

## English 165: Writing & Rhetoric

Instructor: Dr. X

Fall 2014

MWF 8:00-8:50 AM (section 12) (Grainger 201)

9:00-9:50 AM (section 15) (Grainger 201)

E-mail: [xx@longwood.edu](mailto:xx@longwood.edu)

Office: Grainger 299

Mailbox: Grainger, 1<sup>st</sup> floor

Office Hours: MW 10:50-11:50 AM

TR 11:00 AM-12:00 PM

Office phone: 395-2000

### Course Catalog Description

This course prepares students for the writing and research they will do throughout their university experience. Students will learn to explore, to analyze, and to inform within academic contexts using the most effective rhetorical strategies, structures, and media. They will also examine the conventions of structure, reference, and language of multiple disciplines. Students will identify the strengths and weaknesses in their written communication. Writing infused. 3 credits.

### Required Materials

Eric Link and Steven Frye, eds. *Crosscurrents: Reading in the Disciplines*

Kennedy and Kennedy, *Writing and Revising: A Portable Guide*

### Course Objectives

Upon completion of the course, students will be able to:

- Categorize and analyze differences in at least 3 academic disciplines involved in raising questions, understanding assumptions, and following citation guidelines used in academic research methods as modes of thinking.
- Identify and explain the significance of language, structure, and evidence among at least 3 academic disciplines.
- Convey the results of research through an appropriate academic genre to achieve specific informational and/or persuasive purposes for defined academic audiences.
- Identify appropriate digital and print sources for use in specific writing tasks after explicit instruction in evaluating a variety of sources.
- Identify and evaluate at least 3 strategies for improvement to include: organization, language, and (composing) planning, drafting, revising, and proofreading processes of their own texts.
- Produce original prose with fewer than four errors that affect reader comprehension with the help of dictionaries and other composition aids.

### Course Schedule

Note: All readings and assignments are to be completed prior to the start of class on the date listed below. Unless otherwise noted, reading assignments are to be found in the *Crosscurrents* text.

M Aug. 25 Introduction to Course Concept and Course Policies

W Aug. 27 Read: *Crosscurrents*, Chapter 1 (pgs. 1-10)  
*Writing and Revising*, Chapters 1 and 2 (pgs. 1-25)

**Unit One: Writing in the Hard Sciences and in Business/Economics**

F Aug. 29 Read: *Crosscurrents*, pgs. 155-58 (Introduction to Chapter 5)  
Levitt and Dubner, "Information Asymmetry" (pgs. 191-95)

M Sept. 1 Labor Day—No Class

W Sept. 3 Read: *Crosscurrents*, pgs. 77-80 (Introduction to Chapter 4)  
Olivia Judson, "The Selfless Gene" (pgs. 132-39)  
*Writing and Revising*, pgs. 208-18

F Sept. 5 Read: Emily Martin, et. al. "Scientific Literacy" (pgs. 81-87)  
*Writing and Revising*, Chapter 4 (pgs 41-59)  
Due: Take-Home Quiz (Summary Assignment)

M Sept. 8 **Process Essay Rough Draft (bring 3 copies)**  
In class: Peer Review

W Sept. 10 Read: Thomas Kuhn, "The Historical Structure of Scientific Discovery" (pgs. 88-94)  
*Writing and Revising*, Chapter 3 (pgs. 26-40)

F Sept. 12 Read: Barbara Kellerman, "Leadership" (pgs. 178-84)  
*Writing and Revising*, pgs. 97-100, 137-45, 186-87

M Sept. 15 Read: Steve Denning, "Why Amazon Can't Make a Kindle in the USA" (pgs. 205-8)  
Milton Friedman, "Economic Freedom and Political Freedom" (pgs. 163-68)

W Sept. 17 Due: **Process Essay Final Draft**  
Read: *Writing and Revising*, pgs. 130-32  
In-class: Discussion of Friedman and/or Denning as Cause/Effect essays

**Unit Two: Writing in History, Communications, and Cultural Studies**

F Sept. 19 Read: *Crosscurrents*, pgs. 367-70 (Introduction to Chapter 8)  
Susan Willis, "Disney World" (pgs. 417-22)  
*Writing and Revising*, pgs. 60-77

M Sept. 22 Read: *Crosscurrents*, pgs. 517-20 (Introduction to Chapter 10)  
Bruce Catton, "Grant and Lee" (pgs. 541-45)

W Sept. 24 Read: W.E.B. Du Bois, "Of Our Spiritual Strivings" (pgs. 527-32)  
*Writing and Revising*, pgs. 101-21, 219-32 (skim)

F Sept. 26 Due: **Cause/Effect Essay Rough Draft (bring 3 copies)**  
In class: Peer Review

M Sept. 29 Read: William Deresiewicz, "Faux Friendship" (pgs. 435-42)  
*Writing and Revising*, pgs. 90-96

W Oct. 1 Read: Marshall McLuhan, "Understanding Media" (pgs. 371-75)  
*Writing and Revising*, pgs. 127-30, 132-36

F Oct. 3 Read: Andrea Elliot, "A Muslim Leader in Brooklyn" (pgs. 568-76)  
*Writing and Revising*, pgs. 146-54

M Oct. 6 Due: **Cause/Effect Essay Final Draft**  
Read: *Writing and Revising*, pgs. 196-99  
In class: Logical Fallacies Day

### **Unit Three: Writing in Political Science, Education, Sociology, and Religion**

W Oct. 8 Read: *Crosscurrents*, pgs. 211-14 (Introduction to Chapter 6)  
Thomas Jefferson, "The Declaration of Independence" (pgs. 219-23)  
*Writing and Revising*, pgs. 190-96, 213-14

F Oct. 10 Read: *Crosscurrents*, pgs. 263-65 (Introduction to Chapter 7)  
Christina Hoff Sommers, "The War Against Boys" (pgs. 295-303)  
*Writing and Revising*, pgs. 204-8

M Oct. 13 No Class—Spring Break

W Oct. 15 Read: *Crosscurrents*, pgs. 445-48 (Introduction to Chapter 9)  
Robert Orsi, "When 2+2=5" (pgs. 508-14)

F Oct. 17 Read: Alissa Quart, "The Baby Genius Edutainment Complex" (pgs. 311-26)

M Oct. 20 Read: Jay Greene, "The Myth of Helplessness" (pgs. 289-94)

W Oct. 22 Read: Jane Mayer, "The Black Sites" (pgs. 254-60)

F Oct. 24 **Due: Annotated Bibliography Assignment**  
Read: "Arguments for the Existence of God" (pgs. 496-98)

M Oct. 27 Class Canceled in Lieu of Individual Conferences

W Oct. 29 Class Canceled in Lieu of Individual Conferences

F Oct. 31 Class Canceled in Lieu of Individual Conferences

M Nov. 3 **Due: Topic for Artistic Analysis Essay (and Informal Reflection)**  
Read: Malcolm Gladwell, "The 10,000 Hour Rule" (pgs. 360-64)

W Nov. 5 Read: Plato, "The Apology" (pgs 457-65)

F Nov. 7 Read: Martin Luther King, Jr., "Letter from a Birmingham Jail" (pgs. 236-42)  
*Writing and Revising*, pgs. 169-71

### **Unit 4: Writing in Literature, Music, and Art Unit 4: Writing in Literature, Music, and Art**

M Nov. 10 **Due: Argumentative Essay Final Draft**  
In Class: Analysis of Sample Poems

W Nov. 12 Read: *Crosscurrents*, pgs. 579-82 (Introduction to Chapter 10)  
Kate Chopin, "The Storm" (pgs. 641-46)  
*Writing and Revising*, pgs. 163, 221-22

F Nov. 14 Bharati Mukherjee, "The Management of Grief" (pgs. 598-609)

M Nov. 17 **Artistic Analysis Rough Draft (bring 3 copies)**  
In class: Peer Review

W Nov. 19 Read: James Triptree, Jr., "The Last Flight of Dr. Ain" (pgs. 610-14)  
*Writing and Revising*, pgs. 172-74

F Nov. 21 Read: James Joyce, "Araby" (pgs. 647-51)  
*Writing and Revising*, pgs. 175-76

M Nov. 24 Barbara Wallraff, "What Global Language?" (pgs. 582-88)

W-F Nov. 26-28 No Class—Thanksgiving Break

M Dec. 1 Read: Virginia Woolf, "Shakespeare's Sister" (pgs. 592-95)  
Works of art between pgs. 646 and 647  
In class: Discuss analysis of art works and revision strategies for the essay

W Dec. 3 Read: Herman Melville, "Bartleby the Scrivener" (pgs. 616-40)

F Dec. 5 Due: **Artistic Analysis Final Draft**  
In class: Discuss final exam, strategies for timed writing

Dec. 8-12 **Final Exam**

## Course Credits

This is a 3-credit course that translates to three hours of classroom time and an estimated six to nine hours per week of out-of-class student work. Students should expect their reading, research, and writing time to vary per assignment.

## Course Requirements

Process Essay (3 pgs.): 150 points

Causal Essay (3-4 pgs.): 150 points

Argumentation Essay (4-5 pgs.): 250 points (50 points annotated bibliography, 200 points paper)

Artistic Analysis Essay (3-4 pgs.): 150 points

Final Exam (timed, in-class essay): 100 points

Oral Presentation on an Author: 50 points

Quizzes, Informal Writings, and Participation: 150 points

## **Grading Scale**

A: 930-1000, A-: 900-929, B+: 880-899, B: 830-879, B-: 800-829, C+: 780-799, C: 730-779, C-: 700-729, D+: 680-699, D: 630-679, D-: 600-629, F: 599 and below

## **Attendance policy**

The instructor reserves the right to reduce a student's final grade by one letter grade for missing 10% of the class time. Missing 25% of the course time will guarantee an "F" for the semester.

## **Honor Code statement**

The University Honor Code will be followed in this class. At any time, you might be asked to write the pledge on your work:

*I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.*

Specifically, students will be given explicit instruction in the understanding of and avoidance of plagiarism. The definition per University Honor & Integrity Board is:

1. Handing in as one's own a paper or assignment purchased from a term paper service or any other source.
2. Copying another's paper or work and handing it in as one's own.
3. Taking a paper or work from a file not one's own and handing it in as one's own.
4. Intentionally footnoting an incorrect source.
5. Appropriating passages or ideas from another and using them as one's own without proper documentation.
6. Quoting a written source on an exam, test, paper, or homework assignment without citation when it is requested by the instructor to present one's own work.

The university honor code states that this offense could lead to automatic failure in the course and possible expulsion from the college.

## **Alternate Format**

If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395-4935). The office will require appropriate documentation of disability. All information is kept confidential.

## **Inclement Weather Policy**

In the event that the university announces a delay or cancelling of class, the instructor will notify students via email or digital course delivery system (Canvas, webpage, etc.) how they are to proceed with course material.