

English 150 Honors: Writing and Rhetoric

Texts and Materials

1. Brett C. McInelly and Dennis R. Perry, eds., *Writing & Rhetoric* (W&R)
2. Donald McQuade and Christine McQuade, *Seeing & Writing 3* (S&W)
3. Lester Faigley, *The Brief Penguin Handbook*, 3rd ed. (PH)
4. Selected additional readings online
5. 3x5 note cards for rush-writes and pop-quizzes (about 25)
6. A Google account (for Blogger, GoogleDocs, etc.)

Course Description

English 150 is designed to introduce you to college-level writing, reading, and research with an emphasis on argumentation and rhetorical analysis. The course pays particular attention to the ways arguments work within discourse communities—groups of people who share common interests, values, beliefs, etc. As individuals, we are all part of a variety of national and local communities in which disagreements arise over such issues as who to elect into public office, what should be done regarding parking on campus, or what activities we should do while on a family vacation. These situations require us to engage in arguments with others.

To facilitate our study of argument, our section of English 150 is structured around a focused topic area (new media) and will require you to do extensive writing, reading, and research in the topic area. Due to the changing nature of writing because of new media, you will not only write about new media, but you will also participate in new media writing. You will participate in a class blog in order to develop ideas with your peers, collaborate, continue the discourse of the classroom, and share your writing. For your final project, you will apply writing done throughout the semester to new media forms, through a group multimodal composing project.

Course Goals

See course goals document.

Course Requirements

Major Papers

1. Opinion Writings (O.W.) –3-5 pages of collected writing with the intent to persuade the thoughts or actions of a particular audience on a particular issue.
2. Rhetorical Analysis (R.A.) – 4-6 pages analyzing the rhetorical techniques of an online text, and making an argument about the text's overall persuasive effects on a particular audience. This analysis will incorporate aspects of new media writing.
3. Issues Paper (I.P.) – an 8-10 page issues paper making an argumentative contribution to a topic of debate related to the classroom issue-new media.
4. Multimodal Composing Project (M.C.) – an interactive, persuasive new media project, completed in groups.

See individual assignment sheets for more details.

Final Exam

Details TBA.

Class Blog

The class blog is a place to extend the classroom, to create discussion, to respond to class readings, to find and share examples of rhetoric from media and from personal life, to explore the writing process, and to share drafts of the papers. This is an academic blog—posts and responses must conform to the standards of written, academic English. Students will be required to post one to three times a week; additionally, students will be required to respond to each other's posts. For further information on the class blog, see the class blog assignment handout.

Minor Assignments (out of 150 points total):

- Pop Quizzes (20 points)
- Punctuation Exercises (50 points)
- Library Tour, Tests, and Research Sessions (45 points)
- Annotated Bibliography (15 points)
- 4 Mandatory Conferences (16 points):
- Writing Center Visit (4 points):

Grading

Grading will be done on the weighted percentages of class assignments as follows:

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

Grading Breakdown

Assignment	Points
Issues Paper	300
Rhetorical Analysis	200
Opinion Writings	100
Multimodal Composing Project	100
Minor Assignments	150
Class blog	100
Final Exam	50
TOTAL	1000