

Composition 105 Writing and Rhetoric I

Fall 2014: Culture and Community

Course Description

Comp 105 focuses on the study of writing and rhetoric through reading and composing a range of texts. Students study the rhetorical choices effective for writing in different media, and learn practical strategies for academic inquiry and for giving useful feedback in response to the writing of others. Such strategies include those related to the use of electronic and print resources, peer-review, and revision. Our classroom serves as a workshop, a safe space for critical discussion, composition, the sharing of works-in-progress, peer critique, and revision. All of these involve preparation, attendance, active engagement, collegiality, trust, and most of all discipline. The workshop approach resists lectures, top-down authoritarianism, and what Paulo Freire calls “the banking method” of education (teachers deposit knowledge in the heads of students and then make withdrawals on testing day). Instead, we read together, make sense of texts together, and compose and revise pieces of writing together. This is not the course to take if you are not able to come to class every week, read constantly, and meet deadlines.

COMP 105 Writing & Rhetoric I Learning Outcomes

By the end of COMP 105 students will be able to:

- Approach writing as a process in composing formal and informal pieces
- Effectively revise writing and give useful feedback in response to the writing of others, including (though not limited to) feedback on grammar
- Recognize a range of academic and nonacademic genres and conventions and use important academic conventions in writing
- Demonstrate knowledge of important rhetorical concepts such as audience, purpose and context, and apply these to the writing process
- Understand that rhetorical concepts operate in other academic disciplines
- Read critically a range of texts
- Begin to go beyond an either/or debate on an issue or topic to a more complex rendering of perspectives
- Control voice, tone, style and other aspects of writing

Required Texts

Paul Loeb: **Soul of a Citizen** (2010)

Paul Loeb: **The Impossible will Take a Little While** (2014)

Grace Lee Boggs: **The Next American Revolution** (2012)

Optional: Jonathan Kozol: **Amazing Grace** (2012)

Recommended: *The DK handbook*, Pearson Publishing, (ISBN: 978-0-205-74143-4)

Additional readings will be posted as PDFs or web links online. You are responsible for all reading assignments and bringing the texts, as well as your responses and ideas to class discussion.

Email Availability: Please check your UMD email account regularly. I will regularly send email messages to the whole class regarding assignments, updates, and other class information. You may contact me via email (address above) though be advised that I may not respond immediately to messages received. It is preferable that, when possible, you come talk to me during office hours with any questions and concerns. Also, most assignments and course information will be available on Canvas. Make sure you know how to navigate this site and find all relevant course materials.

Attendance: Attendance is mandatory; you may miss one class but after that your final grade drops down a whole grade **for each absence** (a “B” becomes a “C”; a “C” becomes “No Credit”). You need a C- or better in this course to obtain the required credit. If your final grade is less than C- you will receive NC (“No Credit”) for this class and will have to take it again in the future. University policy allows students to take a course a maximum of three times. A student must pass both COMP 105 and 106 (or their equivalents) in order to graduate. UM-Dearborn’s official attendance policy states that, “a student is expected to attend every class and laboratory for which he or she has registered ... An instructor is entitled to give a failing grade (E) for excessive absences or an Unofficial Drop (UE) for a student who stops attending class at some point during the semester.”

Plagiarism and Academic Integrity: Writing students are required to cite sources according to academic conventions and to understand the institutional definition of plagiarism. Academic misconduct, including plagiarism, is subject to disciplinary action, according to the UM-D Statement of Student Rights and Code of Student Conduct. The University considers plagiarism a violation of policy and a serious ethical breach. Plagiarism is defined as “submitting as one’s own any work which, in part or whole, is not entirely one’s own work without properly attributing it to its correct source.” Sanctions may include failing the course and possible expulsion. Plagiarism encompasses both deliberate cheating as well as failure to cite sources properly. In this and other classes, never download a paper from an online paper mill, have someone else do work for you, copy and paste passages from articles into your own writing, or use anybody else’s words or ideas without attribution.

The Writing Center: The Writing Center provides support for all UM-Dearborn students wishing to improve their writing. Students needing regular one-on-one help in developing basic writing skills, as well as more advanced students wishing to improve their writing, will find the center useful. The center is located in 3035 CB (Mon-Thurs 8:30-7:00 and Fri 8:30-1:00) with smaller satellites on the first floor of Mardigian Library (Mon-Thurs 10:00-1:00) and Fairlane Center North 138 (Mon-Thurs 2:00-8:00). The center tries to accommodate walk-ins but prefers students make appointments online at http://casl.umd.umich.edu/writ_center/

Disability Resources: The University will make reasonable accommodations for persons with documented disabilities. Students need to register with Disability Resource Services (DRS) **every semester** they are enrolled for classes. DRS is located in Counseling & Support Services, 2157 UC. To be assured of having services when they are needed, students should register **no later than the end of the add/drop deadline of each term.**

Workload

Homework + Quizzes + in-class writing + drafts	65
Summary Analysis Papers	100 (2 x 50 pts each)
Personal Essay	50
Rhetorical Analysis Assignment	50
Mind Map Assignment	25
Final Essay Project Draft	50
Final Essay Project Final*	100
Participation	25
Total	465 points

***The Final Project will be due as an electronic portfolio built in Blogger.** We will spend time over the course of the semester working on personal blogs that will include or be revised to become the final Project. No previous blogging experience is required but an openness to learning and to working in new media for writing and revising is necessary.

Quizzes occur at the beginning of class and can't be made up. Papers must be handed in on their due dates; late papers will receive a one-letter grade drop (a "B" becomes a "C"). For emergencies or extenuating circumstances please talk to me about getting an extension *before* the due date.

Evaluation:

High scoring papers (A and B range) are well above average in their sophistication, focus, development, and organization of ideas and in their effective use of language and style of writing. Papers that receive a mid-range grade are functioning at a basic level and often show less clear focus, may include some undeveloped ideas, and may utilize awkward language and grammatical or mechanical problems that distract from the flow of the essay. Failing papers may not meet the requirements of the assignment, have seriously underdeveloped ideas, or include an excessive accumulation of language errors that may make the paper generally unintelligible.

Grading Scale (calculate points earned out of points possible to see your percent grade, and translate that into the corresponding letter grade)

A+	100 – 97
A	96 – 93
A-	92 – 90
B+	89 – 87
B	86 – 83
B-	82 – 80
C+	79 – 77
C	76 – 73
C-	72 – 70
D+	69 – 67
D	66 – 63
D-	62 – 60
F	Below 60

An important note on reading for class: When you have a particular reading due, that means you should read carefully, take notes, and create "talking points" you can use for class discussion, and BRING THE TEXT WITH YOU TO CLASS. Mark down questions, points of disagreement, points of interest, and notable moments where the writer's voice is especially audible. Mark passages where the writer uses effective rhetorical techniques (the artful use of sentence fragments, the allusions, etc.). This active reading is a crucial part of preparation for class and a useful intellectual habit too.

Calendar

September

5 Introduction to course; in-class writing on Canvas

Read and discuss: ReMix Intro on doing Cultural Analysis (pdf posted on Canvas)

12 Read on Democracy: Aristotle and Bhutto (PDF)

Film: Bhutto; in-class writing

19 Film: Bhutto; in-class writing

from They Say, I Say (chap 1-3) (PDF); Marx and Douglass (PDF)

26 Summary-Analysis Paper 1 Draft Workshop (bring hard copy to class and upload to Canvas)

King, Jr. "Letter" (in *Impossible*)

Monday 9/29 Due: Upload Summary-Analysis Paper 1

October

3 West, "Prisoners of Hope" (in *Impossible*)

Soul of a Citizen (chapter 1)

Summary-Analysis Paper 2 Draft Workshop (bring hard copy to class and upload to Canvas)

Monday 10/6 Due: Upload Summary-Analysis Paper 2

10 No Class Meeting: Assignments on Canvas

Kozol and Bliss (PDF) + writing assignment

17 Social media and community/activism: Michael Brown (reading TBA)
from *They Say, I Say* (chap 4)(PDF)

Personal Essay Draft Workshop (bring hard copy to class and upload to Canvas)

Monday 10/20 Due: Upload Personal Essay

24 from *Soul of a Citizen* (chapters TBA)

Reich and Chomsky (Readings TBA)

31

Film: *Inequality for All*

November

7 from *Impossible*: Zinn 63, Mandela 73, Nouwen 114, Kushner 169, Loeb 288

Rhetorical Analysis Draft Workshop (bring hard copy to class and upload to Canvas)

Monday 11/10 Due: Rhetorical Analysis

14 from *Impossible*: Walker 361, Starhawk 378, Tutu 390

Film: *I Am* + reading on Butterfly effect

Due: Mind Map and Paper Proposal

21

Final Paper Draft Workshop (bring hard copy to class and upload to Canvas)
from Boggs (chapters TBA)

28 No Class

December

5 Presentations of Final Projects/E-portfolio

Last Day of Class

Monday 12/8 Due: Final Project/E-portfolio