

Fall 2010

The Rhetoric Around Us

ENG 112H: College Composition II (3 cr.)

"...Rhetoric is a mode of altering reality" *Lloyd Bitzer*

Rhetoric is a "powerful instrument of error and deceit" *John Locke*

Rhetoric is the study of misunderstandings and their remedies. *IA Richards*

Rhetoric is the "art of enchanting the soul" Plato

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Office Hrs: Mondays: 1:30-3:30 (Delta Main Campus)

Tuesdays: 11:30-12:15 (Caro Technology Center)

Wednesdays: 1:30-4 (Delta Main Campus, by appt.)

Thursdays: 11:30-12:15 (Caro Technology Center)

Required Materials

- Internet access: Delta e-mail, ENG 112H D2L site, Internet for various homework assignments
- Kirszner and Mandell, *The Pocket Wadsworth Handbook*
- Supplies: pens, loose-leaf paper, stapler, flash drive, 3-ring binder, 5 tab-dividers
- Intellectual curiosity and a willingness to share ideas with our community of writers and others

Classroom Policies

DELTA COLLEGE ENGLISH DIVISION ATTENDANCE POLICY

Your English Division instructor will drop you from this course if you miss, for any reason, in excess of 2/15 of class time for this course. For this particular course this semester (or term) that means in excess of 6 hrs. ("Absence" means any time you are not in the classroom, including late arrivals, early exits, returning late from breaks, or missing an entire session.)

Attendance will be taken daily. If you must miss a class, you will lose participation points for that day and any in-class activities/assignments may not be made up. Further, it is the student's responsibility to acquire notes from a classmate. I will not "reteach" a lesson missed through nonattendance. Every minute of class is important; I keep track of late arrivals and early absences. Habitual tardiness/early exits will result in the loss of some or all of your participation points and does count towards your overall absence.

CIVILITY

Writing in ENG 112H is public and the writing process will require us all to work together. Our classroom environment will be one of mutual respect for everyone in the class. Food and beverages are allowed, provided they are not a distraction (loud, messy, etc.) Distracting electronic devices such as (but not limited to) cell phones, iPods, laptops, etc. must be turned off for the entire class session, unless specified by the instructor. Students who make use of such devices in class will be subject to Delta's Disruptive Students policy. Delta's Disruptive Students policy will also govern situations in which a student exhibits disruptive behavior. Under Delta's Disruptive Students policy, a student may be removed from the classroom for one class period or for an entire semester. Please review the Disruptive Students Policy under "Student Rights, Responsibilities, and Conduct" <<http://www.delta.edu/catalog/StudentsRights.asp>>.

ACADEMIC INTEGRITY

Plagiarism is defined as, “the false assumption of authorship; the wrongful act of taking the product of another person’s mind and presenting it as one’s own.” As developed by Alexander Lindey in “Plagiarism and Originality” (N.Y.: Harper, 1952). An instance of plagiarism may be met with a verbal warning from the instructor or a reduction in class grade along with written notification to the student, the Division Chair, the Academic Dean, and the Chief Academic Officer of the College. If a case is reported to the Chief Academic Officer of the College, a permanent record of the incident will be maintained and the Chief Academic Officer of the College will decide appropriate consequences, including, especially in the case of repeat violation, dismissal from the college. Please review the policy on Academic Integrity online at <<http://www.delta.edu/catalog/StudentsRights.asp>>.

PARTICIPATION GRADE

The class participation grade is an evaluation of individual students’ contribution to the environment of learning. Students will be evaluated on the following: meaningful contributions to class discussion, participation in collaborative work, preparedness, being task-oriented, and fulfilling in-class and homework assignments. The bar is set high for participation in an Honors section when it comes to participation, and I look forward to seeing how you meet and exceed that expectation.

DRAFTING PROCESS

In ENG 112H, we use a multiple-draft/workshop method of writing. As a part of this process, students will be required to continually re-imagine, revise, and edit each assignment. Only the final draft of each essay will be graded. Other drafts required in this process are submitted for feedback and are considered part of your coursework.

LATE WORK

Due dates for all assignments are shown on the course schedule. Assignments are due at the beginning of class on the given due date. My expectation is that you will submit all class work on time, following all submission guidelines.

If an unforeseen circumstance arises and you cannot make it to a class session on a due date for a final draft, you may submit that final before midnight of the due date. A draft submitted after the beginning of class on the due date will be considered “late.” Late work will be penalized five percent of the final grade. You may submit late work via fax, by leaving the assignment with my support staff (Charlotte McGrath, S-046 or Sue Deford, S-006), or as an e-mail attachment in one of the following formats: .doc, .docx, .rtf. No work will be accepted after midnight on the due date.

Ungraded assignments (preliminary drafts, proposals, presentations, etc.) missed through non-attendance, late arrival or early exit from class will not be accepted and cannot be made up.

INTERNET ACCESS

Access to the internet is a crucial element of this course. Students will be expected to check their Delta e-mail regularly for course announcements, updates, handouts, or other communications from the instructor. Students may also want to make use of their Delta e-mail accounts for contacting the instructor and classmates. At times, students may be asked to visit the course’s D2L site, also. If a student does not have access to the Internet, it is the student’s responsibility to make the instructor aware of this so that alternate arrangements can be made.

COMMUNICATING VIA E-MAIL

I welcome student e-mails. Students must send e-mails from their Delta account ONLY. Messages from any other account go directly to my junk filter and are automatically deleted. Regarding e-mail response time: I try to check my e-mail regularly, but I cannot reply to e-mails immediately. Expect a 48 hour delay in receiving answers to your e-mails. (Note: this means that important questions are best asked in person.)

GUESTS IN THE CLASSROOM

It is a Delta College policy that no one other than Delta staff, faculty, and Delta students registered for the course in question may be allowed in the classroom while the class is in session. This means that no guests—adults, children, fellow Delta students, etc.—are not allowed.

Grading Scale

100-93 A	85-83 B	75-73 C	66-63 D
92-90 A-	82-80 B-	72-70 C-	62-60 D-
89-86 B+	79-76 C+	69-67 D+	59 or below E

Grade Calculation

Numerical Equivalent of Letter Grades

A...12	B+...10	C+...7	D+...4	E...1
A-...11	B.....9	C.....6	D.....3	Ø...0
	B-.....8	C-...5	D-....2	

Assignment	Letter Grade	Numerical Grade x Percent	Total
Essay 1: Rhetorical Analysis	_____	_____ x .25	_____
Essay 2: Research Essay	_____	_____ x .25	_____
Essay 3: Rhetorical Exploration	_____	_____ x .25	_____
Participation	_____	_____ x .25	_____
		TOTAL	_____
		LETTER GRADE	_____

Explanation of Grading Standards

- A** Writing is generally characterized by the following:
- Innovative thought and fresh language
 - Clear development of focus, intention, and organization
 - Extensive support and elaboration/Completeness and closure
 - Mature and inventive paragraphs
 - Variety in sentence structure
 - Effective audience awareness
 - Accuracy in use of conventional grammar
 - Complete adherence to assignment requirements
 - Strong evidence that meets the full range of course objectives
- B** Writing is generally characterized by the following:
- Clear language
 - Adequate development of focus, intent, and organization
 - Consistency in support and elaboration/Completeness and closure
 - Adequate paragraph development
 - Variety of sentence structure
 - Evidence of effective audience awareness
 - Strong but variable use of conventional grammar
 - Complete adherence to assignment requirements
 - Strong evidence that meets the full range of course objectives
- C** Writing is generally characterized by the following:
- Coherence but little originality of language
 - Evidence of focus, intent, and organization
 - Evidence of consistency in support and elaboration/Evidence of completeness and closure
 - Some variability in paragraph development
 - Accurate but little variety of sentence structures
 - Inconsistent awareness of audience
 - Some, but little error, with conventional grammar
 - Basic adherence to assignment requirements
 - Evidence that suggests course objectives are being met
- D** Writing is generally characterized by the following:
- Incoherent language
 - Overall weakness in focus, intent, and organization
 - Little or no support and elaboration/Inadequate completeness and closure
 - A lack of paragraph development
 - Inaccurate and little variety of sentence structure
 - A lack of audience awareness
 - Inaccurate use of conventional grammar and usage
 - Little or no adherence to assignment requirements
 - Little or no evidence that suggests course objectives are being met
- E** Writing is generally characterized by the following:
- Severe deficiencies in reasoning, language usage, focus, paragraph/sentence development, grammar, and adherence to assignment requirements
 - plagiarism

Outcomes and Objectives for: ENG 112H - College Composition II - Honors

Upon successful completion of this course, the student will be able to:

Outcome 1: Write effective college compositions.

Objectives:

- A. Consider audience and purpose.
- B. Plan writing processes, using effective strategies and techniques.
- C. Include a clear articulation of the important ideas.
- D. Select organize, and present details to support a main idea.
- E. Demonstrate the ability to move between generalization and detail.
- F. Write effective introductions and conclusions.
- G. Employ the appropriate writing conventions.

Outcome 2: Use writing tasks that involve both reading and writing.

Objectives:

- A. Demonstrate the ability to derive meaning from a piece of writing.
- B. Demonstrate the ability to distinguish between the meaning one makes of a text and the author's intended meaning.
- C. Interpret reading and writing task in such a way as to invest them with personal significance, thereby creating ways to make reading and writing vital activities in a lifetime of learning.
- D. Demonstrate critical thinking skills.
- E. Understand the relationship among language, knowledge, and power.

Outcome 3: Work with others, both in and out of the classroom.

Objectives:

- A. Reflect upon and assess one's own work as well as they work of others.
- B. Show willingness to work with others, seeking help where necessary and offering help where it is sought.

Outcome 4: Write an academic research composition.

Objectives:

- A. Locate information using a variety of search tools and methods, including library sources.
- B. Select source material appropriate to the writing context.
- C. Integrate their own opinions with various source points of view.
- D. Quote, paraphrase, and summarize accurately.
- E. Document sources in conventional style with parenthetical references in text.

Outcome 5: Practice intellectual curiosity and apply it in independent ways to deepen their understanding of course material.

Objectives:

- A. Complete at least one significant project, either individually or as a group depending on the instructor's discretion, and work with the instructor to assure that the project demonstrates intellectual curiosity and academic rigor
- B. B Actively engage with their peers in conversations, seminars, or in other formats at the instructor's discretion to enhance the depth of knowledge of the relevant material