

Rhetoric 105: Principles of Composition
Section L5

TTH: 8:00-9:15, English Bldg 36

Credit: 4 hrs. Satisfies the requirement for Freshman Composition 1 course.

Instructor: John Moore

Office: 4th Floor of the English Building

Office Hour: Thursdays 12:00-1:00 or by appointment

Email Address: jlmoore2@illinois.edu

(*I will do my best to respond to emails within 24 hours of receiving them. Please keep in mind, however, that I am typically unable to respond to emails immediately.)

Textbook:

Writing @ the University of Illinois and *Writer's Reference* (to be supplemented by various handouts)

(Both of the required texts are ebooks. You must purchase a subscription code from the bookstore and then register for this section of the course. Once you've scratched off the access code the "book" cannot be returned to the bookstore.)

Moodle:

This course uses a Moodle course site for the submission of many homework assignments. You can access Moodle through this url:

<http://www.atlas.illinois.edu/support/teaching/moodle/student/help/>

Course Description:

Rhetoric 105 is a course designed to introduce you to the kind of writing that researchers do at the University of Illinois. We will think about how to write in an academic environment, think analytically, and read critically. This course focuses on developing strategies for academic "conversations"—with each other as with the larger academic community here at the U of I. Looking at each other's writing is thus a major component of the course, a collaborative practice that models the way that writing works in academic communities everywhere.

This is not a lecture course. Our sessions will often rely upon work in small groups, discussions of student writing and readings, and other activities that involve participation. Active participation in this course requires not only showing up and speaking, but also doing all out of class reading/writing well and on time. Good close-reading habits include underlining, highlighting, taking notes in the margins, jotting down questions that you have, and taking notice of ideas you both agree and disagree with as you read.

Course Goals:

Early in the semester you will come up with a research question relating to something that you find interesting as you observe your environment. In the weeks that follow, your peers and I will help you to refine that question, perhaps narrowing the scope or shifting the focus of your

inquiry. You will spend the semester researching this question, ultimately producing 25-30 pages (total) of polished prose, including a final “Extended Synthesis Assignment” of about 7-10 pages. Each assignment over the course of the semester builds upon your previous assignments, and the smaller assignments within each unit build up to the final paper for the unit. Doing well in the course requires keeping up with all of the assigned work.

Your work in this class will consist of the following:

Ethnographic Observation Assignment (“Make It Strange”)	15%
Secondary Sources Assignment	20%
Primary Sources Assignment	20%
Synthesis Assignment	25%
Participation/Attendance	20%

***All assignments will have a page count, and your essays should be double-spaced and in standard format (12 pt font, Times New Roman, 1-inch margins). Note that this is likely **not** the standard setting for many word processing programs.

Rewrite Policy:

If you receive a “C” or lower on one of the first three of the assignments listed above, you may opt to rewrite the essay. You must notify me of your intent to do so within three days of receiving your initial grade, and you will have one week (from the day that you inform me of your decision) to revise/resubmit the paper. I will grade the new version, and the average of the two grades will be the one recorded in the grade-book. This policy does not apply to final essay, and it does not apply to papers that were turned in late.

Late Work:

The grade assigned to the four large assignments listed above will be penalized by one letter grade for each day that a *hard copy* of the assignment is late (a “day” begins at 9:30 am – the time at which class starts – and lasts 24 hours). For each of the major assignments, make sure also to submit an electronic copy to Moodle for the EUI component of this course. (We’ll discuss how to do this in class.)

All other assignments (reading responses, drafts, finding/reporting on sources, etc.) are related directly to what we will be doing in class on the day they are due and thus cannot be turned in late. Day-to-day work will not be given a letter grade, but rather factored into your participation grade in terms of how well your work prepared you to participate in class. (*Hard copies of preliminary drafts must be turned in on the specified due date in order to be read by the instructor.*)

Attendance Policy:

Missing class frequently negatively impacts your participation grade. Coming to class later than fifteen minutes after the start of class (that is, after 8:15) will be considered the equivalent of

missing a class. **Missing more than four class sessions will result in a reduction of the final grade for the course by 1/3 of a letter grade for each additional absence.** Excused absences include religious holidays, letter-supported athletic events, or serious illness (with letter from the Emergency Dean).

Emergency Dean:

If an emergency keeps you from submitting your paper on time, alert me to the situation as soon as possible and be prepared to provide proof of the emergency. I will consider emergencies on a case-by-case basis, but I cannot promise to make exceptions. If you have a particularly serious situation that is likely to affect all of your classes, I recommend that you discuss your situation with UIUC's Emergency Dean, who can be reached at 333-0050.

Plagiarism:

The University of Illinois has high standards of academic integrity set out in Article 1, Part 4 of the University Student Code. All written coursework is expected to be your own, with words and/or ideas from other sources fairly attributed. To use words and/or ideas from another source as if they were your own is plagiarism. Submitting your own work for more than one course without permission of both instructors can also constitute plagiarism. The University Student Code sets out possible consequences of plagiarism in coursework, ranging from failure on the assignment to suspension or dismissal from the University. The Code specifies that ignorance of these principles is not an excuse. All students in this class should familiarize themselves with the Code at www.admin.uiuc.edu/policy/code/.

One of my goals in teaching this class is to clarify what “plagiarism” means in university-level writing, and in Unit 3 we will spend some time discussing “fair use” of others’ intellectual property. However, if at any point in the semester you have questions about “fair use,” please do not hesitate to consult me.

Disability Concerns:

The University will make every practical effort to ensure that no person is denied educational access because of a disability. Any student who is has a disability and who can benefit from any adjustments to the classroom should speak with me (preferably sooner rather than later). If you haven't already, you should also contact the Division of Disability Resources and Educational Services (333-1970) for assistance with accommodations.

*****The Writer's Workshop**, located in room 251 of the Undergraduate Library as well as several satellite locations, provides one-on-one writing tutoring by graduate and undergraduate students, free of charge. If you'd like feedback and suggestions on your papers beyond what you get during class and conferences, I strongly recommend that you take advantage of this service—it can only improve your writing. To make an appointment, call the Workshop at 333-8796.

Course Schedule

****Note:** All Assignments/Readings appear under the day upon which they are due. Thus, for Thursday, Jan. 20, you should have read “Intro” and “Noticing and Observation” in the ebook and published on Moodle your response to the “Why did you come to the U of I” prompt in the ebook.

*******All readings are either on electronic reserve for this course or from *Writing @ the U of I* (ebook).

Week One:

Tuesday, Jan. 18 – Intro to RHET 105/EUI

****Unit One – Coming to Questions**

Thursday, Jan. 20 – Intro to Methods of Qualitative Inquiry

Read: “Intro” and “Noticing and Observation” (ebook)

Due: Write 2-3 page essay in response to “Why did you come to the U of I” prompt in ebook and publish on Moodle.

Week Two:

Tuesday, Jan. 25 – Culture, Race, and Sub-grouping

Read: “Stepping In and Stepping Out” (1-16); “Coming to Questions” (ebook)

Due: “Take a walk...” (but, as an alien researcher) – publish on Moodle

Thursday, Jan. 27 – “Racism”: System, Prejudice, and the Embedded Researcher

Read: “Defining Racism” and “White Privilege”

Due: Bring back to class your field notes/initial questions from Tuesday’s in-class observations

Week Three:

Tuesday, Feb. 1 – Coming to Questions

Read: “Stepping In and Stepping Out” (16-end)

Due: Bring research question to class on sheet of paper (*based on observations for first paper*) – ideally, this should be the “translated” version; Post to Moodle about discussion from Thursday’s class

Thursday, Feb. 3 – Peer Review Day

Due: **4 Copies (Full) Draft of Ethnographic Observation Essay** (bring one copy for me and three copies for peer review)

****Unit Two – Primary Sources**

Week Four:

Tuesday, Feb. 8 – Intro to Primary Sources/EUI Visit

Read: *Rhetorical Visions* (ch. 1) and “Primary Sources” (ebook)

Thursday, Feb. 10 – “Bias”?: Interview and Interviewer

Read: “Where Bias Begins”

Due: Publish interview protocol (part of proposal) on Moodle (part of this post due on Wednesday, part due on Thursday – see instructions on Moodle).

****Email me your EUI research question proposal (with name in title of document) **by Friday at 5 pm.** (See “Sample IRB Abstract” document on Moodle for a model of what this document should look like.)

Week Five:

Tuesday, Feb. 15 – Images under Observation(s)

Read: “No Snapshots in the Attic” and “The Photograph as an Intersection of Gazes”

Due: **Final Draft of Ethnographic Observation Essay** (bring hard copy to class and submit electronic copy on Moodle)

Thursday, Feb. 17 – Student Life and Culture Archive Visit

Due: Moodle post on archive expectations by Wed. at 5 pm

Week Six:

Tuesday, Feb. 22 – Multiple Perspectives, Multiple Summaries

Read: “Language, Culture, and Reality” and See links under Moodle Forum prompt

Due: Post twice under the Forum “Racially-themed parties at the university” (in response to links) by Monday at 5 pm

Thursday, Feb. 24 – Peer Review Day

Due: **4 Copies (Full) Draft of Primary Sources Essay** (bring one copy for me and three for peer review)

Week Seven:

Tuesday, March 1 – No Class, Student Conferences

****Unit Three – Secondary Sources**

Thursday, March 3 – Intro to Secondary Sources

Read: “Reading and Meaning-Making” and “Muslim Students’ Experience of Discrimination”

Due: Annotate your copy of “Muslim Students’ Experience of Discrimination” and bring to class.

Week Eight:

Tuesday, March 8 – Finding Secondary Sources – *Meet in Undergraduate Library*

Read: “Secondary Source Integration” (ebook)

Due: Worksheet for Library Session (very brief). Also, **Final Draft of Primary Sources Assignment** (one hard copy to class and one electronic copy to Moodle).

Thursday, March 10 – Citation, Documentation, and Plagiarism

Read: “Citation and Documentation” (ebook)

Due: Bring in one secondary source (from IDEALS or from a peer-reviewed journal) *that you have already read, annotated*, and are planning on using in your essay.

Week Nine:

Tuesday, March 15 – The Rhetoric of Argument

Read: “Rhetorical Principle and Argument Structure”

Due: Publish response to prompt on Moodle by start of class

Thursday, March 17 – The Rhetoric of Argument (cont.)/Grammar Review

Due: Find and bring to class **2 more** secondary sources (printed out and annotated)

*****No Class March 22 & 24, Spring Break*****

Week Ten:

Tuesday, March 29 – Peer Review Day

Due: **4 Copies (Full) Draft of Secondary Sources Essay** (bring one copy for me and three for peer review)

Thursday, March 31 – No Class, Student Conferences

****Unit 4 – The Extended Synthesis Assignment**

Week Eleven:

Tuesday, April 5 – Intro to Extended Synthesis Assignment

Read: “Reflection and Impact” (ebook)

Thursday, April 7 – Research Day

***I will be in the UGL from 8-9:15 to answer questions as you research your final paper. In order to receive credit for the day, you must check in by 8:15 and periodically throughout the normal class time. Also, **Final Draft of Secondary Sources Essay** (bring hard copy to me at the library and submit electronic copy to Moodle)

Week Twelve:

***Please circulate prospectuses by **noon the day before you present** (i.e., by Monday at noon if you present on Tuesday and by Wednesday at noon if you present on Thursday). Everyone is expected to read all of the circulated prospectuses by the start of class.

Tuesday, April 12 – Prospectus Conference

Thursday, April 14 – Prospectus Conference

Week Thirteen:

Tuesday, April 19 – Counterarguments

Due: Bring to class *two* new secondary sources that you plan to use for your project.

Thursday, April 21 – Peer Review Day

Due: Bring 4 copies of your “half draft” to class (3 for peer review and 1 for the instructor). You decide what “half” of your draft looks like (it could be the first half, the middle half, a detailed outline, etc.). **Also, submit one copy to Moodle.**

Week Fourteen:

Tuesday, April 26 – Introductory Paragraphs

Thursday, April 28 – Conclusions and Limitations

Read: Read “Lesson Five: Cohesion and Coherence” and Re-read “limitations” and “conclusions” sections of “Reflection and Impact” (ebook)

Week Fifteen:

Tuesday, May 3 – TBD

Extended Synthesis Assignment due on Friday, May 6 at 4 pm to my campus mailbox (second floor of English Building, quad side).

***Note: The instructor reserves the right to change any of the policies, procedures, or scheduling mentioned above in order to better meet the needs of the course. In the event of such a change, students will be given written notice with ample time to complete all affected assignments.