

Rhet 101/100 X2

Syllabus & Policies

Ever since I was first read to, then started reading to myself, there has never been a line read that I didn't hear. As my eyes followed the sentence, a voice was saying it silently to me. It isn't my mother's voice, or the voice of any person I can identify, certainly not my own. It is human, but inward, and it is inward that I listen to it. It is to me the voice of the story or the poem itself. The cadence, whatever it is that asks you to believe, the feeling that resides in the printed word, reaches me through the reader-voice. (Welty 12-13)

Required Reading:

eBook: Writing @ the University of Illinois

eBook Handbook.

Also Required: Magazines, Professional/Trade Journals, Websites—especially the archives (Ideal), various sources of news, opinion, research.

My **contact information**: Thomas Herakovich, aka - Thomas, Tomas, Thom, and/or Tom, my office is EB 33 in the basement of the English Building, email <thomhera@illinois.edu>, and my office hours are 10:00-11:00am Monday through Friday and by appointment; The office door is usually closed but unlocked, if the door is locked knock.

If you need to contact me out of class or office hours, please use email first; the phone# 217-649-2900 is my personal cell# (to eliminate confusion with office mates, I do not use the phone in my office), so please use email <thomhera@illinois.edu>, then, the cell#, but only as a last resort, emergency, sort of thing.

About this section of Rhetoric 101/100:

First, we will strive as a class to meet the course goals. Second, we will reach those goals through a number of intertwined and foundational concepts including - thinking like the writers we are, creating a writing workshop environment (see the terms "Meta" and "Dialogic" and "Talking Stick"), nurturing a learned and healthy form of mental suspicion (critical thinking) leading to an awareness of "Rhetorical Situations," and eventually, creating a "dialogic" and "meta"-classroom environment.

Course Goals

In Rhetoric 101/100 students are expected to:

1. develop skills as readers and writers by reading and writing sophisticated prose;
2. experience writing as a process of revision, where longer, more complex pieces grow out of earlier work;
3. reflect on their processes as readers and writers as you read, write about, and discuss the texts of the course: published work, peers' writing, as well as their own;
4. become more practiced at using writing as a means of investigation, of figuring things out, thus challenging the commonplace belief that all writing is designed to prove something once and for all;
5. see connections between, on the one hand, the insights personal essays allow us to grasp as both readers and writers and, on the other, the contexts in which we're living our lives day to day;
6. accomplish 1-5 above within a course context dedicated to theorizing and practicing the art of the personal and academic essay.

Plagiarism Policy:

Plagiarism will not be tolerated, period. Excerpt from the definition of Plagiarism and link: UIUC Plagiarism Policy - <<http://www.research.uiuc.edu/ai/index.asp>>:

All members of the University community are expected to observe high standards of academic integrity and ethical behavior in research and publication. Any practice or conduct by a member of the University community that seriously deviates from those ethical standards for proposing, conducting, and publishing research that are commonly accepted within the professional community constitutes academic misconduct in violation of University policy. Academic misconduct includes, but is not limited to:

1. fabrication or falsification of data, including intentionally misleading, selective or deliberately false reporting of credentials or other academically related information;
2. unacknowledged appropriation of the work of others, including plagiarism, the abuse of confidentiality with respect to unpublished materials, or misappropriation of physical materials;
3. evasion of, or intentional failure after notice by the University or Federal, State or other appropriate agency to comply with research regulations or requirements, including but not limited to those applying to human subjects, laboratory animals, new drugs, radioactive materials, genetically altered organisms, and to safety; and

Hate language, verbal or written, like plagiarism, will not be tolerated in this class. See Code of Student Conduct. The Code reads, in part, as follows:

Students enrolling in the University assume an obligation to conduct themselves in a manner compatible with the University's function as an educational institution and suitable to members of the academic community. Conduct for which students are subject to discipline includes, but is not limited to, the following:

- (a) Conduct that threatens the health or safety of any person, or creates a reasonable fear that such a result will occur, including but not limited to:
 - (1) actions causing bodily harm
 - (2) physical contact of an insulting or provoking nature
 - (3) harassment, or behavior which is so persistent, pervasive, or severe as to deny a

person's ability to participate in the University community.

(4) reckless disregard for the health or safety of any person

Written papers in our class will be of different length and have numerous drafts, and some may be activities hand-written in class; however, all unit drafts need to be: typed, double-spaced, formatted to current MLA standards for research papers. All papers require "research" and must contain credible sources, from our textbook, newspapers, books, magazines, journals, and so on. All sources need to be correctly documented per the current, format appropriate to the assignment, conventions for research papers, cited in-text as well as in an appropriately formatted Works Cited page(s). Students are expected to proof read, revise, spell check (grammar check?); all writing (unless otherwise stated) turned in as Unit Drafts are expected to contain "few if any surface errors." The only credible dictionary in our class is the Oxford English Dictionary—accessible free through library resources—hard copy and on the web. Paraphrasing, if it exists at all, does not exist in this class! When quoting from a source, we will use only direct quotes.

What You Need to Know (Check for Rhet 100 specific info)

Policies, Ground Rules, Boundaries & Expectations

In order to form a *meta-dialogic-student-centered class environment, we all need to know the boundaries and expectations of the Rhetoric 105 classroom. Following is a list (from my perspective as teacher/leader/guide/coach) of a few simple, but critical, expectations that are linchpins for success in this class (we will also openly negotiate other goals, boundaries, expectations as a class).

If you are struggling in this class, talk to me early on, as in right away and work out a plan toward your success. Also, in addition to our weekly tutorial session, The Library *Writing Program* provides tutoring in most subject areas, including writing. The *Writing Program* is located on the first floor of the Undergraduate Library. Take action

early when dealing with problems and avoid getting behind (and freaked out).

Attendance - Know in advance, accomplishing the goals of this class is impossible without perfect or near perfect attendance. As mentioned above, this is a "student centered" class, and as such, the communication between students and instructor is interactive - dialogic and seldom lecture. As a direct consequence, class and small group discussions, in-class activities, workshopping, and question and answer periods cannot be reenacted for the missing student, and the in-class material is therefore most likely lost to them - and consequently, by missing class, a student not only minimizes his/her chances for success but also compromises the possibility of success for the members of his/her group. Rhet 100 students cannot exceed 3 (three), excused or not, absences.

Missed work - (missed work includes freewriting, class discussions, writing activities, workshops, and homework assignments). if a student must miss class, for any reason, it is the student's responsibility to discover from a fellow class member or group member what they missed and to, then, make-up any/all missed work. **Please, do not contact me for missed class information and/or missed activities and assignments.**

In the event of a family emergency or severe illness (an **excused absence** is an absence verified through the Emergency Dean's process for same), we can invent a plan to recover or invent most missed work. A student who falls behind because of continued verifiable illness or personal problems is responsible for contacting me, setting up an appointment, and working out a written plan for making up missed work. Understand that some work cannot truly be made up (class and group discussions for instance), so expect that I will add assignments that will attempt to achieve the pedagogical ends of missed discussions, workshopping, and so on. Thus, a student with verifiable absences will have a copy of the written plan, completed added assignments as well as completed missed work from chapter(s), otherwise the student's packet(s) will be considered incomplete.

Grading – note the grading rubric is included on the Moodle.

Interaction with your group is essential. Both offering and accepting criticism of written work, use of new vocabulary, and narrative critique are central to the act of learning.

Workshops - a sort of space within a space where we will discuss each other's writing, often a sensitive subject, per the above excerpt, calls for renewed and conscious attention to the power of words, and maintenance of value and respect of classmates' "rights to safety and dignity." Visit - Talking Stick - <<http://www.acaciart.com/stories/archive6.html>>.

Spaces where individuals and groups feel comfortable to share their opinions, knowledge, experiences, and research are always spaces constructed and firmly bounded by healthy ground rules and expectations that are public, understood, and respected by all participants. Therefore, my expectations concerning attendance, grading, paper length and format, appropriate language are published here and available to class members at all times. Part of my role as the teacher, leader, guide, is to construct the basic ground rules, boundaries, and expectations that shape the space our learning and meaning making will take place. Unlike the space we will negotiate, add to, and construct as a class, I consider the content and parameters of this page as constituting publicly available, visible, boundaries, and expectations, and as such, the contents of this "Syllabus" and "What You Need to Know" are non-negotiable.

Special Concerns

Please make the course instructor aware of any learning difficulties or physical challenges you experience that could affect your performance in the course. Any student needing to arrange a reasonable accommodation for a documented disability should contact Division of Disability Resources and Educational Services, 333-4603 – email E-mail: <disability@uiuc.edu>; <<http://www.disability.uiuc.edu/>> .

*Helpful Terms

Dialogic - <<http://www.ptoweb.org/freire.html>> (Please follow this link, and (before class 2) be able to enter into discussion about what might constitute a dialogic class-environment.

Meta - as a literary prefix, as in meta-novel, "meta" generally refers to self-awareness (a meta-novel is a novel that is aware of itself; the author might be writing about his/her experiences while writing the novel), so, for our purposes, a meta-classroom is a classroom where the participants (students and teachers) are hyper-aware and suspicious, questioning the curriculum, pedagogy, course content, and our own motivations and assumptions. For instance, higher education has been accused (I think rightly) of silently and invisibly carrying on the act of socializing and norming students--students, then, engage the world as unconscious participants in capitalist/consumerist society. I happen to agree. So part of our work in this class is to rip the veil of invisibility and silence and, eventually, delete silently and invisibly from our class practices by investigating various written texts as well as the class itself.

Student-centered - Another term joining meta and dialogic, as definitive of our class space, is "student-centered."* And, as such, responsibility for successfully accomplishing the goals of this class is placed squarely on the shoulders of students in the class, as individuals as well as the groups we will form.

Works Cited

Leonard, Scott A. "It's Not an Economy Stupid: The Education-as-Product Metaphor as Viewed

from the English Classroom." *The Relevance of English: Teaching that Matters in Student's Lives*. Eds. Yagelski, Robert P., and Scott A. Leonard. Urbana: NCTE, 2002.

Welty, Eudora. *One Writer's Beginnings*. New York: Warner Books, 1984.