

CORE CURRICULUM FORM FOUNDATIONS NEW COURSE: ENGL 165: Writing & Rhetoric
--

Implementation Catalog Year: 2018-19	Submission Date: 8/30/2016
---	-----------------------------------

Catalog Copy	ENGL 165. Writing & Rhetoric. 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. 3 credits. Writing infused.
--------------	---

II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION

N/A

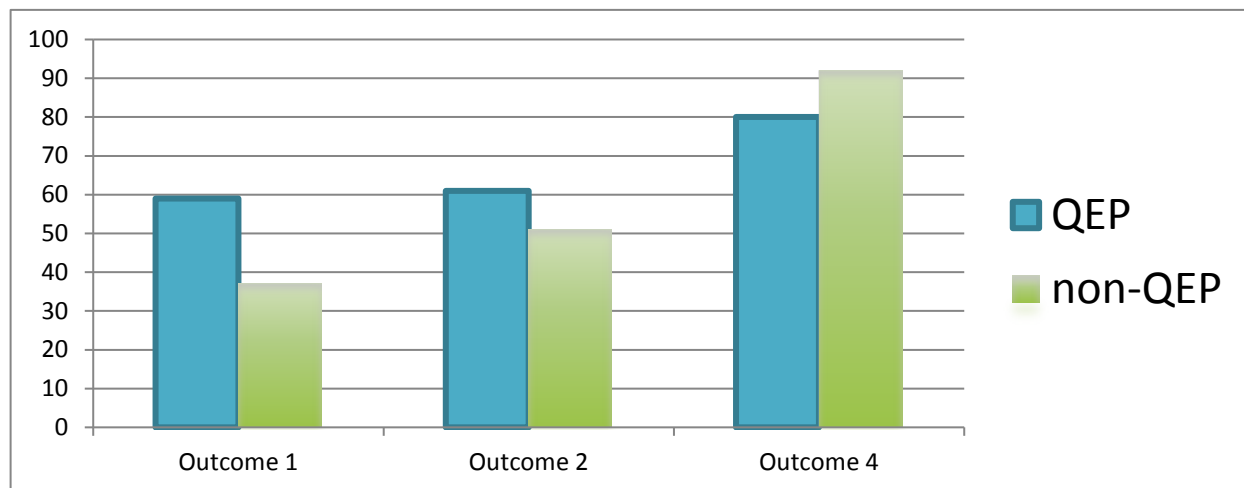
III. RATIONALE FOR COURSE

- Students in the new Core Curriculum begin by taking two courses at the first-year level; this is one of those courses. Incoming freshmen will be introduced to academic inquiry, a fundamental part of college study, in *CTZN 110: Inquiry to Citizenship* and *ENGL 165: Writing & Rhetoric*. Academic inquiry is central to Longwood University's liberal arts core curriculum and goal of producing an educated citizen.
- In order to develop students' ability to research and write in the university, they must understand writing as rhetorical. Thus, they should be instructed in the application of writing knowledge employed in various academic contexts before they move into the Core and their major.
- Thus, the purpose in teaching composition as students enter the university is twofold:
 - 1) to introduce disciplinary conventions of the academic houses and
 - 2) to develop the students' ability to bridge earlier writing experiences to the new writing contexts of their Core courses and major courses.

An awareness and understanding of the different conventions across disciplines is a knowledge base more transferrable to the near and far writing contexts students will encounter (Anson; Beaufort; Downs & Wardle; Driscoll; Moore). Teaching that awareness is within the capability of our English department faculty. However, teaching *how to write and research in the disciplines* is the responsibility of faculty in the majors.
- English Department faculty will approach the teaching of writing from their varied research interests in Rhetoric & Professional Writing, Literature, Children's Literature, and Creative Writing to meet the same 6 objectives of the course.
- The approach to teaching writing as with the pedagogical goals similar to this new course has already been piloted with a majority of the sections of English 150 over the past 3 semesters with some success. The pedagogical goals were to teach

- more than a passing familiarity with disciplinary research conventions (language, format, inquiry goals);
- metacognitive work with the similarities/differences involved in the need to adapt their skills and knowledge to a new disciplinary environment from their work in high school to first-year writing and then to disciplinary-based writing in the academy;
- the ability to communicate effectively for a given audience.
- Those pilot courses were assessed with the control group of the regular sections of English 150. Student exams from the common final exam were randomly collected from all sections. Raters were normed to the rubric. Raters never scored their own students' work. The combined results from spring and fall 2015 were that students in the QEP courses demonstrated a considerable gain in Outcome 1 rhetorical knowledge of writing and Outcome 2 judging the credibility and suitability of sources. Students without the focus of cross-disciplinary knowledge (non-QEP) exceeded the QEP sections in Outcome 4, which is clarity of prose.

% of students earning ≥ 3 in English 150 QEP v non-QEP English 150 Fall and Spring 2015



- This re-direction of first-year composition as a “writing for/about/in the disciplines,” essentially to focus on the rhetorical decisions students will be making as they write in the disciplines, is not without precedent. East Carolina University and North Carolina State University have shifted their focus as well. As Dr. Tracy Morse, Director of Composition at ECU has written in support of changes to their composition program:

Becoming a better writer requires multiple, consistent opportunities to learn about, practice, and reflect on writing in various contexts and across all levels of the academy (Bergmann & Zepernik; Brent; Carroll; Haswell; Herrington & Curtis; McCarthy; Nelms & Dively; Smit; Sternglass; Walvoord & McCarthy; Wardle). As Perkins and Salomon explain, “Practice that occurs in a variety of somewhat related and expanding contexts will force the cognitive element [of thinking about how to write] to adapt in subtle ways to each of these new contexts, yielding an incrementally broadening ability” (“The Science and Art,” 120).

The community college system of North Carolina is preparing to align their courses with this focus on writing in the disciplines. Christopher Newport University’s second semester composition course also has this focus.

IV. COURSE ALIGNMENT Attach a proposed syllabus in the format specified by the FPPM.

Program Level	Course Level	Course Level
CORE Foundations Level Student Learning Outcomes	Course Objectives (how will students meet the program outcome in measurable ways?)	Sample Relevant Course Components Meeting Course Objectives
Students will analyze and use writing conventions appropriate to different audiences.	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.	Through assigned reading and discussions, students will be instructed in the nature of academic disciplines, research methods, and citation guidelines.
	Identify and explain the significance of language, structure, and reference among at least 3 academic disciplines.	When reading samples of discipline-based texts, students will be guided in the identification and discussion of the significance of language, structure, and reference.
	Convey the results of research through an appropriate academic genre to achieve specific informational and/or persuasive purposes for defined academic audiences.	Students will produce a paper or papers using primary and secondary sources for researched informative or persuasive purposes to a particular audience.
Students will recognize the types of information best suited to the argument and effectively locate, critically evaluate, appropriately use, and ethically cite the information.	Identify appropriate digital and print sources for use in specific writing tasks after explicit instruction in evaluating a variety of sources.	Instructors and/or library instructional faculty will instruct students in the evaluation and selection of sources. Students will incorporate a variety of sources in their written text.
Students will identify strengths and weaknesses in their own writing in order to improve.	Identify and evaluate at least 3 strategies for improvement. Those strategies include: organization, language, and (composing) planning, drafting, revising, and proofreading processes of their own texts.	Students will write and/or present reflective arguments evaluating the strategies of their own work in the course.
	Produce polished original prose that rarely interferes with reader comprehension and writer ethos.	Students will produce 4,000 words over a series of scaffolded informal and formal assignments. Their formal writing will be evaluated for many components, error rate and clarity being part of the evaluation.

V. RESOURCE ASSESSMENT

A. How frequently do you anticipate offering this course? Every year, fall and spring semesters to meet incoming first-year student demand. The course will not be offered in less than 15 weeks.
B. Describe anticipated staffing for the course including any changes in existing faculty assignments: Currently, the first-year writing course has a coordinator and English department faculty teaching writing. ENGL 165 will require the same coordinator position and the same number of faculty. 26 sections per semester/52 per year. (Same number as currently needed.) Fall 2016: 9 TT/6 lecturers for 35 sections Spring 2016: 4 TT/6 lecturers for 17-19 sections Second-year students who have not taken English 150 their first year can take English 165 during their second year as a substitute for English 150 credit without a change in staffing. Our current numbers include second year and first-year students taking English 150.
C. Estimate the cost of required new equipment: None.
D. Estimate the cost of and describe additional library resources: None.
E. Will the change require additional computer use, hardware or software? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, please describe and estimate the cost: Click here to respond
F. Will a course fee be assessed? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, the Fee Recommendation Worksheet must accompany this form. See the Budget Office forms page at http://www.longwood.edu/budget/forms.htm .

All curriculum proposals/changes are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

APPROVAL SIGNATURES

COURSE: ENGL 165: Writing & Rhetoric

	Date received	Date approved	Signature
1. Department Curriculum Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
3. Dean	_____	_____	_____
4. College Curriculum Chair	_____	_____	_____
5. Academic Core Curriculum Committee Chair	_____	_____	_____
6. EPC Chair	_____	_____	_____
7. Date received by Registrar	_____		

English 165: Writing & Rhetoric

Instructor: Dr. Z

Office: Grainger 299

Fall 2014

Mailbox: Grainger, 1st floor

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

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

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

TR 11:00 AM-12:00 PM

E-mail: zz@longwood.edu

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. 3 credits. Writing infused.

Required Materials

X.J. Kennedy, Dorothy Kennedy, and Marcia Muth, *Writing and Revising*

Required readings on race posted online

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 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

Essay #1: Institutions of Race Essay

Essay #2: Race and Science Essay

Essay #3: Representing Race Essay

Final Exam: All ENGL 165 sections are required to take a final exam consisting of at least one in-class, timed essay. You will produce this essay during the scheduled final exam time for your class.

Peer Reviews/Workshops: Peer review and workshop are important tasks that not only help your fellow student revise for a better grade but also help you assimilate skills of good writing and reviewing that you can apply to your own papers. Failure to take part in peer review, to do an acceptable job, or to turn in your workshop review comments will result in a letter grade reduction per missing item for the assignment. You will be graded on your peer review comments as part of your participation grade.

Evaluation

Institutions of Race Essay	15%
Race and Science Essay	15%
Representing Race Essay	15%
Charettes	15%
Short Writings	10%
Class Participation	10%
Oral Presentation	10%
Final Exam: Reflective Essay	10%

Grading Scale: A 100-94; A- 93-90; B+ 89-87; B 86-84; B- 83-80; C+ 79-77; C 76-74; C- 73-70; D+ 69-67; D 66-64; D- 63-60; F 59-0

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.

Course Schedule

Schedule of Reading Assignments and Due Dates

M 8/22 Introductions
Review syllabus and schedule
Discuss Audience, Purpose, Context

Unit I: Thinking About Argument

W 8/24 *Writing and Revising* Ch. 1-2
Langston Hughes, "Salvation" (pdf)
Isak Dinesen, "The Iguana" (handout)
Short Writing #1: Choose one essay from above and describe the writer's audience, purpose, and context

F 8/26 *Writing and Revising* Ch. 3-5
David Brooks, "Engaged or Detached?"
(<http://www.nytimes.com/2013/04/30/opinion/brooks-engaged-or-detached.html?comments>)
Review Essay #1 Assignment – group brainstorm for questions

M 8/29 Mark Edmundson, "Who Are You and What Are You Doing Here?"
(<http://www.oxfordamerican.org/articles/2011/aug/22/who-are-you-and-what-are-you-doing-here/>)
Short Writing #2: Write a one-paragraph summary of Edmundson's article and then a one-paragraph response to the article.

Unit II: Race in Social and Historical Contexts

W 8/31 *Writing and Revising* Ch. 8
Michael Omi and Howard Winant, "Racial Formations" (pdf)
Eduardo Bonilla-Silva, *Racism without Racists* Ch. 1 (pdf)

F 9/2 *Writing and Revising* Ch. 6-7
Excerpt from Debby Irving, *Waking Up White* (pdf)
McIntosh, "White Privilege: Unpacking the Invisible Knapsack" (pdf)
Short Writing #3: Write a list of three possible topics for Essay #1 – bring to class

M 9/5 *Writing and Revising* Ch. 10
May, "Multiculturalism" (pdf)
Wise, "Majoring in Minstrelsy: White Students, Blackface, and the Failure of Mainstream Multiculturalism" (<http://www.timwise.org/2007/06/majoring-in-minstrelsy-white-students-blackface-and-the-failure-of-mainstream-multiculturalism/>)
Journo, "Multiculturalism's Real Agenda"
(<http://capitalismmagazine.com/2007/02/multiculturalisms-real-agenda/>)

Tim Wise, "Facts? We Don't Need No Stinkin' Facts" (<http://www.timwise.org/2007/07/facts-we-dont-need-no-stinkin-facts-racism-white-anxiety-and-the-projection-of-personal-inadequacy/>)

Michael Berliner, "Diversity and Multiculturalism: The New Racism" (<http://www.gwb.com.au/gwb/news/watch/racism.htm>)

- W 9/7 Zitkala-Sa, "The School Days of an Indian Girl" (<http://digital.library.upenn.edu/women/zitkala-sa/stories/school.html>)
Tim Wise, "Nativist Americans: Immigration, Historical Memory, and the Dishonesty of Modern Racism" (<http://www.timwise.org/2014/08/nativist-americans-immigration-historical-memory-and-the-dishonesty-of-modern-racism/>)
Short Writing #4: The candidates for President have offered positions on contemporary immigration that range widely. Choose one candidate's position (you must learn this by research), summarize it, and then explain how you see Tim Wise's argument responding to that position.
- F 9/9 Theda Purdue, "The Legacy of Indian Removal" (pdf)
- M 9/12 Meet in Library: Researching Racial Projects
- W 9/14 Meet at the Moton Museum: Tour with Cainan Townsend, Moton Assistant Director
- F 9/16 Meet at the Moton Museum: Dr. Larissa Smith Fergeson leads discussion
- M 9/19 Dirda, "Classrooms and Their Discontents" (pdf)

Type two questions you could ask Michael Dirda
Michael Dirda speaks on campus, 5:30 p.m., Blackwell Hall
- W 9/21 Discuss Moton visit and using primary sources
- F 9/23 Images available at VCU: <http://dig.library.vcu.edu/cdm/landingpage/collection/far>
Brian Lee and Brian Daugherity, "Program of Action" in *Virginia Magazine of History and Biography*
(<https://login.proxy.longwood.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=f5h&AN=90114578&site=eds-live&scope=site>)
Chris Bonastia, "From the Courtroom to the Street" (pdf)
Short Writing #5: We have been discussing how the historical narrative of Prince Edward's school closings can change depending on one's disciplinary or cultural context. Write an analysis of the two articles for today in which you explain each article's audience, purpose, and context and then compare their approach to the source material we have studied.
- M 9/26 Individual Consultations
Short Writing #6: Draft of Essay #1 due to Canvas by noon

W 9/28	Essay #1 Charette – read partner essay ahead of time on Canvas and make notes
F 9/30	Fall Break – No Classes
M 10/3	Debate Days – No Classes Attend an event! Watch the debate!
W 10/5	Fall Break – No Classes
F 10/7	In-class discussion of the debate Short Writing #7: Choose one issue from the VP debate and analyze the two candidates' rhetorical approach to discussing that issue.
M 10/10	Essay #1 due by class time to Canvas In-class work on Essay #1 Reflection; post typed reflection to Canvas by midnight

Unit III: The Science of Race

W 10/12	Sandra Harding, "Science, Race, Culture, Empire" (pdf) Sandra Harding, "Is Science Multicultural?" (pdf) Review Essay #2 Assignment – group brainstorm for questions
F 10/14	Researching Race and Science – Jennifer Beach visits our classroom
M 10/17	How to Read a Difficult Essay Stephen Jay Gould, "American Polygeny and Craniometry before Darwin: Blacks and Indians as Inferior, Separate Species" in <i>The Racial Economy of Science</i> , ed. Sandra Harding (pdf)
W 10/19	Joseph Graves and Michael Rose, "Against Racial Medicine" <i>Patterns of Prejudice</i> 40.4-5 (2006): 481-93. (pdf) Eubanks, "Color Lines" (pdf)
F 10/21	Individual Consultations Short Writing #8: Draft of Essay #2 due by noon to Canvas
M 10/24	Essay #2 Charette – read partner essay ahead of time on Canvas and make notes
W 10/26	Review Essay #3 Assignment Researching the Humanities Essay
F 10/28	Essay #2 due by class time to Canvas

In-class work on Essay #2 Reflection; post typed reflection to Canvas by midnight

Unit IV: Humanizing Race

M 10/31 In-class viewing: *Do the Right Thing*

W 11/2 In-class viewing: *Do the Right Thing*

F 11/4 In-class viewing: *Do the Right Thing*

M 11/7 *Do the Right Thing* – finish and discuss

Short Writing #9: Respond to the question – “What, according to the film, does it mean to ‘do the right thing’? How does Lee advocate for a vision of race in this film?”

W 11/9 Individual Consultations

F 11/11 Individual Consultations

Short Writing #10: Draft of Essay #3 due by noon to Canvas

M 11/14 **Essay #3 Charette – read partner essay ahead of time on Canvas and make notes**

Unit V: Reflections on Writing

W 11/16 Review Final Exam Reflective Essay
In-Class Prep Work for Final Exam

F 11/18 How to Make a Good Oral Presentation
Rebecca Schuman, “Powerpointless”
(http://www.slate.com/articles/life/education/2014/03/powerpoint_in_higher_education_is_ruining_teaching.html)

M 11/21 **Essay #3 due by class time to Canvas**

In-class work on Essay #3 Reflection; post typed reflection to Canvas by midnight

W 11/23 **Thanksgiving Break – No Classes**

F 11/25 **Thanksgiving Break – No Classes**

M 11/28 Oral Presentations

W 11/30 Oral Presentations

F 12/2 Oral Presentations

End of classes

Final Exam: 9:00 a.m. class – Monday, December 5, 8:00-10:30 a.m.
10:00 a.m. class – Tuesday, December 6, 8:00-10:30 a.m.