ENGL 101B: Introduction to Rhetorical Studies (Fall 2011): Syllabus

Classes: MWF 2:30 – 3:20 pm, PAS 1241
Instructor: Dr. Olga Gladkova, ogladkov@uwaterloo.ca
Office Hours: By appointment

Course Description: The purpose of this course is to provide you with a basic overview of “the study and practice of persuasion, including the history and theory of rhetoric, the structures and strategies of arguments, and the analysis of texts and artifacts” (http://www.ucalendar.uwaterloo.ca/1112/COURSE/course-ENGL.html).

To achieve this goal, you will engage in individual and team work that will allow you to
- Hone your oral and written rhetorical skills
- Inquire into the cognitive and social underpinnings of the Western rhetorical culture
- Learn essential theoretical concepts and analytic methods to help you speak and write about your own and other people’s rhetorical choices and their implications.

RESOURCES


Recommended references:

Additional readings: The readings for the research projects are available in electronic format on the internet or through TRELLIS. Some of them can also be borrowed in hard copy from Course Reserves.

ASSIGNMENTS and ASSESSMENT

1. Team Research Project and Presentation (25%): A collaborative review of a selection of journal papers and/or book chapters dealing with a particular rhetorical concept or issue.
   The project will allow you and your classmates to learn essential rhetorical theory and methodology. The presentations, which will be scattered throughout the term, will also give you a chance to practice your rhetorical invention, arrangement, and delivery skills.
   You will choose your presentation topic from a list of available options. With a small group of classmates, you will digest the sources that you select for your review and present your findings to the class. After the presentation, you will have a Q&A session, make a comprehension check, and/or lead a class discussion on your topic.
   Your project grade will be equally split between the presentation as a whole and your individual segment(s).

2. Analysis Paper (25%): For this assignment, you will use a concept, method, or framework from the readings to examine a cultural artefact: a phenomenon, text, or object. Your analysis will be based on primary and/or secondary evidence. It will go through three major stages:
   a. Activity File (15%): You will do a series of writing activities that will help you build up your rhetorical vocabulary, generate ideas, and prepare materials for your paper. Timely completion of these tasks will automatically earn you 75% of the grade; up to another 25% will be awarded for above-average quality, yet up to 15% may be deducted from the grade for incomplete or off-hand activities and up to 25% for late submissions (refer to the course policies below).
   b. Analysis Proposal (10%): This assignment will provide you with a chance to articulate your analysis plans and preliminary results, as well as to run your ideas by me before you start drafting the paper.
   c. Peer Editing (15%): You will critique two of your classmates’ draft papers. This exercise is aimed at providing you with reader feedback before you write your final draft. It will also allow you to share ideas and hone your analytic skills.

3. Terminological Quiz (10%) will test your knowledge of the major rhetorical concepts that we will talk about and use throughout the term.
4. **Participation Bonus** (up to 5%): The research groups may reward individual members with up to 3 points for outstanding contributions to the research projects. I may also assign up to 2 extra points to those students who have throughout the term meaningfully engaged in class discussions.

**POLICIES**

- **Your attendance and participation** are essential for your own and your peers’ success in this course. You are expected to attend all classes, complete all activities and exercises, and participate in group work and class discussions.

- **Submissions:**
  - *Activities & proposals:* Your homework is due in hard copy in class on the due date. If you miss the class, email me your activity by the midnight of the due date. Late submissions will be penalized 5% per day late, up to a total of 25%. You may, however, request a week's extension on an activity, provided that you email me by the due date. Your email should clearly state legitimate reasons for the extension. Yet no extensions will be granted on proposals, and no activities will be accepted after the due date for the first draft of the paper.
  - *Paper Drafts:* Bring three hard copies of your paper to the editing session. Late drafts will be penalized 2% per day late, up to 10% of the grade for the paper. If you miss the peer editing session, it will be your own responsibility to find paper drafts for your reviews. No extensions on peer reviews will be granted past the due date for the analysis paper.
  - *Analysis Paper:* Electronic submissions by midnight on the due date are preferred. Late analysis papers will not be accepted.

- **Drafts:**
  You will consult with me about your analysis proposal and get your peer editors’ feedback on the first draft of your analysis paper. This will help you to improve the quality of your work. So it is in your best interest to prepare as good proposal and draft as you can. However, you shouldn’t expect your reviewers to correct, or even address, all your oversights. Rather, your final draft will result from your own revisions, which, among other things, will be prompted by your reviewers’ feedback.

- **Out-of-class consultations:**
  Talk to me or email me about any questions or problems that you may experience in this course.

- **Academic Integrity & Discipline:** In order to maintain a culture of academic integrity, members of the University of Waterloo are expected to promote honesty, trust, fairness, respect and responsibility. A student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, [http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm)

- **Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, [http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm)

- **Appeals:** A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, [http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm](http://www.adm.uwaterloo.ca/infosec/Policies/policy72.htm)

- **Academic Integrity website (Arts):** [http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html](http://arts.uwaterloo.ca/arts/ugrad/academic_responsibility.html)

- **Academic Integrity Office (UW):** [http://uwaterloo.ca/academicintegrity/](http://uwaterloo.ca/academicintegrity/)

- **Note for students with disabilities:** The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.