

RHETORIC 105 (B3/C3): WRITING AND RESEARCH
SPRING 2021

INSTRUCTOR: Erin Cheslow
TIME: MWF, 9:00–9:50 am (B3) or 10:00-10:50 am (C3)
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OFFICE HOURS: WF, 11:00–11:50 am or By Appointment
OFFICE LOCATION: EB 220 or Zoom

Rhetoric 105: Writing and Research offers instruction in research-based writing and the construction of academic, argumentative essays that use primary and secondary sources as evidence. This course satisfies the General Education Criteria for: Composition I. Credit is not given for both RHET 105 and any of these other Comp I courses: RHET 101, RHET 102, CMN 111 or CMN 112. Prerequisite: an ACT English score between 20-33 or an SAT EBRW score between 520-700. Credit: 4 credit hours. IAI: This course may fulfill the C1 901R requirement under the Illinois Articulation Initiative transfer guidelines. You must receive a C or better in the course in order to receive IAI credit.

COURSE DESCRIPTION

“Ideas, like ghosts [...] must be spoken to a little before they will explain themselves” (162)¹

If we are to believe Dickens and ideas come out of constant interrogation and conversation, then writing becomes a way to engage with our ideas and the ideas of others. New ideas and new takes on old ideas result in the relationship between a speaker or writer and the world. In this class, we will learn the tools and processes that help us to become better writers so that we may speak with the ideas that interest us.

STUDENT LEARNING OUTCOMES (SLOs)

By the end of this class, students should be able to do the following:

1. Identify and explain the role rhetorical appeals and the rhetorical triangle can play in non-fiction print and/or multimodal texts.
2. Create and sustain across one or more pieces of writing a focused research question that responds to an exigent issue, problem, or debate.
3. Compose cogent, research-based arguments, in print-based and/or multimodal texts, for specialist and/or non-specialist audiences.
4. Locate, accurately cite (through summary, paraphrasing, and quoting), and critically evaluate primary and secondary sources.
5. Demonstrate knowledge of writing as a process, including consideration of peer and/or instructor feedback, in one or more pieces of writing from initial draft to final revision.

In addition, you will be expected to

- Engage critically and dialogically with research and with the academic community
- Utilize effective strategies for revising and editing
- Collaborate with texts and peers to produce effective and engaging writing

¹ Dickens, Charles. *Dombey and Son*, Modern Library, 2003.

COURSE REQUIREMENTS

TEXTS

Undergraduate Rhetoric Program. *I Write: A Writing Guide for the Rhetoric Program at the University of Illinois*, 3rd ed, The University of Illinois, 2020.

The textbook is our primary course text. It is required. You must purchase this text through the University of Illinois Webstore at <http://go.illinois.edu/RHET>. For the Spring semester, the text is available in an e-text only format. You will be able to access your e-text immediately after purchase.

Other readings and videos will be available on our course Moodle site.

GRADING

Short Writing Prompts & Reflection Memos: 10%
 Research Question and Thesis: 5%
 Rhetorical Analysis: 10%
 Annotation Worksheets: 5%
 Synthesis Essay: 20%

Literature Review: 5%
 Position Paper: 25%
 Peer Review: 10%
 Reading Notes and Attendance: 10%

GRADING POLICY

Major assignments will be graded on a 100-point scale corresponding to letter grades based on the below table. Most homework and peer group work will be graded on a credit/no-credit basis. Occasional assignments will be graded on a points scale (e.g. 10 points) and will be noted accordingly. All assignments will be weighted together for the final course grade according to the above point system.

This is the scale that will be used to convert numerical grades (percentages) to letter grades, both for individual assignments and your final course grade:

A+	98-100%	C	73-76%
A	93-97%	C-	70-72%
A-	90-92%	D+	67-69%
B+	87-89%	D	63-66%
B	83-86%	D-	60-62%
B-	80-82%	F	≤ 59%
C+	77-79%		

ASSIGNMENT SUBMISSION POLICY

Unless directed otherwise, submit formal writing assignments in double-spaced, 12-point Times New Roman font, with page numbers. In this course, we will follow the citation guidelines set

forth by either the Modern Language Association (MLA) or the American Psychological Association (APA). While we will discuss citation throughout the semester, I encourage you to consult the University of Illinois library resources and Purdue OWL for additional help.

Please be conscientious about file type and file names. **You must submit files in Word format (.doc, .docx, or .rtf).** Other file types, such as .pages, .wps, and .pdfs, are **not accepted and will be marked as zeros**, unless needed accommodations are discussed with me in advance. UIUC students can download Microsoft Office 365 [here](#).

WRITING ASSIGNMENTS

In Rhetoric 105, you will complete at least 25 pages of writing that undergo the drafting and revision process.

1. Short Writing Prompts and Reflection Memos: Over the course of the semester, you will write 5 one-page, informal texts in response to a series of prompts. Although it is important that you learn to write for an academic audience, as you will do in the other major writing assignments for this course, you will also need to be flexible in your writing, able to adapt to different genres and rhetorical situations. The Short Writing Prompts are an opportunity to write more informally and consider the wide array of genres in which you might want to write.

You will also reflect on 4 of the 5 prompts, considering genre and the rhetorical choices you made while writing. These reflections will help you to revise Short Writing Prompts #1, 2, 3, and 5, which you may do to raise your grade at the end of the semester. **See the course calendar for due dates.**

SLOs 1, 2

2. Rhetorical Analysis: Based on the Rhetorical Analysis Unit (Unit 2) and the examples provided in class, you will do a 5-6 page rhetorical analysis of two primary sources in conversation with one another. How do these sources make their arguments? How are they different from one another? How are they similar? Include an analysis of audience, rhetorical situation, and rhetorical appeals. **Due: Wednesday, March 10th by midnight.**

SLOs 1, 2, 4, 5

3. Synthesis Essay: Using your Annotation Worksheets, as well as any additional sources you find useful, choose 6 sources to summarize and synthesize in 6-7 pages. In synthesizing your chosen sources, you will be entering into the academic conversation about your topic. Respond to the sources as if you were having a conversation with their authors. This assignment is **not** an opportunity to use conversational or casual language. Rather, it is an opportunity to enter into your field of interest as an informed member of the community. **Due: Sunday, April 11th by midnight.**

SLOs 1, 2, 3, 4, 5

4. Position Paper: The final research paper will incorporate the methods and skills you have practiced throughout the semester. Using the work you have done on your Synthesis Essay, as well as the Literature Review, you will write a 7-9 page paper answering your research question. You will be asked to engage with other scholars who have written or spoken on

your topic and develop your own argument in conversation with them. **Due: Wednesday, May 12th by midnight.**

SLOs 1, 2, 3, 4, 5

Each of you will schedule a one-on-one meeting with me **twice** during the semester. At the first meeting, we will go over the revision process, and I can answer any questions you might have. At the second meeting, we will discuss your final project and other work in the class so far. We can also discuss writing in general or anything else on your mind pertaining to college life.

LATE WORK: I will accept work within 24 hours of the day and time that each assignment is due, but you will lose 10% of your final grade on that assignment. I will not accept work more than 24 hours late, unless you notify me in advance.

PEER REVIEW: For each of the 3 major writing assignments, you will work with other students in class to investigate the methods used by the writer and provide feedback that the writer can use to revise his or her paper. See the Peer Review Instructions on Moodle for more detailed instructions. Peer review days are mandatory, except in extreme circumstances. You will not be able to make up this work, so be sure to come to class on the days marked on the schedule.

RESEARCH QUESTION AND THESIS STATEMENT

This assignment asks you to think about what you don't know and what you want to find out about your chosen topic. Based on the research you did for the Rhetorical Analysis, you will choose one of the topics in which you were interested and formulate a research question in class. Then, from that question, you will begin research and develop a preliminary thesis statement or short proposal for your final Position Essay. Note: You will be researching and writing on this topic throughout the semester, so take the time to develop a topic and question you enjoy. **Final Submission Due: Wednesday, April 21st by midnight.**

SLO 2

ANNOTATION WORKSHEETS

During Week 9 of the course, you will be asked to start the research process for your Synthesis and Position Essays. This process will help you solidify your topic and Research Question and enter into the larger academic and public conversations about your topic. For each of 4 sources, you will fill out a worksheet that I will provide. In so doing, you will start to engage with your sources, summarizing and responding to them, as well as considering how they will fit into your own Position Essay.

SLO 4

LITERATURE REVIEW

Using your Synthesis Essay, you will write a 1-2 page review of the sources you have read. As in the Synthesis Essay, you will be entering into an academic conversation with your sources, but you will be doing so in a more concise, summative manner. The goal here is to condense the

work that you did in your Synthesis Essay into 2-3 easily digestible paragraphs that will then lead into your own argument. In fact, the Literature Review will act as a draft for the first few pages of your Position Essay. This assignment is an opportunity to organize your thoughts and continue working through the writing process toward the final research essay. **Final Submission Due: Sunday, April 18th by midnight.**

SLOs 3, 4, 5

PARTICIPATION

Participation points will be counted each day that we meet synchronously on Zoom based on your attention to your fellow students and your engagement with them and with class material in class discussions. You will also receive participation points based on your engagement in the online discussion boards. You are expected to attend *all* peer review days.

Throughout the semester, we will do a number of freewrites, drafts, revision reflections, and annotations of your writing. I will explain each of these assignments as they are assigned. Each should contribute to your final paper in some way and will be graded accordingly.

ABSENCES: Attendance at all synchronous class sessions is expected and is part of your overall course grade. (Absences excused per the Student Code of Conduct are not counted.) Please contact me immediately if there is anything preventing you from attending these sessions so we can troubleshoot the issue. For example, the University has technological support if you are having trouble with equipment, broadband access, and more. Participation additionally includes more than speaking during these synchronous classes; it also means contributing as a member of our writing community through discussion forums, peer review, and more.

For students who add the course after the beginning of the semester: you are still required to complete all assignments and work since the beginning of the semester.

It is your responsibility to obtain notes and other materials from a classmate for any class period missed.

ETIQUETTE AND EXPECTATIONS

- You are required to bring the readings for class along with any other assigned materials, each day. It is important that you be able to refer back to the text and pull out key ideas directly in our discussions.
- Cellphones should be turned off or put away during class. While this class is conducted online and I have no way of monitoring your cellphone use, I expect you to actively participate in synchronous classes and hope you will respect your classmates enough to stay off your phones.
- You are expected to be *active listeners* in this class. Show your engagement with the course material and in class discussions by looking interested, taking notes, and asking questions. Since we are on Zoom, it is much harder for me and your fellow classmates to know if and how you're engaging with class. As such, I expect you to participate in class discussions and activities, as well as stay active in chat and react to your peers.

- Please be on Zoom and ready for class on time. I will make sure to end class on time each day, so do not sign out or leave your computer before class is over. It can be disruptive to your fellow students and to me.
- Consider all communication directed to me – or any professor – as a professional correspondence. Compose them accordingly:
 - Write in complete sentences with appropriate punctuation. They should not look like text messages or informal emails to friends.
 - Proofread.
 - Be mindful of tone. Written correspondence often comes off as more brusque than intended. Adjust your writing to assure professionalism and politeness.
 - Do not ask questions about information you can easily find on your own. In particular, there is no need for any teacher to repeat information from the syllabus.
- Read all emails sent out by the instructor or by your classmates. I send out important information regularly, so please check your email and the class announcements page frequently.
- Since this is an online course, it is especially important that we all be respectful of one another and be careful when communicating through chat and discussion boards. Remember that the person on the other end is someone with opinions and feelings and shape your responses accordingly. If you are not able to turn on video during our synchronous class meetings, be especially careful of how someone else in the class might perceive tone. We are all here to further our knowledge and to develop skills, so I expect everyone to be considerate of others and further class discussions with comments and questions.

WRITERS WORKSHOP

The Writers Workshop provides free, one-to-one help to all UIUC writers. The Workshop's tutors—some of whom are current or former RHET instructors—can help with any kind of paper, in any class, at any stage of the writing process. Tutors can help students with anything related to their writing, including brainstorming, organizing, grammar, citing sources, and more. Bring a draft to revise or come for help with getting your ideas together. The Workshop is currently offering online tutoring by appointment. You can schedule a 50-minute appointment by visiting <https://writersworkshop.illinois.edu/>. The Workshop also sponsors writing groups and provides hands-on presentations about academic writing skills.

Information: <https://writersworkshop.illinois.edu/>

Schedule an appointment: <https://illinois.mywconline.com/>

Call: 217-333-8796

ACADEMIC INTEGRITY

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, use a

documentation style, such as MLA or APA (see our textbook or The Purdue Online Writing Lab at <http://owl.english.purdue.edu/> for guidance) to avoid plagiarism. Plagiarism is misrepresenting another person's work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include: submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments, to failing the class and even, in severe cases, suspension from the University.

Often unintentional plagiarism happens when students are unclear about documentation expectations, so please see me when you are confused. Intentional plagiarism often happens when students feel desperate, so also contact me when you are confused or in a crunch, rather than resort to unethical measures that can severely impact your academic success.

A NOTE ON PLAGIARISM: Through imitation, you can learn the forms, methods, and conventions utilized by writers and their discourse communities. The words and phrases used by the writer, however, are their own. Any copied wording or phrasing or any repeated passages that are not properly quoted and cited will be considered plagiarism, resulting in a 0 on the paper in question. Do not hesitate to speak with me if you have any questions regarding this matter. Please keep in mind:

- Any source consulted must be included on your Works Cited page, even if you have not quoted it directly.
- All paraphrased and summarized information must be distinct from the material paraphrased or summarized and must be cited correctly, including an in-text citation.
- Most of what can be found directly online will not qualify as a reputable sources. We will discuss source viability further in class.

STUDENTS AND ACCOMMODATION

I am committed to making this class as accessible as possible. If there is anything I can do to make this class environment or my learning materials more accessible to you, please let me know. Furthermore, if you have a disability that requires accommodation in order for you to be successful in this class, please contact me and the Division of Disability Resources and Educational Services (DRES) as soon as possible to obtain disability-related academic adjustments and/or auxiliary aids. You can contact DRES at 1207 S. Oak St., Champaign, (217) 333-1970, or via email at disability@illinois.edu. If you already have accommodations through DRES, please contact me confidentiality as soon as class begins so that we can make arrangements in advance.

EMERGENCY RESPONSE RECOMMENDATIONS

Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and

the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)

Any student who has suppressed their directory information pursuant to *Family Educational Rights and Privacy Act* (FERPA) should self-identify to the instructor to ensure protection of the privacy of their attendance in this course. See <https://registrar.illinois.edu/academic-records/ferpa/> for more information on FERPA.

SEXUAL MISCONDUCT POLICY AND REPORTING

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: wecare.illinois.edu/resources/students/#confidential.

Other information about resources and reporting is available here: wecare.illinois.edu.