English 1302: Writing and Rhetoric  
Fall 2016  Section 031  Triad AP

Instructor:  Dr. Eric Luttrell  
Email:  eric.luttrell@tamucc.edu  
Office:  213-D Classroom East  
Telephone:  361-825-2488 (office hours only)  
Office Hours:  MWF, 10:15-11:45 am; Thursday 11:30am-1 pm

Class Meeting Time & Location:  
12:00 pm - 12:50 pm, MWF, O'Connor 243

Course Description  
English 1302 introduces students to writing studies, rhetoric, and academic research (information literacy). Students will read, apply, and reflect on the current research and scholarship in writing studies, especially threshold concepts, kinds of knowledge about writing, and rhetoric. Students will learn how to transfer, deepen, and extend their ability to use writing in various contexts.

Textbook  

Other Requirements:  
- Access to University Network, an active islander email account, and Blackboard.  
- A word processor and visual presentation software. Microsoft Office 365 is now available for free to TAMU-CC students. Go to [http://it.tamucc.edu/Office365/Office365.html](http://it.tamucc.edu/Office365/Office365.html) to sign up.  
- Appropriate / compatible media to save and transport computer files among computers on campus and / or between home and campus. Either save your work to a USB, email it to yourself, or save it on a cloud server, such as OneDrive or DropBox.

Grades Distribution  
*Please remember that all work must be formatted in MLA or APA manuscript style and sources must be cited in MLA or APA citation style, unless otherwise noted. All written assignments must be submitted on Blackboard.*

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Skills Assessed</th>
<th>Date Due</th>
<th>Grade</th>
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<tbody>
<tr>
<td>Class participation, short writing assignments, &amp; peer-reviews</td>
<td>Intellectual engagement</td>
<td>Each class</td>
<td>30%</td>
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<tr>
<td>Quizzes</td>
<td>Concept retention</td>
<td>Random</td>
<td>10%</td>
</tr>
<tr>
<td>Essay 1: Rhetorical Analysis</td>
<td>Critical evaluation</td>
<td>Oct. 3</td>
<td>10%</td>
</tr>
<tr>
<td>Annotated Bibliography</td>
<td>Research methods</td>
<td>Oct. 17</td>
<td>10%</td>
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<tr>
<td>Essay 2: Toulmin Argument</td>
<td>Rhetorical structure</td>
<td>Oct. 24</td>
<td>10%</td>
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<tr>
<td>Essay 3: Rogerian Approach</td>
<td>Metarepresentation</td>
<td>Nov. 21</td>
<td>10%</td>
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<tr>
<td>Final Revision &amp; Research Portfolio</td>
<td>Synthesis &amp; metacognition</td>
<td>Date of final</td>
<td>15%</td>
</tr>
<tr>
<td>First Year Symposium</td>
<td></td>
<td>Nov. 29 / 30</td>
<td>5%</td>
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Total 100%
Class Participation
You are expected to come to class every day prepared and with required materials. Your in-class participation grade will be determined by various activities and assignments, including but not limited to peer review of drafts, group discussions, and presentations. In-class work cannot be made up.

To allow for unforeseen emergencies and contingencies, students will be allowed to miss three classes without penalty. **For every absence after the third, the participation grade will be reduced by 5 points.** If you have an excused absence, notify the instructor BEFORE the missed day. Excused absences must be accompanied by official documentation from the university, doctor, etc.

Disruption of class and conspicuous non-participation in class will result in a deduction of 1/30th of the Class Participation grade (1% of final grade). This includes sleeping in class, conversing with nearby students during lecture, and any use of electronic devices for any purpose other than following the text being discussed (i.e. texting, email, web browsing, playing games, etc.). I will not stop the class to point out disruptive or disengaged behaviors, since this only magnifies the disruption, so monitor your own behavior.

Classroom/professional behavior: Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior (including but not limited to disrespecting other students, using electronic devices, sleeping in class, holding private conversations during class) may be instructed to leave the classroom and receive absence penalty described above (see Attendance section). This prohibition applies to all instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc. We expect that you will behave in a manner that is dignified, respectful and courteous to all people, regardless of sex, ethnic/racial origin, religious background, sexual orientation or disability. Behaviors that infringe on the rights of another individual will not be tolerated.

Electronic Devices: Electronic devices—phones, laptops, tablets, etc.—should remain put away during class. Use of an electronic device for any purpose during class will result in a deduction of 1% of the final grade. It is very conspicuous to the instructor and to your classmates when you check a text or play a game on a device, whether or not the screen is visible. Be sure to put all phones in sleep or airplane mode before class begins.

Note-taking: Take notes in a paper notebook. Repeated studies have demonstrated that the use of laptops for note-taking results in poorer comprehension of class material and greater distraction for the laptop user and for other students seated nearby. **Hand-written notes taken in a paper notebook may be used on quizzes and exams.** Textbooks, computer-printed notes, and electronic devices may not be used on quizzes or exams.

Late Work: Class quizzes cannot be made up unless the absence is excused. Essays and other assignments that are posted on Blackboard are due at the beginning of class and cannot be submitted after that time. Assignments can only be made up in cases of emergencies and only with approval from the instructor requested PRIOR to the due date.

Quizzes
Frequent, unannounced quizzes will be given at either the beginning or end of class and limited to 10 minutes. You will need to arrive on time in order to log in to Blackboard and begin the quiz before the cut-off time of 5-minutes. If you arrive more than 5 minutes late, you will not be able to take the quiz. If you miss a quiz, you cannot make it up. The equivalent of three quizzes can be dropped to allow for 3 missed class periods (see Class Participation above). Quizzes will be cumulative, meaning that questions from early quizzes may reappear on later quizzes even if the information did not appear in the most recent readings.
Annotated Bibliography
As you research your issue, choose five sources to present in an annotated bibliography. For each source, enter the author, title, and publication information in APA format. Then write a short paragraph describing the sources conclusion, analyzing its methodology, and surmising the source’s relevance to your research.

Essay 1: Rhetorical analysis – 4 pages
In the first essay, you will analyze and evaluate the rhetorical structure of a published article dealing with a health issue of your choosing. You will explain the argument’s structure and evaluate the quality of evidence it provides. You will point out logical fallacies and omitted evidence that will help the general reader assess the argument’s accuracy. The easiest articles to critically evaluate are articles in which you see obvious flaws.

Essay 2: Toulmin Argument – 4 pages
In this argument, you will answer a question of your own choosing relevant to issues of personal or public health using the Toulmin argumentation structure as discussed in Kneupper’s article and class discussion (10/7).

Essay 3: A Proposal for Rogerian Rhetoric – 4 pages
In this essay, you will propose a rhetorical strategy for converting your Toulmin argument (essay 2) into a Rogerian argument. Your audience for this essay will be one that shares your position on your chosen issue from Essay 2. You will need to point out potential rhetorical failures (such as logical fallacies and insufficient ethos or pathos) in arguments with which you agree. You will also need to use at least one source from class to discuss possible hindrances (e.g. backfire effect) to a merely logical argument concerning your issue.

Revision & Portfolio (collation of previous work) – 10-12 pages
This essay will require significant revision of previous projects to collate them into one extended academic argument. Rewrite your Toulminin argument (Essay 2) using the Rogerian strategy that you proposed in Essay 3. Establish the context for your argument by extending your evaluation of literature (Essay 1) to more sources. This will require integrating what you have written rather than simply patching the three essays together, end-to-end. It will also require you to revise by making different rhetorical and linguistic changes in each sentence.

First Year Symposium
You will integrate your three essays into a unified multimodal presentation for the First-Year Research Conference. This will feature both a visual element, such as a trifold board displaying information about your research, as well as a verbal element. For the verbal element, you will need to prepare an “elevator pitch” (a short description of your issue and your thesis) and be prepared to respond to questions about your research.

Final Exam & Reflective Essay
The final exam will test your competence with the conceptual material that we have learned over the semester. It will include a reflective essay in which you will describe your changing understanding of the issue you researched and analyzed in your essays. Both elements will be completed in class during the final exam meeting time.

Submitting Essays
The Research Proposal, the three essays, and the Final Essay Revision & Portfolio will all be submitted through Blackboard’s SafeAssign module. Log into the class’ Blackboard site and click “Submit Writing” on the left. You will be prompted to upload a file from your computer. All essays are due 30 minutes before class on the due date. Papers not received by that time will be marked one day late. Late papers will lose 10 points for every 24-hour period after the beginning of class on the due date.

Grading
You will be notified through Blackboard when your paper has been graded. Follow the link to read comments on your writing and to check your grade. Check the Grade Center on Blackboard for all graded assignments. A
circle with an exclamation mark indicates that the assignment has not yet been graded. Two dashes (--) indicate that the assignment was not posted.

**First-Year Writing Program Goals, Resources, and Policies**

The First-Year Writing Program (English 1301 and 1302) introduces students to the discipline of writing studies. Students will read, apply, and reflect on the current research and scholarship in writing studies, especially threshold concepts and specific kinds of knowledge (see below) about writing. Students will learn how to transfer, deepen, and extend their ability to use writing in future academic and non-academic contexts and situations.

**Core Outcomes:** As part of the University Core Curriculum, the First-Year Writing Program helps students achieve these Core Curriculum Outcomes

- CT 3: Analyze, evaluate, and synthesize information.
- CS 1: Develop, interpret, and express ideas through written communication.
- TW 1: Integrate different viewpoints as a member of a team.
- PR 1: Evaluate choices and actions, and relate consequences to decision making.

**ENGL 1302 Outcomes:** The eight learning goals listed below describe the specific kinds of learning that ENGL 1302 faculty members expect you to achieve during the semester. This learning includes knowledge about yourself as a writer, your knowledge about the act of writing, and your abilities to use writing. For each of the goals, we expect you to expand your learning, building on what you know and know how to do at the beginning of the semester.

Students' portfolios will demonstrate the extent to which they have achieved the following outcomes:

1. Identify how their views of writing have changed as a result of the work they have done in the course,
2. Demonstrate their ability to analyze different rhetorical situations (in academic, workplace, or civic contexts),
3. Demonstrate their ability to use their analyses of rhetorical situations to identify options and to make appropriate choices that will enable them to use writing to achieve specific purposes,
4. Demonstrate their ability to locate, read, evaluate, select and use (integrate) effectively information from appropriate sources with their own ideas
5. Demonstrate control of situation-appropriate conventions of writing,
6. Explain what they have learned from being a novice in new writing situations, and describe how these experiences, which might include failure, contribute to their willingness to accept new challenges as a writer,
7. Demonstrate their ability to collaborate effectively as members of diverse teams / groups of writers,
8. Evaluate the ways in which they have become a more reflective (mindful, self-aware, thoughtful) writer.

See explanation of how "**Key Terms**" and "**Habits of Mind**" relate to ENGL 1302 Outcomes

**CASA Writing Center**
The CASA Writing Center at TAMUCC, located in Room 112 of the Glasscock Student Success Center, provides free help for students at any stage of their writing process. Writing Consultants are trained to support writers in planning, outlining, drafting, organizing, and/or revising their writing and are also knowledgeable in citing sources in various documentation styles used in academic writing. It offers both face-to-face and online
appointments for both undergraduate and graduate students. The Writing Center works closely with faculty across the TAMUCC campus to understand writing in different disciplines and to help students meet these expectations. The Writing Center encourages students to make a 30-minute appointment; however, if Writing Consultants are available, they do accept walk-in appointments. Visit casa.tamucc.edu/wc.php to create an account using your @islander.tamucc.edu email address. Once you have an account, you can log-on to make an appointment.

Classroom/Professional Behavior
Texas A&M University-Corpus Christi, as an academic community, requires that each individual respect the needs of others to study and learn in a peaceful atmosphere. Under Article III of the Student Code of Conduct, classroom behavior that interferes with either (a) the instructor’s ability to conduct the class or (b) the ability of other students to profit from the instructional program may be considered a breach of the peace and is subject to disciplinary sanction outlined in article VII of the Student Code of Conduct. Students engaging in unacceptable behavior may be instructed to leave the classroom. This prohibition applies to all Instructional forums, including classrooms, electronic classrooms, labs, discussion groups, field trips, etc.

Academic Honesty/Plagiarism
**Definition:** In an instructional setting, plagiarism occurs when a writer deliberately uses someone else’s language, ideas, or other original (not common-knowledge) material without acknowledging its source. This definition applies to texts published in print or on-line, to manuscripts, and to the work of other student writers. Most current discussions of plagiarism fail to distinguish between:

1. Submitting someone else’s text as one’s own or attempting to blur the line between one’s own ideas or words and those borrowed from another source, and
2. Carelessly or inadequately citing ideas and words borrowed from another source.

Such discussions conflate plagiarism with the misuse of sources. Ethical writers make every effort to acknowledge sources fully and appropriately in accordance with the contexts and genres of their writing. (Quoted from “Defining and Avoiding Plagiarism: The WPA Statement on Best Practices”)

Plagiarism is a serious violation of departmental and University policies, but it is sometimes difficult to understand what plagiarism actually is. Often, students commit unintentional plagiarism (not citing sources properly, for example), because they are unaware of the standards that apply. Plagiarism includes:

- Using the work of another as your own,
- Downloading or purchasing ready-made essays off the web and using them as your own,
- Using resource materials without correct documentation,
- Using the organization or language of a source without using quote marks and proper citation.
- Turning in a researched project without citing sources in an appropriate documentation style.

When you are confused about citation of quotes or ideas, please visit the Writing Center or me to get help. Information on MLA documentation rules and APA documentation rules is available at Purdue University’s OWL: http://owl.english.purdue.edu/, and from our local Writing Center at CASA.

Notice to Students with Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. You can also visit their website at http://disabilityservices.tamucc.edu/ and contact them via e-mail at disability.services@tamucc.edu. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.
Academic Advising
The College of Liberal Arts requires that students meet with an Academic Advisor as soon as they are ready to declare a major. The Academic Advisor will set up a degree plan, which must be signed by the student, a faculty mentor, and the department chair. The College's Academic Advising Center is located in Driftwood 203E, and can be reached at 825-3466.

Dropping a Class
I hope that you never find it necessary to drop this or any other class. However, events can sometimes occur that make dropping a course necessary. Please consult with me before you decide to drop to be sure it is the best thing to do. Should dropping the course be the best course of action, you must initiate the process to drop the course by going to the Student Services Center and filling out a course drop form. Just stopping attendance and participation WILL NOT automatically result in your being dropped from the class. Please be aware that you are allowed 6 drops in your entire undergraduate career, so these decisions must be made carefully. Friday, November 11, is the last day to drop a class with an automatic grade of “W” this term.

Grade Appeals Process
Students who feel that they have not been held to appropriate academic standards as outlined in this class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details on the process of submitting a formal grade appeal, please visit the College of Liberal Arts website, http://cla.tamucc.edu/about/student-resources.html. For assistance and/or guidance in the grade appeal process, students may contact the Associate Dean’s Office.
## Schedule of Readings and Assignments

This schedule is subject to change. Please see the course Blackboard page for the most updated plans and deadlines. **Readings and assignments are due by class time on the date on which they are listed.**

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<th>Monday</th>
<th>Wednesday</th>
<th>Friday</th>
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<tbody>
<tr>
<td>1  --</td>
<td>8/24 Introduction &amp; Syllabus</td>
<td>8/26 Genres &amp; rhetorical situation</td>
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<td>Read: NWWK 3.3, Lunsford, &quot;Writing is informed by prior experience&quot; (54-55)</td>
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### 8/29 confirmation bias

**Read:**

**Due:** Self-assessment: Describe your strategy for writing essays.

### 8/31 Illusion of knowledge + Google

**Read:**

### 9/2 Inquiry vs. Persuasion

**Read:**
- Meiland (1981) Argumentative Writing - Persuasion or Inquiry? (Bb)
- NWWK 1.1 Estrem, "Writing is a knowledge-making activity" (19-20)

### 9/5 stress vaccine case study

**Read**

**Due:** Summary of Lehrer’s article

### 9/7 stress vaccine case study

**Read**
- Quigley, Rachel. “Jab that could put a stop to stress without slowing us down” [http://www.dailymail.co.uk/health/article-1299540/Jab-stop-stress-slowing-down.html](http://www.dailymail.co.uk/health/article-1299540/Jab-stop-stress-slowing-down.html)

**Due:** peer review of Lehrer summary

### 9/9 close reading & metacognition

**Read:**
- Dunning, David. "We are all confident idiots" [https://psmag.com/we-are-all-confident-idiots-56a60eb7febc#.8ruswl8f](https://psmag.com/we-are-all-confident-idiots-56a60eb7febc#.8ruswl8f)
<table>
<thead>
<tr>
<th>Week</th>
<th>Stasis of Fact</th>
<th>Stasis of Definition</th>
<th>Stasis of Causation</th>
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</thead>
</table>
| 4    | Due: analysis of "stress vaccine" conversation | Read:  
- NWWK 1.3 Bazerman, "Writing expresses and shares meaning to be reconstructed by the reader" (21-23)  
- NWWK 1.4: Dryer, "Words get their meanings from other words" (23-25) |  |

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<thead>
<tr>
<th>Week</th>
<th>Stasis of Value</th>
<th>Stasis of Policy</th>
<th>Stasis Exercises</th>
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<tr>
<td>5</td>
<td>Due: peer-review of stress-vaccine rhetorical analysis</td>
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<tr>
<th>Week</th>
<th>Enthymeme</th>
<th>Stasis of Causation</th>
<th>Stasis of Fallacies</th>
</tr>
</thead>
</table>
| 6    | Due: [local issue / public health issue] stasis analysis |  | Read:  
- Purdue Online Writing Lab (OWL) "Logic in Argumentative Writing"  
  [https://owl.english.purdue.edu/owl/resource/659/01/]  
- OWL, "Using Logic"  
  [https://owl.english.purdue.edu/owl/resource/659/02/]  
- OWL, "Using Logic in Writing"  
  [https://owl.english.purdue.edu/owl/resource/659/04/] |  |

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<thead>
<tr>
<th>Week</th>
<th>Rhetorical Situation / Discourse Communities</th>
<th>Rhetorical Situation / Discourse Communities</th>
<th>Toulmin Argument</th>
</tr>
</thead>
</table>
| 7    | Due: Essay 1: rhetorical analysis | Read:  
- NWWK 2.0, Charles Bazerman, "Writing speaks to situations through recognizable forms" (35-37) | Read:  
- Kneupper, Charles (1978) “Teaching Argument: An Introduction to the Toulmin Model” (Bb) |

<table>
<thead>
<tr>
<th>Week</th>
<th>Sources</th>
<th>MMR Case Study</th>
<th>MMR Case Study</th>
</tr>
</thead>
</table>
| 8    | Library (?) | Read:  
- Brian Deer. “Secrets of the MMR scare: How the case against the MMR vaccine was fixed”  
  [http://www.bmj.com/content/342/bmj.c5347] | Read:  
- McCarthy, Jenny, “In the Vaccine-Autism Debate, What Can Parents Believe?”  
- Fiona Godlee, editor BMJ, "The Fraud behind the MMR scare"  
  [http://www.bmj.com/content/342/bmj.d22.full] |
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<tr>
<th>Date</th>
<th>Assignment</th>
<th>Read</th>
<th>Assignment</th>
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<tr>
<td>9</td>
<td>10/17 in-class essay exercises</td>
<td>10/19 in-class essay exercises</td>
<td>10/21 in-class essay exercises</td>
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<td></td>
<td>Due: annotated bibliography</td>
<td><strong>POLS 2306 EXAM</strong></td>
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<tr>
<td>10</td>
<td>10/24 Beyond reason</td>
<td>10/26 MMR case study</td>
<td>10/28 MMR case study</td>
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<td><strong>Due: Toulmin essay</strong></td>
<td><strong>Read:</strong></td>
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<td><strong>BIOL 2401 Exam</strong></td>
<td>Lehrer (2011) “Cognitive Dissonance.”</td>
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<td>Romm, &quot;Vaccine Myth-Busting Can Backfire&quot;</td>
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<td>11</td>
<td>10/31 ideology &amp; final vocabulary</td>
<td>11/2 Identity &amp; groupthink</td>
<td>11/4 the backfire effect</td>
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<td><strong>Read:</strong></td>
<td><strong>Read:</strong></td>
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<td>NWWK 3.0: Scott, &quot;Writing Enacts and Creates Identities and Ideologies&quot; (48-50)</td>
<td>NWWK 3.4: Estrem, &quot;Disciplinary and professional identities are constructed through writing&quot; (55-56)</td>
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<td>Rorty, Richard, &quot;Contingency, Irony, &amp; Solidarity&quot; (Bb)</td>
<td>NWWK 3.5: Villanueva, &quot;Writing provides a representation of ideologies and identities&quot; (57-58)</td>
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<td>12</td>
<td>11/7 backfire effect</td>
<td>11/9 Rogerian argument</td>
<td>11/11 Emotional arguments</td>
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<td><strong>Popova, Maria, &quot; How to Criticize with Kindness &quot;</strong></td>
<td><strong>Read:</strong></td>
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<td>13</td>
<td>11/14 revision process</td>
<td>11/16 revision process</td>
<td>11/18 revision process</td>
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<td><strong>Due: Outline for Rogerian essay [PR]</strong></td>
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<td>14</td>
<td>11/21 [online class option]</td>
<td>11/23 Thanksgiving (no class)</td>
<td>11/25 Thanksgiving (no class)</td>
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<td><strong>Due: Rogerian essay</strong></td>
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<td>15</td>
<td>11/28 Visual &amp; conversational / responsive rhetoric</td>
<td>11/30 First Year Symposium</td>
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<td><strong>BIOL 2401 Exam</strong></td>
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