

ENG 210: Introduction to Rhetoric and Writing

Section 800: Online

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Course Description & Goals

This class is designed to give you an introduction to the field of Rhetoric and Writing Studies, laying the context for this major within English studies as a whole. This course provides Rhetoric and Writing majors, general English majors, and professional writing minors the theoretical and methodological background needed to pursue other major coursework in Rhetoric and Writing. In particular, this section of ENG 210 focuses heavily on the role of writing in creating identities and ideologies, the way that written texts interact with audiences to produce social action, and how writers engage in different processes related to writing. While you will work to improve your own writing in this class, we will focus more on the study of writing and what it does in the world.

By the end of this class, I hope you can:

- Articulate the relationship between Rhetoric/Writing and other areas of English studies
- Articulate the value and role of Rhetoric and Writing outside of the university
- Identify threshold concepts in the study of rhetoric and writing
- Use technology effectively to study and discuss writing
- Reflect on your own writing process
- Effectively use invitational rhetoric
- Analyze embodied rhetoric/writing
- Analyze the concept of genre in workplace writing

What is Rhetoric and Writing?

You may be wondering what “Rhetoric and Writing” is when you start this course. In short, it is a prominent field within English studies that looks at the way that writing functions in the world. This may involve anything from looking rhetorically at writing to see how it appeals to an audience to talking about how people develop writing skills in school or the workplace. Know that this class just touches the surface on what is a broad and vibrant field of study.

(Note: You may also have heard this field called Rhetoric and Composition, Rhet/Comp, Writing Studies. Professional Writing is also often under this umbrella.)

What I Expect From You

I expect that you enter this course with an open mind, ready to learn. Maybe you are a rhetoric and writing major, maybe you have never heard of it (maybe even both!). That’s okay. Do the readings, do the assignments, ask questions. **Log on to Canvas regularly** and check your Ball State email. Reach out to me if you are struggling or need extra time on an assignment.

We are studying writing; therefore, I will ask that you be particularly aware of the choices you make in your own writing. As such, there will be a great deal of reflective writing in this course. I expect you to take these opportunities as serious intellectual work that will help you grow as a writer. I also expect that this course will take you outside your comfort zone—the best learning often does. We’ll be interviewing people, make video presentations, and share our writing collaboratively. Being successful means being respectful and engaging in meaningful dialog with others. I expect that you will honor your community and the diversity within and genuinely listen to others.

What You Should Expect from Me

I am your guide through this course and material. That does not mean that I have all the “right” answers or expect you to always regurgitate material. I will post a video each Monday to guide you through the week’s module and make sure you know what you need to do. I will also post lectures on the readings, when relevant. I am happy to consult on any assignment or course material. I’ll be available by appointment and during office hours on Zoom. I will answer emails during regular business hours. I’ll also give you feedback promptly (within a week) on any pieces of a project that are still being developed and need quick feedback. (Projects that are final may take slightly longer to be returned. If you have feedback throughout the course or wonder why we are doing something, do not hesitate to talk to me.

Canvas & The Rhythm of the Course

This course is asynchronous, meaning we will not meet face-to-face at a regular time. Everything will be posted on Canvas and collected on Canvas.

However, we will follow a regular schedule.

By Tuesdays: Review the week's goals.
Complete all readings and watch videos.
Complete any **quizzes** over readings.

By Thursdays: Complete weekly **activity, discussion board post**.
Upload any drafts or materials needed for **peer work**.

By Fridays: **Respond** to any discussion board posts.
Respond to any peer work.
Turn in any **major projects**.

All assignments should be uploaded on Canvas by 11:59 pm on the day listed.

You are welcome to work ahead, but know that some assignments depend on peer interaction or my videos in order to complete the work.

Assignments & Grading

This course will involve three **major projects**. Each major project is graded on criteria that are specific to that project. Then, each project is given a weight that shows how much that project counts toward your overall course grade.

Project 1: Invitational Rhetoric (20%)

This assignment will ask you to apply a type of rhetoric called “invitational” rhetoric by engaging in an exchange of stories and letters with a classmate about a topic that is important to you. Your goal is not to change your classmate’s mind on the topic, but rather to get them to understand where you are coming from on the issue.

Project 2: Embodied Rhetoric & Writing Visual Essay (20%)

We will read a series of articles about rhetoric and embodiment. You will then choose a related topic to analyze and create a visual essay.

Project 3: Workplace Genre Analysis (25%)

For this project you will interview a professional in a job that interests you. You will specifically find out what genres they use in the workplace, how they learned those genres, and how those genres mediate their work.

Quizzes (5%)

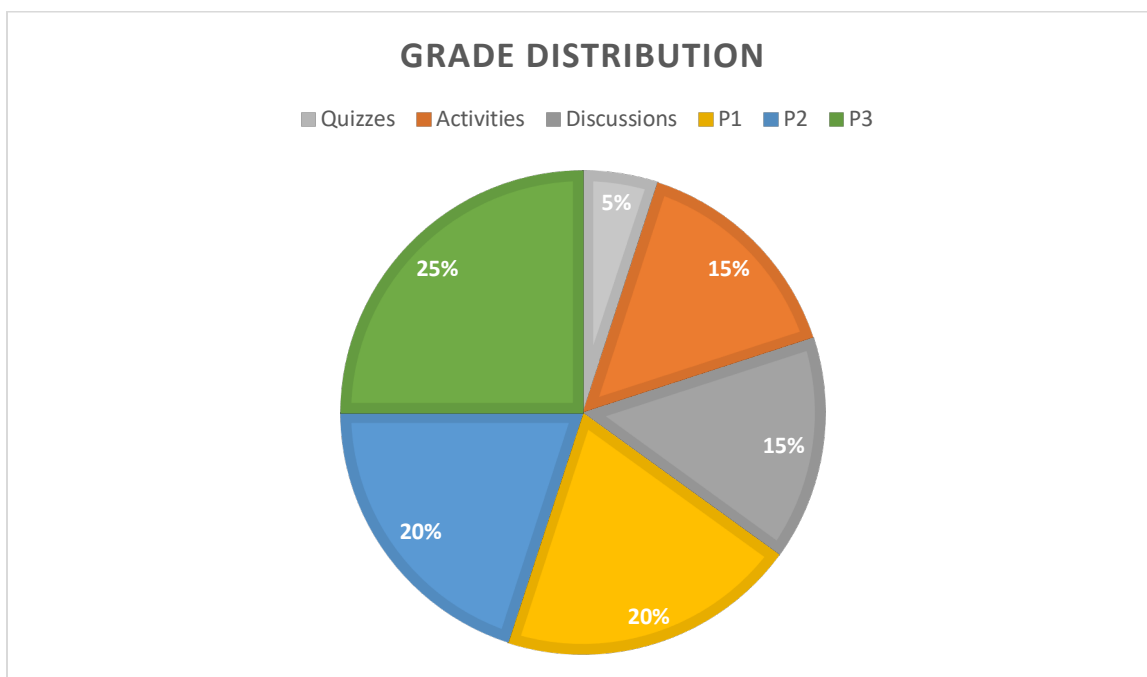
Quizzes are to be taken right after completing a reading or watching a video. These are meant to help you process and apply information not to memorize it. In fact, you can refer back to the reading or video when taking the quiz! Points vary depending on the quiz.

Discussion Boards/Peer Work (15%)

Discussion board posts and responses allow you to interact with peers. Sometimes discussion boards will ask you to talk about readings. Other times, you will share with just 1-2 peers and be asked to comment on their ideas. You will receive points based on the criteria laid out for the week.

Activities (15%)

Activities are smaller assignments that ask you to either interact with a reading or do some work that leads to a major project. Each of these activities is marked complete (10 points) or based on the criteria I list. If you turn something in that doesn't meet all the goals, it will be marked incomplete, but you may revise it within 1-week for full credit. If you do not revise, partial credit will be awarded.



Submitting Work/Late Work Policy

All work for this course will be submitted on Canvas. Any incomplete work or work that is in a format I cannot read will be marked incomplete until re-submitted. You have **1-week** to finalize any work marked "incomplete." **All work must be completed by May 3rd unless you meet with me about an incomplete for the course.**

Submitting work on time allows me to provide you with timely feedback on your work. The feedback on smaller assignments is vital to success on your major projects.

Quizzes are meant to test your own understanding of the readings. They are due on Tuesdays, but will be accepted for credit any time **before Saturday of that week**. If they are not completed by the end of the week, they will be considered a zero.

Discussion Boards/Peer Work and responses are important to submit on time because they make up your interactions with your peers in an online class. They are due Thursdays with responses due on Fridays. Therefore, they will **not be accepted** late. However, you may do additional responses in other weeks to add 1-extra credit point per extra response (max 10 extra points).

Activities are meant to help you build toward your major projects. They will be due on Thursdays, and will be accepted for full credit if submitted by the following week by Monday. After that, one point per day will be deducted. **No activities may be made up after your major project for the unit has been turned in.**

Major Projects are meant to be the end point of a unit. They are the most involved projects of the course. You have **one late pass** to use on a final major project. Just submit it late and add a note that says you are using your late pass. No questions asked!

Make-up Days: March 23rd

The university has designated March 23rd as a “Study Day.” In this class, I’m making it a special make-up day. If you’ve gone off track but still want to complete the class, we will work together on this day to come up with an individualized make-up work plan to get back on track. There will be no regular assignments due this day.

Required Books and Materials

Articles, videos, podcasts will be posted on Canvas for you to review throughout the semester.

You also need the following books:

Adler-Kassner, Linda & Elizabeth Wardle. *Naming What We Know. (Classroom Edition)*

Barry, Lynda. *What It Is.*

Seawright, Leslie. *Genre of Power: Police Report Writers & Readers in the Justice System*

University Policies & Academic Resources

I invite you to become familiar with the Ball State [Code of Student Rights and Responsibilities](#) document in its entirety.

Plagiarism/Academic Misconduct

As writers, we all get ideas from one another. I promise not to use your ideas without your permission or without giving you credit. I expect that you will do the same for your classmates, the authors of our readings, and anyone else whose work you use when designing your own.

If I discover that any plagiarism (not crediting sources) or academic misconduct (making up data, turning in something from a different class, asking someone else to take a quiz for you, etc.), I will contact you immediately to schedule a Zoom meeting. After meeting (or if I do not hear from you in 1 week), I will determine a course of action, including submitting the paperwork for an academic ethics violation.

Respect & Bias in the Online Classroom

As a part of the Ball State Community, we all agree to respect our students, our classmates, our teachers, and our community, both inside the classroom and online. If I feel that your actions are not in keeping with these community standards, I will meet to discuss them with you and may refer you to the Dean of Students for [Disruption of an Academic Setting](#). If you ever believe my actions are not in keeping with these standards or feel discriminated against by a classmate or student, I invite you to discuss this with me as well. [Bias Incident Response service](#) can also be used to report such instances if you are uncomfortable talking to me directly.

Accommodations & Disability Services

If you need course adaptations or accommodations because of a disability or you have emergency medical information to share with me, please make an appointment to discuss these issues with me as soon as possible. [Ball State's Disability Services](#) office 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](tel:765-285-5293) or dsd@bsu.edu.

Canvas Accessibility Statement

Canvas provides a user experience that is easy, simple, and intuitive. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e. text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy Statement

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading [Ball State's FERPA and Privacy and Protection](#).

Writing Center

[The Writing Center](#) gives one-on-one feedback on any projects, even those that don't involve traditional prose. This semester they are offering **online appointments**. Visit them for help brainstorming, drafting, or polishing your work. The Writing Center is a comfortable, supportive environment for writers from all communities and backgrounds. In addition to helping with papers, the writing center can help you will finding and documenting sources, getting started with brainstorming, and even visual design. To make an appointment go to ballstate.mywconline.com.

Other Resources

It's hard to learn when your basic needs aren't taken care of. If at any point you need assistance or would like me to direct you to resources on or off campus, do not hesitate to reach out. Some of the most commonly used resources are listed below.

Counseling Center

Every year, hundreds of students, faculty, and staff members use the services of the [Counseling Center](#). This comprehensive services office provides free and confidential psychological and career resources to students. The

primary mission of the center is to assist students in reaching their educational goals, as well as to improve their quality of life. The staff is diverse, professional, warm, and receptive to students who seek services. To make your first appointment with the Counseling Center, call our office at **(765) 285-1736** or stop into **Lucina Hall, Room 320**.

Health Center

The Health Center is covered in your student fees. The Health Center is located at 1500 W. Neely Avenue. To make an appointment, please call the Health Center at 765-285-8431.

Cardinal Kitchen

If you are facing food insecurity, Ball State provides a student food pantry, [Cardinal Kitchen](#).

Emergency Loans

Ball State has an [emergency loan option](#) for students who need it.

Office of Victim Services

As an instructor, I am a mandatory reporter. However, Ball State has a confidential [Victim Advocate](#) to help survivors of domestic or gender-based violence.

Schedule

The details of the schedule are on our Main Canvas page. Each week is presented as a separate module. This schedule shows the general topics covered each week and **the major project** due dates.

Week	Topic	Readings	Assignments Activity/DB due Thursdays Major Projects due Fridays
Week 1 1/19	Introductions	<i>Naming What We Know:</i> Intro, Naming What We Know, Meta-concept	Discussion Board
Week 2 1/25	Writing & Rhetoric Definitions	<i>Naming What We Know</i> , Concept 1. Yancey: Writing in the 21 st Century. Bad Ideas about Writing: Ch. 2	Discussion Board: What is Rhetoric?
Week 3 2/1	Classical Rhetoric, Traditional Writing	Read articles online about classic rhetorical structure. Read White "Five Paragraph Theme Theme." Video on Rhetoric	Activity: Movie Speech
Week 4 2/8	Invitational Rhetoric	Watch Invitational Rhetoric TEDTalk, Read Foss article online	Activity: Project Plan
Week 5 2/15	Invitational Rhetoric	Invitational Rhetoric Example	P1: Narrative due
Week 6 2/22	Concept 3 & 5	Read <i>Naming</i> , Concept 3 & 5	Peer: Conversation with your Partner P1: Letters Due
Week 7 3/1	Multimodal Rhetoric	Shipka—Inhabiting Dorothy video, What It Is (p. 1-47)	Activity: What it Is P1: Reflection due

Week 8 3/8	Embodied Rhetoric	Lecture video, Articles from Journal of Multimodality	Activity: Project Plan
Week 9 3/15	Concept 4	<i>Naming</i> Concepts 4, What It Is (pages TBA)	Activity: What It Is
Week 10 3/22	Project 2, Makeup work	None	Final Project 2 Due
Week 11 3/29	Concept 2, Genre	<i>Naming</i> , Concept 2. Dirk “Genre” Article	Discussion Board: Finding a Participant
Week 12 4/5	Research Methods, Interviews/Genre Analysis	Bazerman reading, Interview reading	Activity: Interview Plan/Questions
Week 13 4/12	Genres of Power	<i>Genres of Power</i>	Discussion Board
Week 14 4/19	Genres of Power	<i>Genres of Power</i>	Activity: Interview Data
Week 15 4/26	Drafting/Peer Review	Example Genre Paper	Drafting/Peer Feedback Workshop
FINALS 5/3	Genre Analysis Due	None	Final Project 3 Due