

Rhetoric 105: Principles of Composition
[Ethnography of the University (of Illinois)]
<Spring 2009 – Section >
Weston Hall :: Room

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Office Hours: _____ & by appointment

➤ **Required Texts/Materials:**

- Course pack available from 'Notes & Quotes' - 502 E. John St., Champaign, IL
- Moodle account
- Handouts/online postings – TBA
- A notebook or three-ring binder with loose-leaf paper (To be used for in-class writing)
- A folder with pockets (to turn-in periodic assignments)
- Minimal funds for printing/photo-copying purposes
- An e-mail account to which you have regular access and will be able to check on a daily basis.

➤ **Course Overview:**

There are three main components to this course: reading, composition, research. Readings will focus on issues related to 'difference' and higher education, and the composing you do for this class will include in-class writing, reading responses, and essays that build toward a research project of your choosing. This course will draw upon your expertise as a current U of I student and provide a space for you to 'inquire into'--to ask questions about—spaces you encounter on a daily basis. Throughout this course, we will consider what the university 'is' and regard 'difference' as an area of inquiry within the university's narratives. Another area of concentration will be "ethnography," and you will gain practice in the basic skills of ethnographic research—i.e., observation, interviewing, artifact analysis. Such practice will be built into various assignments/your own research project. Furthermore, you will have the unique opportunity to present at an annual U of I EUI student mini conference on campus [Date TBA] and to archive writing you do throughout the semester through the Illinois Digital Environment for Access to Learning and Scholarship (IDEALS).

*EUI is short for Ethnography of the University Initiative, a large (and growing) community of student and faculty scholars who are reading, thinking, and writing about our campus.
See < <http://www.eui.uiuc.edu/>> for more info!*

*IDEALS is an online site where we'll archive much of our work. Student work is public and preserved, housed in this dynamic on-line archive designed to encourage future generations of students to build on past student research. You will have the options to archive your research paper under your actual name or anonymously or to not archive at all. Archiving can be a way to contribute to a greater public understanding of issues related to difference and higher education and is made possible through IDEALS.
See <<https://www.ideals.uiuc.edu/handle/2142/755>> for more info!*

➤ **Course Objectives:**

- Practice in active, thoughtful contribution to small and large group discussions.
- Experience in analyzing and responding to a variety of rhetorical situations.
- Application of ethnographic research methodologies to your own research.
- Greater understanding of relevant topics in higher education.
- Significant, meaningful practice in reading and writing rhetorically for an academic audience.

➤ Evaluation:

Attendance/Participation (i.e., class attendance, contributions to discussions, course preparation, quizzes, feedback sessions, individual presentations, Moodle postings, etc.)	20%
Reading Responses	20%
Inquiry #1	10%
Inquiry #2	10%
Inquiry #3	10%
Research Project	20%
Final Reflection	10%

Evaluation Scale (%)

A+ 98-100	B+ 88-89	C+ 78-79	D+ 68-69	F 0-59
A 93-97	B 83-87	C 73-77	D 63-67	
A- 90-92	B- 80-82	C- 70-72	D- 60-62	

➤ Basic Course Requirements

Attendance & Participation

Attendance and active participation are crucial to your success in this course. If you are not in class—(in body AND in mind!)—then you will receive no credit for participation or attendance that day. Please come to class ready & willing to ask questions & to engage in discussion. There will be opportunities most class periods for participation among large and/or small group settings.

I take many factors into account in evaluating participation. You **cannot** get an “A” in participation if you do any of the following things:

- always remain silent in small and large group discussions
- demonstrate apathy when working with others or fail to contribute equally to your group
- fail to complete on time any assigned work
- submit drafts or papers late beyond the two allowed freebies (see ‘Late Work’ for details)
- arrive late repeatedly
- have more than 3 absences

If you wake up late, have unexpected difficulties with transportation to class, etc., you may still attend class. Please enter the room quietly, & find the nearest seat. Keep in mind that we will begin class from time to time with an in-class writing assignment/activity, and there will not be an opportunity to make up these in-class activities.

*If you know in advance that you will miss class for a religious holiday, official U of I sponsored event, etc. please contact me by e-mail as soon as possible. We will discuss your planned absences immediately after you contact me.

You will not be marked absent if you encounter an emergency & have proof of this from the university’s Emergency Dean. However, please note that missing more than six class periods means your overall participation grade will be reduced by 1/3 for every consecutive day you are absent. So, if your final participation grade is a B, but you missed seven class periods, your participation grade would lower to a B-; if you missed eight class periods, it would lower to a C+; etc.

I do not distinguish between excused & unexcused absences, & please see the chart below for how absences will affect your Participation grade. (*0 absences: Extra Credit toward participation grade.)

**You are responsible for making up any work that you miss; your first recourse is to check with one of your fellow classmates. Here is a space to jot down the name/contact info. of at least one other classmate whom you can contact should you miss class:*

Name(s):

Contact e-mail(s)/#(s):

Please remember to turn off your cell phone & all other electronic devices. ♪ Thank you!

Reading Expectations

You are expected to have read and thought critically about the readings for the class day that they are assigned. I will provide strategies and guiding questions you can use to make meaning of these texts, but I also expect you to take primary responsibility for engaging in this intellectual work. In general, you should expect to read each text actively and critically and use forms of writing (glossing, annotating, highlighting, etc.) on your copies of the readings to record ideas and issues that you might bring to our class discussions.

Written Work General Guidelines

All written work -- Please include your name, date, & title of the assignment in the upper-right hand corner of the first page for all of the work you do this semester. Also, please staple or paperclip multiple pages.

Ex: Kristin McCann

1.21.09

Reading Response #1

ALL written work should be typed, double-spaced & in **12-point Times New Roman with 1-inch margins**, unless otherwise directed.

Moodle

We will be using (free) open-source course software throughout the semester called 'Moodle' for periodic discussion boards, reading response postings, and for links to resources we'll be using for assignments/class discussion, etc.

Website: <https://moodle.atlas.uiuc.edu/>

Enrollment key:

Late Work

Late work = an assignment that is not finished and submitted in class (or electronically, if the assignment was supposed to be submitted electronically) by 10:00AM on the day the assignment is due.

Throughout the semester, you will have **two** 'freebies' with which you can submit any assigned writing by Midnight of the regularly assigned due date without automatic penalty to the assignment's grade. *[This does NOT apply to the research project, however.] If you exceed your 'freebie' maximum, any late work thereafter will be reduced by 1/3 letter grade for each day it is late. (Ex: An assignment submitted two days late that would've been 'A' work would not be able to be any higher than a B+.)

Reading Responses

Each week, you will have at least one 1.5-2 page (full) reading response due based on assigned readings or other prompts. These reading responses will often be posted to the class Moodle site. When they are not, they will be submitted in your folder to me during class.

All **Reading Responses** will need to be word-processed. Sometimes, RRs will be printed and submitted during classes; other times, they will be posted to the class 'Moodle' site. I will inform you of the submission format and prompt(s) prior to the due date.

For Reading Responses, the ✓+, ✓, ✓-, 0 grading system will be used.

✓+ = Outstanding work & level of effort

✓ = Satisfactory work, effort evident

✓- = Needs some work/further demonstration of analysis

0 = You did not turn-in assignment &/or did not complete all parts of the assignment

Inquiries (3)

Throughout the semester, you will compose and complete three 'inquiries' (ranging from approx. 3-5 pages each). These texts could be thought of as 'essays,' though the premise of each will be to demonstrate extended analysis and inquiry into a given topic. Such inquiries will involve a specific focus and argument—a thesis—and will help you develop and/or narrow-down the question you want to press-on for your research project.

Presentations

You will engage in at least one formal individual presentation and one informal small-group presentation during class-time. The individual presentation will be brief (approx. 5-7 minutes) and will concern your research project. The small-group presentation will concern an issue related to the U of I and a policy recommendation/plan of action thereof. You will also have an opportunity lead class discussion for a specific reading/readings individually or in groups later in the semester.

This Week in Higher Ed

Most Fridays, we'll take some time at the beginning or end of class to share a compelling article/story related to higher education from the past week. We'll have sign-ups for this.

Research Project

The most involved component of the course will manifest in a document that reflects your inquiry into a question of your choice related to topics discussed throughout the semester. (Approx. 8-10 pages).

Main components: Several drafts, evidence & incorporation of some ethnographic fieldwork, annotated bibliography, final works cited list, author's note.

IRB Consent forms must be signed any time you interview a person/group of people or spend significant time observing him or her/a group. (However, there are some exceptions for when forms are required for observations—we'll detail this later in the semester). These forms are available on the class's Moodle page, & there will be an in-class presentation regarding these forms.

Peer/Instructor Feedback Sessions

Throughout the semester, you will provide and receive constructive feedback on your/your peers' writing. In doing so, you will be able to see what other students in this class are writing about, as well as gaining useful practice as a reader of others' writing. Feedback sessions may or may not be instructor-led, and may be held

during class or at another mutually agreed upon time. Failure to attend a required feedback session will affect your participation grade.

➤ **Disability Accommodations:**

The university will make every practical effort to ensure that not person is denied educational access because of a disability. Any student who has a disability & who can benefit from any adjustments to the classroom should speak with me. If you haven't already, you should also contact the Division of Disability Resources & Educational Services (333-1970) for assistance with accommodations.

➤ **Plagiarism:**

Plagiarism is taken very seriously at UIUC—this classroom included. UIUC policies for academic dishonesty are described in Part 4: Academic Integrity of the university's Student Code. An electronic version of this code can be found at <http://www.admin.uiuc.edu/policy/code/index.html>. Generally, to represent someone else's work as your own or to improperly acknowledge sources constitutes plagiarism. If you are ever unsure of how to cite sources properly, please ask me. If you plagiarize, I will be obligated to assign you a failing grade for the course, & you will be referred to the university judicial board. As always, honesty is the best policy. Also, please refer to the plagiarism handout given to you & discussed during the first week of classes. [P.S. I trust that the work you submit will be yours & yours alone; however, if I'm at all suspicious, I will Google your assignment or use another plagiarism-finder tool to see if you've plagiarized... ☺]

➤ **Writers Workshop/Library**

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

U of I has one of the *top* libraries in the United States, & it's to your benefit to use it! Some of you may be a bit reluctant to make a trip to the library, but know that the library is easier to use than you might initially think. There are number of tools on the website to make using the library easier for you—such as an 'instant message' feature where you can ask a live librarian questions. Since you'll be required to use sources other than the Internet throughout this semester, it will be to your advantage to visit/learn more about UIUC's libraries.

Undergraduate Library site: <http://www.library.uiuc.edu/ugl>

Course Schedule

CP = Course Pack
TWHE = This Week in Higher Ed
TBA = To Be Announced

Part One – Initial Inquiries

Highlights: Introduction to EUI, Moodle orientation, preview of ‘ethnographic research’, establishing exigency for the university as a site of inquiry, introduction to academic writing, ethos/pathos/logos.

Week 1 [1.15 & 1.17]

- W Introduction to course + Diagnostic.
 Due Fri.: 1) On a sheet of paper, write 2 or 3 sentences about what your definition of ‘rhetoric’ is. On another sheet of paper, write down what your personal definition of ‘academic writing’ is. Bring both sheets of paper to class.
- F What is “rhetoric”?/What is “academic writing” + Intro. to *My Freshman Year*, TWHE
 Due Mon.: 1) Register with Moodle 2) Read Chpts. 1-3 of *My Freshman Year* 3) Post RR #1 to Moodle 3) Read handouts.

Week 2 [1.22 & 1.24]

- M ***Meet in EB 304 on Mondays*** Discuss RR #1, Reading & writing rhetorically
 Due Wed.: 1) Read Chpt. 4 of *My Freshman Year* 2) Read handouts 3) Come prepared for in-class response writing.
- W *My Freshman Year*, Reading & writing rhetorically
 Due Fri.: 1) Read Chpt. 5 of *My Freshman Year* 2) Read handouts 3) Come prepared for in-class writing.
- F *My Freshman Year*, Reading & writing rhetorically, TWHE
 Due Mon. Read Chpts. 6-7 of *My Freshman Year* 2) Post RR #2 to Moodle 3) Read handouts.

Week 3 [2.2-2.6]

- M Discuss RR #2, Introduce Inquiry #1
 Due Wed.: 1) Read *Preparing Minds for Markets (CP) & Still Separate Still Unequal (CP)* 2) Read handouts 3) Be prepared for in-class writing. 3) Browse IDEALS – Select 1-2 projects of potential interest.
- W Ethnographic research discussion, Discuss reading, Conference sign-ups
 Due Fri.: 1) Read *How to Choose a Career That Will Not Get You Rich No Matter What Anyone Tells You (CP)* 2) Post RR #3 to Moodle.
- F Peer feedback intro., TWHE, Discuss reading, Conference sign-ups
 Due Mon.: 1) Draft of Inquiry #1 2) Read handouts.

Week 4 [2.9-2.13]

- M Peer feedback on draft of Inquiry #1
 Due by conference time: 1) Revised draft of Inquiry #1
 Due next Mon.: 1) Final Draft of Inquiry #1 3) Be prepared for in-class reading/writing.
- W Conferences (No class)
- F Conferences (No class)

Part Two – EUI: What's at Stake?

Highlights: Unpacking discourse surrounding 'difference', preliminary research, MLA citation practice

Week 5 [2.16-2.20]

- M Inquiry #1 due at 10AM, EUI discussion, In-class writing.
 Due Wed: 1) Read Chpt. 1 from Fieldworking, {CP, pp. 97-104}
2) Select 1 projects from IDEALS that you find interesting; Summarize the project in a couple of paragraphs & post your findings to the forum setup on Moodle
- W Share postings, EUI discussion cont'd
 Due Fri.: 1) Read "What Should 'Diversity on Campus' Mean?" {CP, 87-95}
2) Read {CP, 24-30 & 61-67}
- F Artifact analysis, TWHE
 Due Mon.: 1) Bring in an 'artifact' about diversity related to U of I; (may help to reference CP, 116-117). 3) Post artifact analysis to Moodle

Week 6 [2.23-2.27]

- M Artifact analysis cont'd
 Due Wed.: 1) "Defining Racism 'Can We Talk?'" {CP, pp. 185-189}
2) Post to Moodle.
- W Reading discussion.
 Due Fri.: 1) Read "Color-Blind Racism" {CP, pp. 189-193}
2) Post discussion question to Moodle.
- F Reading discussion, Inquiry #2 introduction
 Due Mon.: 1) Read mini-articles {CP, pp. 195-198} & Read "The Perfect Voice" {CP pp. 179-183} 2) Post RR to Moodle.
 Due next Fri.: 1) Draft of Inquiry #2 (bring 2 hard copies & post draft to Moodle)

Week 7 [4-2.4.6]

- M Reading discussion, tentative IRB presentation
 Due Wed.: 1) Submit quiz
- W Tentative archives visit.
 Due Fri.: 1) Draft of Inquiry #2 (bring 2 hard copies; post to Moodle)
2) Read {CP, 47-53}
- F Inquiry #2 workshop.
 Due Mon.: 1) Read {CP, 57-74}
 Due next Fri.: 1) Inquiry #2 (Post to Moodle as a Word doc.)

Week 8 [3.9-3.13]

- M Kristin at NASPA conference: Guest instructor.
 Due Wed.: 1) Read {CP, 75-86}
- W Kristin at NASPA conference: Tentative UGL Visit.
- F Inquiry #2 due @ 10AM (Submit 1 hard copy; Post to Moodle); Introduction of Inquiry #3
 Due Mon.: 1) Post project proposal abstract to Moodle

Week 9 [3.16-3.20]

- M Introduction of Inquiry #3 cont'd; Peer feedback on project proposals
 Due Wed.: 1) YouTube clips 2) Post viewing response to Moodle
- W Video discussion/viewing
 Due Fri.: 1) Final Project Proposal Abstract (Post to Moodle)
- F Video discussion/viewing, Project Proposal share
2) Due Mon. (3.30, after Spring Break): 1) Source-use assignment 2) Draft of Inquiry #3
2) Due Fri. (4.3, after Spring Break): 1) Inquiry #3

Week 10 [3.23-3.27 -- SPRING BREAK]

<NO CLASSES>

Part Three – My EUI & Final Reflections

Highlights: Continued research, EUI mini-conference, final reflections

Week 11 [3.30-4.3]

- M Source-use discussion/activities
 Due Wed.: 1) Fieldwork turn-in #1
- W Source-use discussion/activities
 Due Fri.: 1) 1st 2 pages of research paper
- F Research project workshop.
 Due Mon.: 1) Fieldwork turn-in #2

Week 12 [4.6-4.10]

- M Research project workshop.
 Due at conference time.: 1) 5-8 pages of research project
- W [TENTATIVE CONFERENCE SESSION]
- F [TENTATIVE CONFERENCE SESSION]
- Due next week: 1) Presentation materials for in-progress research share. 2) Fieldwork turn-in #3**

Week 13 [4.13-4.17]

- M In-progress research shares
- W In-progress research shares
- F In-progress research shares
 Due Mon.: 1) Fieldwork turn-in #4 2) Revised Research Project draft (Bring 2 hard copies; Post to Moodle)

Week 14 [4.20-4.24]

- M Final research project workshop.
 Due Wed.: 1) Fieldwork turn-in #5
- W In-class presentations
- F In-class presentations
 Due Mon.: 1) All components of Research Project

Week 15 [4.27-5.1]

- M RESEARCH PROJECTS DUE TODAY, In-class presentations
- W In-class presentations
- F In-class presentations
 Due Mon.: 1) E.C. reading responses posted to Moodle

Week 16 [5.4-5.8]

- M In-class presentations, course evaluations, end-of-year celebration (!)
 Due Mon., 5.11: 1) Final Reflection, Post to Moodle
- W NO CLASS
- F NO CLASS

Week 17 [5.11.-5.15]

[FINALS WEEK – NO CLASSES HELD]

*[*Please note that this schedule is tentative. Again, all changes made to the syllabus will be to your benefit, & you will be given prior notice of any changes]*