

# Writing 150: Writing and Rhetoric

Winter 2011 • Section 048 • 12:00pm MWF • 1013 & 4057 JKB

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## Texts, Supplies, and Helpful Resources

*The Little Penguin Handbook, 2nd Edition* (PH), by Lester Faigley (required)

*Writing and Rhetoric* (W&R), ed. Brett C. McNelly and Brian Jackson (required)

*Supplemental Guide to Writing and Rhetoric* (SG), ed. Brett C. McNelly and Brian Jackson (required)

*Negotiating Difference: Cultural Case Studies for Composition* (ND) ed. Patricia Bizzell and Bruce Herzburg (required)

One pocket folder to use for your portfolio (required)

A flash drive (optional)

Blackboard: [blackboard.byu.edu](http://blackboard.byu.edu)

Rhetoric helps: [rhetoric.byu.edu](http://rhetoric.byu.edu)

Writing Center: 4026 JKB; [english.byu.edu/writingcenter](http://english.byu.edu/writingcenter)

Writing and Research Lab: 2231 HBL

Library Instruction: <http://net.lib.byu.edu/instruction/>

## Course Objectives

### Course Description:

Writing 150: Writing and Rhetoric is designed to help you develop skills in argumentative and persuasive writing. Part of good argumentation includes compassionately responding to those whose beliefs and perspectives oppose your own. This particular section of Writing 150 focuses on the theme of seeing multiple perspectives and negotiating difference. In this course, we will explore what it means to be tolerant while still taking a stand, how to apply open-mindedness to writing and academic discourse, and how tolerating multiple views fits into the role of being a disciple of Christ.

In this class, you will become part of a community that includes your classmates, your instructor, and the broader population of university-level students and professors in America. As part of this community, you will have the opportunity to share your perspectives and your writing often in class and receive feedback from your peers. You will also respond to the perspectives and the written work of your classmates. As part of a university-level discourse community, you are expected to be respectful of others' ideas and to listen carefully and compassionately to the diverse viewpoints we will explore in this course.

See pages one and two of the *Supplemental Guide* for a complete list of Writing 150 course objectives.

## Course Requirements

### Major Papers

1. Reverse opinion editorial
2. Rhetorical analysis
3. Collaborative issues paper
4. Multimodal argument

Each paper will be submitted as a **portfolio** showing evidence of your writing process. The portfolio includes the cover sheet and grading rubric found in the *Supplemental Guide*, prewriting, all marked-up drafts, and a reflective analysis on your writing process for the paper. These are submitted with your final work in a pocket folder. This means you should save **everything** you do in class until the end of the semester.

**Final Exam:** The final exam is scheduled by the university for **Wednesday, April 20 from 7:00am-10:00am**. In keeping with strictly enforced university policy, absolutely no early or late exams will be given and you will fail the course if you miss the final. Please inform your family immediately and plan travel arrangements, weddings, etc., accordingly.

**Library Tour, Tests, and Research Sessions:** You are required to take a tour of the library, do an online tutorial, and take two quizzes on the information you have learned. These resources can be obtained in the LRC on the 4<sup>th</sup> floor of the library and on Blackboard. In addition, for two several class periods this semester we will meet in the library. Since the library will become one of your most valuable resources throughout your college career, **these sessions are NOT optional**. These library sessions will be conducted by a member of the library staff who will present you with a few simple tutorials on how to utilize the library as a resource for your studies.

**Punctuation Exercises:** Five in-class quizzes will be given based on the punctuation section of the Supplemental Guide.

**Readings and Assignments:** 100 points of your final grade will come from in-class writing, homework assignments, blogging, and reading. You may be asked to report on your reading in class. Pop quizzes on the reading may be given at any point in the semester.

**Group work:** The final two projects of the semester (the collaborative issues paper and the multimodal argument) will be completed in groups. Additionally, throughout the semester, you will be assigned to work with groups on a consistent basis—in class, and, occasionally, outside of class. You will be assigned to a group in the second week of class. You are expected to actively contribute to your group.

**Extra Credit:** A few, small extra credit opportunities will be made available throughout the semester. These will be announced in class.

## Course Policies

**Attendance:** You are permitted to miss three classes, no questions asked. Each additional absence (after three) will result in a one-third reduction of your final grade (B to B-). Excused absences for student athletes and students participating in other authorized university groups count toward the permitted number of absences; however, these students are not penalized for additional excused

absences. If you miss more than the permitted number of classes because of an emergency or illness, let me know immediately and we will try to work out a solution. If possible, contact me **before** the class period you will miss. In the case of an absence, you are responsible to contact your classmates to find out what you have missed. If you are sleeping through class, text-messaging, Facebooking, or in other ways not participating, you are not here. I will mark you absent.

**Peer Reviews and Conferences:** It is important for you and for your peers that you participate in peer reviews. If you miss peer review day and do not arrange with your classmates to make it up outside of class, **you will be docked up to five percent** off your final paper. If you miss teacher conferences, it will be counted as an absence.

**Late Assignments:** The three major papers and the multimodal argument are due either in class or in my box by 4:00pm on the specified due dates. After that, they will receive a 10% deduction per day. Drafts will be required for each paper so that you will have plenty of time for revisions. I understand that there can be problems with computers and printing, etc. If this is the case, email a copy of your paper to me **by 4:00pm on the due date** so that I know you finished it on time, and then bring a hard copy of the paper to my box within 24 hours. Many of the smaller assignments will be completed during class time, and thus cannot be turned in late or made up.

**Revision:** If you receive a final paper back and feel you could improve the paper for a higher grade, come talk to me within a week of receiving the graded paper. If I believe you need the learning opportunity, and if you have shown effort in the class, I will provide you with an opportunity to revise and try to earn a higher grade.

**Failure Policy:** Writing 150 students are required to complete a number of mandatory assignments: opinion editorial, rhetorical analysis, issues paper, multimodal argument, and the final exam. If you do not complete any one of these assignments, you will automatically fail the course.

**Required Format:** All papers submitted for this course must be typed with 1-inch margins (this means you have to change the margins in Word's default page setup) in Times New Roman 12-point font, double spaced. They must also adhere to current MLA (Modern Language Association) style guidelines where specified. Please do not attempt to alter assignment length by changing fonts, margins, etc.—I will notice!

**Communication:** The best way to know what to do for class is to consult the syllabus. It is your guide to what reading or homework assignments will be due for each class period. If neither the syllabus nor your classmates can answer your questions, please email me and I will respond as quickly as I can. I will also frequently communicate important details about assignments and readings via emails to the entire class, so check your email regularly.

**Honor Code and Plagiarism:** Students are expected to uphold the Honor Code they signed. Academic dishonesty is not tolerated at the university. Students who inadvertently plagiarize will be given an opportunity to correct their mistake. However, any paper that is deliberately plagiarized will not be accepted. The student will receive zero points for the assignment, may fail the course, and/or may be referred to the Honor Code Office. Please see full details on plagiarism as constituted in the Honor Code at <http://campuslife.byu.edu/honorcode>.

**Sexual Harassment:** BYU's policy against sexual harassment protects both employees of the University as well as students. Under Title IX of the Education Amendments of 1972, students who encounter sexual harassment from other students are protected. If you encounter unlawful sexual harassment or gender based discrimination, please talk to your professor, contact the campus EEO office (422-5895), or contact the Honor Code Office (422-2847).

**Students with Disabilities:** The Americans with Disabilities Act (enacted in 1990) prohibits discrimination based on disability in employment, public service, public accommodations, telecommunications, and transportation. The Act is intended to afford the disabled equal opportunity and full participation in life activities. If you have a disability and need accommodation, please contact the office of Services for Students with Disabilities (378-2767).

## Grading Breakdown

Reverse Opinion Editorial	100
Rhetorical Analysis	200
Collaborative Issues Paper	300
Multimodal Argument	100
Final Exam	100
Assignments	100
Punctuation Exercises	50
Library Session Tests	45
Online Course Evaluation	5
<b>TOTAL</b>	<b>1000</b>

## Grading Scale

Points	Grade	Points	Grade	Points	Grade	Points	Grade
1000-940	A	869-830	B	769-730	C	669-630	D
939-900	A-	829-800	B-	729-700	C-	629-600	D-
899-870	B+	799-770	C+	699-670	D+	Below 600	E