to the course schedule, if the changes impact a class period less than one week away. Otherwise, you will be expected to review the course schedule early and often to see changes to the homework and/or classroom topics.

Date	Topic(s)	Homework
8/20	Introduction to course; what have you heard about rhetoric?	<ul style="list-style-type: none"> • Read <i>Open2010</i> Front Matter and Brief Introduction • Complete “To Do” item #3 from the end of the Introduction
8/22	Rhetoric in daily life; basic rhetorical analysis	<ul style="list-style-type: none"> • Read <i>Open2010</i> Style Introduction • Read Style Unit assignment sheet
8/24	Style and grammar: not just four-letter words	<ul style="list-style-type: none"> • Read <i>Open2010</i> Cohesion chapter • Do writing assignment at start of Cohesion chapter and “To Do” #1
8/27	Cohesion	<ul style="list-style-type: none"> • Do “To Do” #2
8/29 ³	Cohesion II: in-class revision work	<ul style="list-style-type: none"> • Read <i>Open2010</i> Basic Sentence Patterns chapter • Do “To Do” #1 – #3
8/31	Sentence patterns	<ul style="list-style-type: none"> • Read <i>Open2010</i> Sentence Variety chapter • Do “To Do” #1 and “To Do” #2 from either this chapter or the Sentence Patterns chapter
9/3 ⁴	LABOR DAY (NO CLASS)	

³ Last day to drop full-session courses from Fall schedule.

⁴ Last day to add full-session courses to Fall schedule.

9/5	Making sentences more attractive and fun to be with: in-class revision work	<ul style="list-style-type: none"> • Read <i>Open2010</i> Clarity and Conciseness chapter • Do “To Do” #1 and #2
9/7	Making sentences do more with less: in-class revision work	<ul style="list-style-type: none"> • Read <i>Open2010</i> Punctuation chapter without panicking • Bring draft you've been working on
9/10	Punctuating well	<ul style="list-style-type: none"> • Read <i>Open2010</i> chapter on Eloquent Options • Do “To Do” #1 and #2
9/12	Schemes and tropes: expanding options	<ul style="list-style-type: none"> • Do one more pass through draft you've been working on
9/14	Comprehensive style review	<ul style="list-style-type: none"> • Complete Style Unit work • Read <i>Open2010</i> chapter on Managing all that Information
9/17	Rhetoric as a tool	<ul style="list-style-type: none"> • Read <i>Open2010</i> Under the Hood chapter • Do “To Do” #1
9/19	Enthymemes: more than an ancient Greek word	<ul style="list-style-type: none"> • Do “To Do” #3 • Read Argument I assignment sheet
9/21	Enthymemes II: in-class invention	<ul style="list-style-type: none"> • Read (long) <i>Open2010</i> chapter on Artistic Appeals • Do “To Do” #1
9/24	Beyond <i>logos</i> with a famous example	<ul style="list-style-type: none"> • Do Topic/Issue Proposal • Read <i>Open2010</i> chapter on Library Resources
9/26	Sharing topics; maybe forming research groups	<ul style="list-style-type: none"> • Read <i>Open2010</i> chapter on Claim Types • Do Enthymeme Outline

9/28	Critical enthymeme questions: in-class work	<ul style="list-style-type: none"> • Read “Is Google Making Us Stupid?” (online—location given in class) • Complete library research pre-assessment (details in class) • Read “About Your Librarians”
10/1	From enthymemes to written arguments	<ul style="list-style-type: none"> • Complete library tutorials on “Structure of Information” and “Catalog” • Bring (or, at least, report on) one likely source for Argument I
10/3	Source reports	<ul style="list-style-type: none"> • Complete library tutorials on CQ Researcher, EBSCO Host, and evaluating sources • Do Source Summary

10/5	Argument review	<ul style="list-style-type: none"> • Complete library tutorials on NoodleTools and plagiarism • Draft!
10/8 – 10/12	FALL BREAK (NO CLASS)	
10/15	Drafts: in-class work	<ul style="list-style-type: none"> • Read <i>Open2010</i> chapter on Arrangement • Do “To Do” #1, #2, or #3
10/17	Arrangement options	<ul style="list-style-type: none"> • Read “Practical and Ethical Peer Review” handout (distributed in class) • Finish Intermediate Draft
10/19 ⁵	Drafts: in-class work; coordinating peer review	<ul style="list-style-type: none"> • Do Peer Review • Schedule office appointment with me for week of 10/22
10/22	Last-minute Argument I details	<ul style="list-style-type: none"> • Finish Final Draft
10/24	Argument I debriefing	<ul style="list-style-type: none"> • Read Argument II assignment sheet and Extra Credit information on “Good Reads” • Read Portfolio assignment sheet
10/26	Invention: in-class work	<ul style="list-style-type: none"> • Read <i>Open2010</i> chapter on Fallacies • Do “To Do” • Do Proposal
10/29	Fun with scary reasoning	<ul style="list-style-type: none"> • Draft Argument II enthymeme
10/31	Enthymemes review	<ul style="list-style-type: none"> • Protect yourselves from the undead • Draft Argument II appeal
11/2	Appeals review	<ul style="list-style-type: none"> • Do TBA reading and activity

5 Last day to withdraw from full-session courses without penalty/fee.
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11/5	Presidential(?) rhetoric	<ul style="list-style-type: none"> • Vote as often as possible • Do TBA style activity
11/7	Style review	<ul style="list-style-type: none"> • Draft Argument II source integration
11/9	Source use review	<ul style="list-style-type: none"> • Finish Intermediate Draft
11/12	Drafts: in-class work; coordinating peer review	<ul style="list-style-type: none"> • Do Peer Review
11/14	Last-minute Argument II details	<ul style="list-style-type: none"> • Finish Final Draft
11/16	What does “repurposing” mean?	<ul style="list-style-type: none"> • Read Repurposing assignment sheet • Read <i>Open2010</i> Visual Elements chapter • Do TBA activity
11/19	Analyzing and designing visually	<ul style="list-style-type: none"> • TBA
11/21	Analyzing and designing visually II	<ul style="list-style-type: none"> • Do Proposal • Eat wisely: try more vegetables
11/23	THANKSGIVING (NO CLASS)	
11/26	Repurposing ideas: in-class work	<ul style="list-style-type: none"> • Schedule Repurposing presentation
11/28	TBA	<ul style="list-style-type: none"> • Work on Repurposing and Portfolio through end of semester
11/30	Repurposing Presentations	
12/3	Presentations	
12/5	Presentations	<ul style="list-style-type: none"> • Finish Repurposing
12/7 ⁶	Portfolios: in-class work	<ul style="list-style-type: none"> • Finish Portfolio

6 Last class meeting. Portfolio due 12/12. There is no final exam.
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