

**Fayetteville State University**  
**College of Arts and Sciences**  
**Department of English and Foreign Languages**  
**English 341-05 Advanced Composition**  
**Fall 2009**  
**Course Theme: Rhetorics of Daily Writing**

---

The most important experience that could happen in our classroom was that students would learn to think critically and analytically, not just about the required books, but about the world that they live in. – bell hooks

---

I. Locator Information:

<b>Instructor:</b> Dr. Marie Moeller <b>Semester Credit Hours:</b> 3 <b>Date/Time of Course:</b> T/R 11:00-12:15 <b>Course Location:</b> Taylor Science 102 <b>Total Contact Hours:</b> 45	<b>Office Location:</b> Mobile Unit 102 <b>Office Hours:</b> M 8:30-11:30, T/R 8:15-9:15, 2-3:30 and by appointment <b>Office Phone:</b> 910-672-2439 <b>Email Address:</b> <a href="mailto:mmoeller@uncfsu.edu">mmoeller@uncfsu.edu</a> and <a href="mailto:marie.e.moeller@gmail.com">marie.e.moeller@gmail.com</a> (most effective/expedient mode of communication) *to assure email response, please read and follow <a href="http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf">http://www.uncfsu.edu/PDFs/EmailPolicyFinal.pdf</a>
--	--

II. Catalog Course Description

English 341 is: A study of rhetorical strategies, sentence combining, editing, logic and persuasion, diction, usage, and research methods.

**Prerequisite:** ENGL 110 And ENGL 120 Or ENGL 110 And ENGL 120

II a. Extended Course Description

This particular section of English 341 focuses on the rhetorics of daily writing. Now, the construct of “daily writing” is a loose one, and one we will strive to find a working definition of as our course progresses. For example, think about what we might consider daily writing? Websites? Recipes? Stories? Instructions? Signage? What would we consider daily writing? How is this writing in particular persuasive in our every day lives? How might that persuasive nature be used and abused? In particular, our work in this course, then, will focus on definition, analysis, application, and creation, amongst other activities as listed in the course catalog description.

In the Introduction to his book *The Art of the Personal Essay*, Phillip Lopate says that “There is something heroic in the essayist’s gesture of striking out toward the unknown, not only without a map but without certainty that there is worthy to be found” (xlii). In this course, we will be taking a leap, to move and write without a map, in search of something worthy to be found, writing in exploration and searching to understand something about the human experience and how our language shapes that experience.

As this course is a writing course, it will be a requirement to make your writing public. Part of the reading requirements for this class, in fact, will be the texts we create for the course, to which you will be reading and constructively responding as a way to both learn more about the genre of narrative writing and to assist one another in our own writing processes.

Much of our class time will be spent discussing our readings and discussing your writing. This is as important to your education as the time you spend alone working on your writing. You will need to provide your peers with the kind of careful attention and feedback you hope to receive on your own writing. I do not value writerly attitudes that silence response. These include believing one is so advanced a writer that s/he doesn't need to hear what other people think. If you subscribe to this belief or to others like it, you will likely be frustrated with the work of this course—and, since frustration is often a point of learning, perhaps that isn't such a bad thing.

### III. Disabled Student Services

In accordance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) of 1990, if you have a disability or think you have a disability, please contact the Center for Personal Development in the Spaulding Building, Room 155 (1<sup>st</sup> floor). Phone: 910-672-1203.

### IV. Textbook and Required Materials

Crowley, Sharon and Debra Hawhee. *Ancient Rhetorics for Contemporary Students*. 4<sup>th</sup> ed. New York: Pearson/Longman, 2009.

Daily Notebook/Pens

Thumb drive/reliable way to save in the computer lab

Additional readings, discussions, and other information will be made available on Blackboard throughout the semester. To access Blackboard, go to <http://blackboard.uncfsu.edu>

### V. Student Learning Outcomes

After completing this course, students will be able to:

- Use technology to find, store and present information from online and print sources.
- Apply proofreading strategies to prepare documents in Standard Formal Written American English appropriate to academic and professional work.
- Develop mastery of page formatting, citation, and incorporation of sources in MLA format.
- Evaluate rhetorical strategies in published and peer text.
- Create a portfolio of written work.

### VI. Teaching Strategies

- Large-Group Discussion
- Small-Group Discussion
- Workshop
- One-on-One Interaction
- Conferencing
- Lecture
- Presentation/Demonstration

### VII. Course Requirements and Evaluation Criteria

**a. Grading Scale** -- This class will use the University's "10-point" scale as follows:

90-100 = A

80-89 = B

70-79 = C

60-69 = D

59 and below = F

### **b. Course Grade Breakdown**

Attendance and Participation	10 %
Paper One	10 %
Paper Two	10 %
Paper Three	10 %
Midterm Exam	10 %
Presentation	10 %
Final Exam	10 %
Portfolio	30 %

To figure out your grade at any point in the semester, multiply your score by the percentage it's worth. Add up the totals and divide by the total possible.

Example: A student who had an 83 on Paper One and an 85 on Paper Two would multiply each by 10% or .10, then would add the results ( $8.3+8.5=16.8$ ) and then divide the total (16.8) by the total possible (20) to get .84, or 84/100, which is a B. .5 and above round up; .4 and below round down to the nearest whole number.

### **c. Attendance Requirements**

Attendance is required. As this is a process-based course (which means we progress in topic and expectation from week to week) and your peers, as well as your progress, will rely on your feedback and input in class, it is imperative you attend. As a common courtesy, professional or otherwise, if you are to be absent from class, please alert me. After 2 unexcused absences, each unexcused absence will affect your grade.

### **d. Other Requirements/Policies**

Class Discussion and Participation: Due to the nature of the course, we will be utilizing several different instructional techniques, including but not limited to: small group work, one-on-one interaction, group discussion, in-class writing workshop, individual projects, etc. Your own involvement is absolutely imperative, and is something you yourself control. Please come to class prepared to discuss material and engage in related activities. Just showing up for class does not count for attendance – you'll need to be prepared and engaged, as well. Your own active participation will influence your overall grade.

Cell Phones and Other Various Electronic Devices: Put simply, please try to remember to turn off or put on silent all electronic devices when you walk into the classroom. Vibrate does not count. I expect that for an hour and fifteen minutes, we can do without those devices. Not only does it detract from your learning, but it also detracts from those around you who are attempting to participate in the course. If I see you texting, or speaking on the phone, I will ask you to leave the room and you'll be counted absent for the day. There may be times that I will encourage you to bring iPods and other MP3 players to class if we have a bit of time for these devices, but I will alert you to when that is appropriate.

Assignment Due Dates: When I assign due dates, it is to stay on track with what we must accomplish during this semester. In this same light, I cannot accept late work. If I accepted late work for all of my courses, I would never be able to keep things straight, or get anything back to you

on time and on track. Therefore, being absent does not excuse you from turning in your work on time. Get to know the people sitting around you – you may come to rely on one another for this very reason when the need arises.

**Format for Your Work:** In English, as in the rest of the humanities, we work within the parameters of the Modern Language Association (MLA) format. All of your work must be double-spaced in twelve-point “Times New Roman” font. No other font size or style is acceptable. Your margins should be one inch on each side and your type should be justified to the left margin.

**Policy Regarding Computer Usage in the Classroom:** At times we will be holding class in a computer classroom. During those days, I expect that you will only be engaged in activities related to the course. If you are working on non-course-related software or documents (personal email, web browsing, games, work for other courses, etc.), you will be asked to leave the classroom, and you will receive an absence for that day.

**e. Policy on Plagiarism**

According to the FSU Code of Student Conduct, a student violates the Academic Dishonesty Policy if he or she attempts to cheat or plagiarize, cheats (receiving unauthorized aid or assistance on any form of academic work), plagiarizes (copies the language structure, ideas and/or thoughts of another without giving appropriate recognition and/or adopting it as one’s own original work), falsifies (unauthorized changing of grades or conduct involving any untruth, spoken or written, regarding any circumstances related to academic work), or aids and abets others to cheat or plagiarize. Penalties include failing the course, suspension, and expulsion, and will be prosecuted to the fullest extent possible.

Please note: If these criteria must be revised, the instructor will distribute a written amendment to the syllabus

Course Outline and Assignment Schedule

<b>Week</b>	<b>Before Class</b>	<b>During Class</b>
Week One (8/20)		Welcome, Introductions, Syllabus Discussion, In-Class Writing
Week Two (8/25, 8/27)	Chapter 1 – “Ancient Rhetorics: Their Differences and the Differences They Make Check Blackboard for additional readings	Discuss Readings, In-Class Activity, Introduce Paper One
Week Three (9/1, 9/3)	Chapter 2 – “Kairos and the Rhetorical Situation: Seizing the Moment” Check Blackboard for additional readings	Reading Discussion, Peer Response Workshop Paper One. Bring paper copy of essay with you to class, as well as notebook paper and a pen.
Week Four (9/8, 9/10)	Chapter 7 – “Pathetic Proof: Passionate Appeals” Check Blackboard for additional readings	Reading Discussion, In-Class Activity, Hand in Draft Two to Dr. Moeller, Dr. Moeller hands back Draft Two
Week Five (9/15, 9/17)	Chapter 5 – “Logical Proof: Reasoning in Rhetoric” Check Blackboard for additional readings	Reading Discussion, In-Class Activity, Peer Editing Workshop, Turn in Paper One to Dr. Moeller for grade

Week Six (9/22, 9/24)	Chapter 6 – “Ethical Proof: Arguments from Character” Check Blackboard for additional readings	Reading Discussion, In-Class Activity, Begin Paper Two
Week Seven (9/29, 10/1)	Chapter 10 – “Style: Composition and Ornament” Check Blackboard for additional readings	Reading Discussion, Peer Response Workshop, Hand in Draft Two to Dr. Moeller
Week Eight (10/6, 10/8)	Review for Midterm	Midterm Exam
Week Nine (10/13, 10/15)	Chapter 11 – “Memory: The Treasure-House of Invention” Check Blackboard for additional readings	Dr. Moeller returns Draft Two, Reading Discussions, In-Class Activity, Midterm Break – No Class 10/15
Week Ten (10/20, 10/22)	Chapter 12 – “Delivery: Attending to Eyes and Ears”	Reading Discussions, Peer Editing Workshop, Turn in Paper Two to Dr. Moeller for grade
Week Eleven (10/27, 10/29)	Chapter 4 – “Stasis Theory: Asking the Right Questions” Check Blackboard for additional readings	Begin Paper Three, Reading Discussions, In-Class Activity
Week Twelve (11/3, 11/5)	Check Blackboard for readings	Reading Discussions, Peer Response Activity – Paper copy of Draft One necessary
Week Thirteen (11/10, 11/12)	Check Blackboard for readings	Peer Editing Workshop, Turn in Paper Three to Dr. Moeller
Week Fourteen (11/17, 11/19)	Check Blackboard for readings	Reading Discussions, Portfolio Discussion
Week Fifteen (11/24, 11/26)	Check Blackboard for readings	Reading Discussions, Portfolio Workshop, Thanksgiving Break – No Class 11/26
Week Sixteen (12/1, 12/3)	Prepare Presentations and Portfolios, Final Exam Review	Presentations and Portfolios DUE, Final Exam (12/3)