

RHETORIC & WRITING

ENG 103 | section 027
MWF 9–9:50am | Robert Bell 119



Dr. Allison Hitt
she/her/hers



email: ahhitt@bsu.edu

Zoom office hours: Tues 12–2pm & Wed 12–1pm

office phone: 765-285-8539

COURSE DESCRIPTION

BSU course catalog: Introduces and develops understanding of principles of rhetoric; basic research methods; elements, strategies, and conventions of persuasion used in constructing written and multimodal texts. *Prerequisite: appropriate placement. Not open to students who have credit in ENG 101 or 102.*

From Dr. Allison:

In ENG 103, we will think, read, and write critically about issues that are important for you and members of your community. You will be introduced to rhetoric and college writing—and academic writing more broadly—by reading and considering multiple perspectives, evaluating sources, and writing in different genres for different audiences.

REQUIRED MATERIALS

We don't have a physical textbook. Instead, I will make readings available through Canvas, which you will access regularly throughout the semester to submit work and to access the calendar, readings, assignment prompts, and course notes. You will also access readings regularly through BallPoint, **so bookmark this information:**

<https://digitalresearch.bsu.edu/ballpoint1/> (password: chirp103)



Although there isn't a textbook, you need to be able to access readings in class. You can bring a laptop/tablet to class. (See [Technology policy](#))

woman with face mask icon: becris at flaticon.com
hand holding smart phone icon: freepik at flaticon.com

COURSE GOALS

- Understand that persuasion—both visual and verbal—is integral to reading and composing
- Understand how persuasive visual and verbal texts are composed for different audiences and different purposes
- Develop effective strategies of invention, drafting, and revision for different rhetorical situations and individual composing styles
- Compose texts in various media using solid logic, claims, evidence, creativity, and audience awareness
- Integrate primary and secondary research as appropriate to the rhetorical situation
- Develop strategies for becoming more critical and careful readers of both their own and others' texts
- Demonstrate a professional attitude towards their writing by focusing on the need for appropriate format, syntax, punctuation, and spelling
- Take responsibility for their own progress
- Develop the ability to work well with others on composing tasks.

ASSIGNMENTS

1. **Project 1: Literacy Narrative (100 pts)**
First, you will write an essay about the events and/or people that shaped your relationship to reading and writing—whether creative, personal, or academic—reflecting on how this literacy development has impacted you. You will incorporate images and/or audio to enhance your narrative. **1000–1500 words**
2. **Project 2: Fake News Analysis (200 pts)**
Identify a situation—local, national, or global—that emerged from the circulation of misinformation and analyze how it was represented between two news organizations. The analysis should address bias, rhetorical appeals, and the quality of evidence used. **1000–1500 words**
3. **Project 3: Local Issue Argument (300 pts)**
You will research an issue in your local community and conduct at least one interview with someone who has a connection to or expertise in the issue. Then, you will write an essay that contextualizes the issue, makes a specific claim, and incorporates primary and secondary research. **1750–2000 words**
4. **Project 4: Multimodal Reflection (200 pts)**
There are two components to the final project. First, you will reflect on academic writing and what you learned in ENG 103 by creating a multimodal text, e.g., a flyer or poster, infographic, brief video, comic, etc. Then, you will write a reflection that describes your media and content choices. **400–500 words**

5. Drafts & Homework (200 pts)

Writing is a process that benefits from feedback, and you will submit rough drafts for each of the four major assignments to receive feedback from me and from your peers. If you submit rough drafts on time, you will receive full credit (60 pts). If you complete peer review, you will receive full credit (40 pts). If you submit homework on time, you will receive full credit (100 pts).

EXTRA CREDIT: Take class notes (5 pts/day) for up to 25 points. Post reading notes to the discussion board (5 pts/post) for up to 15 points. Post resources about mental health and academic success (5 pts/post) for up to 15 points. **30 points max**

EVALUATION CRITERIA

For each project, you will be assessed on your rhetorical choices: audience awareness, genre conventions, clear arrangement, accessible style, effective delivery, and persuasive rhetorical strategies. Each assignment will be accompanied by its own specific instructions and evaluation criteria.

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
930– 1000	900– 929	870– 899	830– 869	800– 829	770– 799	730– 769	700– 729	670– 699	630– 669	600– 629	590– 0



I will provide written feedback on each major assignment that you submit. Please read that feedback carefully prior to emailing me about your grade.

NOTE: In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C to pass; a grade of C- is not considered acceptable.

COURSE POLICIES & EXPECTATIONS

Accessibility

I am committed to creating a classroom environment that is respectful of and inclusive to different learning and writing processes—whether that is in person or through Canvas. All the multimodal materials I share will be made accessible: videos will be captioned, audio will have transcripts, and images will be described. If we can work together to make the class more accessible, let me know.

Accommodations

If you need course adaptations or accommodations because of a disability, please contact me as soon as possible. The [Office of Disability Services](#) coordinates services for students with disabilities; documentation of a disability needs to be on file in that

office before any accommodations can be provided. Disability Services can be contacted at 765-285-5293 or dsd@bsu.edu.

Attendance

Writing is a social process, and I invite you to take part in that process by regularly attending class and completing in-class work, most of which will develop into the drafts and homework that comprise 20% of your course grade. Because we are currently in a pandemic, you will not be penalized for absences. Now more than ever, use good judgment about coming to class if you are sick. Set boundaries with yourself about your physical and mental health. If you can, let me know about your absence *prior* to class; otherwise, follow up with me through email.

There are often circumstances beyond our control, and I recognize excused absences: disability accommodations; pregnancy, hospitalization, or medical leave; bereavement leave; religious observance; jury duty or court witness leave; military leave; and Ball State approved events.

Basic Needs Security

I encourage anyone who lacks access to sufficient food to eat or a safe and stable place to live to contact the folks at Student Affairs and/or visit the Basic Needs Security Hub: <https://www.bsu.edu/about/administrativeoffices/dean-of-students/basic-needs-hub>. This resource offers information about food insecurity, housing support, financial resources, wellness, and homelessness.

COVID-19 Safety

Based on current CDC guidance recommending the wearing of face masks for all people—regardless of vaccination status—in public indoor settings in communities where the rate of coronavirus transmission is substantial, all employees, students, and campus visitors are required to wear a mask while inside any University building. If you choose not to wear a mask during class (or refuse to wear a mask in a way that complies with CDC guidance), you will be asked to leave. These safety guidelines are nonnegotiable: I care about my students' health, my health, and my family's health.

Diversity & Inclusion

Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources that you can access through The Multicultural Center's website: <https://www.bsu.edu/campuslife/multicultural-center/resources>

Late Work

Assignments are due by the time specified on Canvas. However, we are in the middle of a pandemic, and there's a good chance that at some point (or at many points) throughout the semester, you will need some extra help. *You can request a one-week*

extension for any assignment excluding the final project by emailing me. If you get sick this semester, we will work together to develop a catch-up plan.

Plagiarism & Academic Integrity

You will be held to Ball State's standards of academic integrity. The policy on academic integrity can be found in the Student Handbook, under "[Student Academic Ethics Policy.](#)" You must document all sources you use, whether quoting them directly or paraphrasing. If you are in doubt about what is acceptable, please ask. A breach of academic integrity may result in failure for the course—not just the assignment.

Respect

I ask you to be respectful and remain open to ideas and perspectives that challenge your own. I expect you to be respectful when participating in class discussions, interacting with me in class and through email, and working with your peers. *You do not have to agree with someone to treat them, their ideas, and their work respectfully.*

Technology

Technology is integral to the writing process, and we will use different technologies this semester to complete work and communicate. You will need to check Canvas regularly to access weekly modules, assignments, additional readings, discussion boards, and class notes.

In-Class Technology Usage

You are welcome to bring a laptop, tablet, or smartphone to class for taking notes and completing in-class writing exercises. You are also welcome to wear headphones during individual work but not during lectures or group work. If you need to take a phone call, please step outside to take the call. If I ask you repeatedly to stop doing something on your phone or your technology use becomes distracting to others, you will be asked to put it away.

Canvas and Online Communications

You will use Canvas to submit work, access calendars and each week's module, download assignment prompts and readings, and contribute to the class notes. I expect you to check your BSU email daily and to respond within 24 hours during the work week, just as you will expect me to do. *All email messages to me regarding this class should include the course number in the subject line and should be respectful and professional.* If your message is urgent, please note that in the subject line.

Writing Center

All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week. Plan ahead because appointments book quickly!

COURSE CALENDAR

In the schedule below, the left column indicates the topic we will discuss in class that day and what is due. The right column indicates what homework you need to complete for the following class. Homework assignments and rough drafts are due by class, and major projects are usually due by the end of the day (11:59pm EST).

PROJECT 1: LITERACY NARRATIVE	
WEEK 1	
Mon, 1/10: Introduction to ENG 103	Homework: Read “Habits of Mind” and “What I Know” (BallPoint). Review the course goals in the syllabus. Complete your self-care plan.
Wed, 1/12: Self-care discussion and introduction to Project 1 Literacy Narrative. Review “Interpreting Assignments.” due today: self-care plan	Read “Can I Use I?” PDF and “What Is ‘Academic’ Writing?” (Writing Spaces). Write down any questions you have about college writing.
Fri, 1/14: Writing myths, assumptions, & advice	Read “Weaving Personal Experience into Academic Writings” (Writing Spaces) and “Employing Narrative in an Essay” (Writing Commons). Search the Digital Archive of Literacy Narratives . Read/listen to/watch 3–5 narratives and select <i>one</i> that you find compelling. Take some notes on its narrative qualities and share to the collaborative note-taking document.
WEEK 2	
Mon, 1/17: NO CLASS – MLK DAY	
Wed, 1/19: Narrative elements due today: DALN narrative	Read “Invention” (BallPoint).

<p>Fri, 1/21: Drafting: brainstorming, outlining, and visualizing</p> <p>Share ideas for Project 1</p>	<p>Read “Drafting” and “Organization” (BallPoint).</p> <p>Draft a visual or written outline of your narrative. Submit to Canvas and be prepared to discuss during Zoom conferences.</p>
WEEK 3	
<p>Mon, 1/24: Class cancelled for one-on-one Zoom conferences.</p> <p>due today: outline</p>	<p>Read “Feedback” (BallPoint) and “Shitty First Drafts” (PDF).</p> <p>Develop your outline into a draft. Submit to Canvas for peer review on Wednesday and bring TWO print copies to class.</p> <p><i>Consider making an appointment with the Writing Center between now and 1/30</i></p>
<p>Wed, 1/26: Peer review</p> <p>due today: Project 1 draft</p>	<p>Read “Revision” and “Editing and Formatting” (BallPoint).</p> <p>Revise your draft based on the feedback you received from me and your peers. Bring a clean copy (physical or digital) to edit in class on Friday.</p>
<p>Fri, 1/28: Editing exercises</p> <p>due today: Project 1 draft (revised)</p>	<p>Due Sunday, 1/30: Project 1</p>

PROJECT 2: FAKE NEWS ANALYSIS

WEEK 4	
<p>Mon, 1/31: Introduction to Project 2 Fake News Analysis</p>	<p>Read “Definitions of Rhetoric,” “Elements of the Rhetorical Situation,” and “Rhetorical Strategies” (BallPoint).</p>
<p>Wed, 2/2: Rhetorical appeals: How do authors use rhetorical appeals to persuade their audiences?</p>	<p>Read “Assessing Source Credibility for Crafting a Well-Informed Argument” (Writing Spaces).</p>

<p>Fri, 2/4: Source credibility</p>	<p>Read “The Rise of Social Media and the Problem of Fake News” PDF. Identify an example of fake news and analyze the situation: What mis/information circulated & where? What evidence was cited? What made the information seem real? Post to Canvas and be prepared to share in class on Monday.</p>
<p>WEEK 5</p>	
<p>Mon, 2/7: Fake news</p> <p>due today: example of fake news</p>	
<p>Wed, 2/9: Cognitive bias</p>	<p>Read “Rhetorical Analysis” (BallPoint). Then, read two articles about COVID-19. Write a 250-word response that discusses the different rhetorical strategies used by these different news organizations: Who wrote them? Where were they published? What is the context? How do the authors employ ethos, logos, and pathos to support their arguments? Post to Canvas.</p>
<p>Fri, 2/11: Rhetorical analysis</p> <p>due today: 250-word response</p>	<p>Review rhetorical terms and concepts.</p>
<p>WEEK 6</p>	
<p>Mon, 2/14: Review of rhetorical concepts</p>	<p>Choose an issue for your Project 2 Fake News Analysis and find one credible article that effectively represents the situation. Post to Canvas.</p>
<p>Wed, 2/16: Multimodal analysis</p> <p>due today: topic and news article</p>	<p>Find one of the <i>original</i> texts (article, social media post, video) involved in the fake news situation you selected. Read “Reading & Notetaking” (BallPoint), then take notes on the discourses that you</p>

	see represented in the text. Post to Canvas and bring notes to class.
Fri, 2/18: Close reading and note-taking practices; visualizing your ideas due today: reading notes	Read " Annoying Ways People Use Sources " (Writing Spaces). Then draft a detailed written or visual outline with specific quotes from your sources.
WEEK 7	
Mon, 2/21: Incorporating sources; in-class drafting due today: detailed outline	Continue drafting your Project 2 analysis. Post to Canvas and bring TWO print copies to class on Wednesday. <i>Consider making an appointment with the Writing Center between now and 2/27.</i>
Wed, 2/23: Peer review due today: Project 2 draft	Revise your draft based on the feedback you received from your peers. Bring a clean copy (physical or digital) to edit in class on Friday.
Fri, 2/25: Editing & formatting due in class: Project 2 draft (revised)	Due by the end of the day Sunday, 2/27: Project 2

PROJECT 3: LOCAL ISSUE ARGUMENT

WEEK 8	
Mon, 2/28: Midterm & self-care reflections due today (in class): midterm reflection	
Wed, 3/2: Introduction to Project 3 Local Issue Argument; brainstorm issues that affect BSU students and/or the Muncie community	Read " Introduction to Primary Research " (Writing Spaces). Brainstorm a list of issues in your local community that interest or affect you. Bring list to class.

Fri, 3/4: Primary Research - interviews	Brainstorm a list of people to interview for Project 4: Who has the expertise or personal experience? Who is the most credible? Are there people whose voices should be amplified? Post to Canvas.
WEEK 9	
Mon, 3/7–Fri, 3/11: NO CLASS – Spring Break	
WEEK 10	
Mon, 3/14: Primary Research – Surveys & Data Collection due today: list of interview options	Draft an anonymous survey for Ball State students about their experiences accessing university mental health resources. Post questions to Canvas.
Wed, 3/16: Primary research plans due today: survey questions	Prepare a primary research plan that includes an overview of the issue you plan to research, who you will interview and what you will ask, and any other forms of primary research that would benefit your project. Post to Canvas.
Fri, 3/18: Analyzing the credibility, accuracy, & relevance of sources due today: primary research plan	Continue to research.
WEEK 11	
Mon, 3/21: Multiple and opposing perspectives	Assess your current sources: What themes are emerging? Whose ideas are represented? What’s missing?
Wed, 3/23: Developing claims	Read “The Thesis” and “Formulating a Thesis.” Make a list of advice, assumptions, and questions that you have about thesis statements. Bring to class.

Fri, 3/25: Thesis statements and introductions	Develop a thesis statement that makes a claim about the issue you've been researching and write 1–2 paragraphs that contextualize and introduce the issue. Post to Canvas.
WEEK 12	
Mon, 3/28: Thesis statement workshopping due today: thesis statement + introduction	Read “Synthesizing Your Research Findings” and “Connecting Evidence to Your Claims” (Writing Commons).
Wed, 3/30: Using secondary sources to support claims	Finish researching and taking notes on secondary sources. Develop a detailed outline that maps your ideas and what sources you will use to support them. Post to Canvas.
Fri, 4/1: In-class drafting & integrating primary research data due today: detailed outline	Draft! Develop your outlines into drafts and post to Canvas.
WEEK 13	
Mon, 4/4: Peer review due today: Project 3 draft	Revise your draft based on the feedback you received. Bring ONE print copy to class on Wednesday.
Wed, 4/6: Peer review, part two due today: Project 3 draft (revised)	Review the feedback you received this week, review the assignment sheet, and generate a list of questions for me about your draft for conferences.
Fri, 4/8: Class cancelled for one-on-one Zoom conferences.	Revise your draft based on the feedback you received and submit the final version to Canvas. due Sunday, 4/10: Project 3

PROJECT 4: MULTIMODAL REFLECTION

WEEK 14	
Mon, 4/11: Introduction to Project 4 Multimodal Reflection: What have you learned this semester about writing?	Read “What Is Multimodality?” and “Planning a Multimodal Project” (BallPoint).
Wed, 4/13: Introduction to multimodality	Bring to class five PRINT images that remind you of rhetoric and/or writing. <i>Note: If you have scissors, glue, or other craft materials, you’re welcome to bring them to class on Friday.</i>
Fri, 4/15: Multimodal workshop due today: five images	Read “Design” PDF, then find an example of a well-designed text, e.g., an advertisement or poster, book or magazine cover, brochure, video, website, or infographic. Post to Canvas.
WEEK 15	
Mon, 4/18: Design Principles (contrast, repetition, alignment, proximity) due today: well-designed text	Brainstorm ideas for Project 4. Think of what genres will best communicate your understanding of rhetoric and writing, e.g., a poster, infographic, or video. Be prepared to share in class on Wednesday.
Wed, 4/20: Analyzing multimodal arguments	Sketch (yes, by hand) 2–3 different versions of your text. Think about how to display content, use color, and incorporate different modes. Bring to class.
Fri, 4/22: In-class sketching and/or drafting	Begin drafting.
WEEK 16	
Mon, 4/25: In-class drafting	Continue drafting. Post your (very rough) draft to Canvas.

<p>Wed, 4/27: In-class workshop: content & design</p> <p>due today: Project 4 draft</p>	<p>Revise multimodal text based on the feedback you received.</p> <p><i>You will showcase these projects through Canvas on Monday as part of an “art gallery” where your multimodal text will be displayed digitally for folks to comment on throughout the day.</i></p>
<p>Fri, 4/29: NO CLASS – optional Zoom conferences</p>	
<p>WEEK 17 – FINALS WEEK</p>	
<p>Mon, 5/2: asynchronous class</p> <p>Canvas Art Gallery: an informal showcasing of multimodal texts</p> <p>due today: multimodal text (draft)</p>	
<p>The final examination period for this class is Friday, May 6 from 7:30–9:30am, so you need to submit your Project 4 Multimodal Reflections to Canvas by 9:30am. We will NOT meet in the classroom during our final exam period.</p>	