

ENGL 1301 Honors English 1 Rhetoric, Science, & Writing

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Office hours: TTh 9:30-10:30am, W 2-3pm, &
by appt.

Fall 2016 Section 907

TTh 2-3:15pm
Cudahy 131
Marquette University
Course Syllabus

Words to Remember

“People assume that authors are experts in the field about which they have chosen to write. Possibly most are. Possibly I’m the only one who begins a project from a state of near absolute ignorance.” -- Mary Roach

Why We’re Here: The Course Description

English 1301H is designed to meet the outcomes of the Rhetoric category in the University Core of Common Studies. Grounded in rhetorical theory, this writing-intensive course will provide you with foundational academic writing skills. To help you develop these skills, this course will teach you how to approach, analyze, and engage critically with discourse—specifically scientific discourse. You will read primary and secondary texts, and you will be exposed to theoretical frameworks that will help you craft your own academic writing.

Each section of English 1301H is paired with a section of Honors Philosophy 1001, Human Nature, and our section is paired with Dr. Twetten’s Phil 1001 section. In that class, you will read philosophers who address questions about epistemology—how we come to know. In this class, we will discuss how we as humans come to know science. We will read from classical and contemporary rhetoricians and philosophers who help us answer these questions:

- What is rhetoric? What is science?
- How do scientists create knowledge? How can we as a public analyze and communicate about that knowledge?
- How does science convey itself to an audience?
- What role do rhetoric and language play in scientific discourse?
- What role do values and ethics play in scientific discourse?

By answering these questions and by thinking about the same topics across your courses (English, Philosophy, and more), you will learn to:

- Analyze argument structure and its effects on an audience
- Engage with texts and synthesize readings
- Connect information through critical thinking
- Conduct effective research to make a sound rhetorical argument

- Recognize the rhetorical impact of language and visuals of scientific texts
- Communicate all of the above through academic writing

What We'll Learn: Course Goals and Learning Outcomes

English 1301H, as a core Rhetoric class, has the following objectives:

1. Use rhetorical strategies and processes to analyze and compose texts.
2. Produce effective written, visual and oral texts, given diverse purposes, genres and audiences.
3. Explain the importance of ethics in academic, civic, and professional applications of rhetoric.

To meet the learning outcomes for the English Department, you will learn to:

1. Recognize and analyze literacy practices in academic disciplines.
2. Assume the ethos of a university student who can enter academic conversations and assert his/her own stance.
3. Write academic essays that are well organized, well reasoned, and well supported with evidence.
4. Address academic audiences.
5. Find, evaluate, and integrate sources into papers.
6. Document sources according to Modern Language Association citation conventions.
7. Write clear, concise sentences in appropriate academic style.

What You Need: Books, Office Supplies, and Technology Responsibilities

Required Books (additional readings are on D2L under "Readings")

Keith, William M., and Christian O. Lundberg. *The Essential Guide to Rhetoric*. Macmillan, 2008.

Klemke, E. D., Richard Hollinger, David W. Rudge, and A. David Kline, editors. *Introductory Readings in the Philosophy of Science*. 3rd ed., Prometheus Books, 1998.

Tufte, Edward R. *The Visual Display of Quantitative Information*. 2nd ed., Graphics Press, 2001.

Office Supplies (bring them to each class meeting)

- Highlighters, tabs, or other supplies to mark the readings
- A notebook or a way to take notes in class
- A pen or pencil
- Flashcards if they help you memorize terms
- Printing paper (keep at home) OR money to print on campus

Technology Responsibilities

- Check your Marquette email daily
- Create a folder for this course and save messages. Saving emails ensures you have proof of sending emails, submitting work, etc.

- Use Microsoft Office, be open to learning new technology, like Google Drive
- Use D2L to read and download documents
- Print documents and papers as needed. Because I offer handwritten comments on papers, I only accept paper copies of assignments.
- Ensure your printer works and has ink and paper. Check the amount of money on your printing account and adjust accordingly.

How We'll Achieve Course Goals and Learning Outcomes: Course Work

You will complete a variety of assignments, which I'll describe in more detail throughout the semester. The final course grade consists of 100 points:

<i>Course Component</i>	<i>Points Possible</i>	<i>Your Points</i>	<i>% of Final Grade</i>
Informal Assignments	10		10%
Formal Project 1	15		15%
Formal Project 2	15		15%
Formal Project 3	20		20%
Final Paper	30		30%
Prof. / participation	10		10%
<i>Total</i>	<i>100</i>		<i>100%</i>

I follow Marquette's policy for undergraduate grading:

<i>Point Range</i>	<i>% Range</i>	<i>Letter Grade</i>	<i>Grade Points</i>
100-93	100-93%	A	4.0
92-89	92-89%	AB	3.5
88-81	88-81%	B	3.0
80-77	80-77%	BC	2.5
76-69	76-69%	C	2.0
68-65	68-65%	CD	1.5
64-57	64-57%	D	1.0
56-0	56-0%	F	0.0

I am happy to discuss grades 24 hours after you receive the graded assignment.

Informal Assignments (10 points)

Informal assignments serve as the scaffold that the formal projects are built on. These assignments help you complete the formal projects, and they will support our class discussion. As such, these assignments are not graded, but missed or incomplete assignments count against you. Late informal assignments are not accepted.

Assessment Scheme for Informal Assignments

Informal assignments earn scores according to completion level and idea development.

- L = late in the process, fully completed
 - Fulfills all assignment requirements
 - Demonstrates that you've completed the readings and understood it to the best of your ability
 - Includes direct quotes / page numbers to support answers, if required

- M = middle of the process, mostly completed
 - Fulfills most of the assignment requirements
 - Demonstrates that you have completed most of the readings and/or generally understood them
 - May not use direct quotes/page numbers to support answers, if required
- E = early in the process, incomplete
 - Does not fulfill basic requirements
 - Demonstrates that you did not complete the readings and/or completed the answers quickly, perhaps in class or right before class
 - Does not use direct quotes/page numbers to support answers, if required

This assessment scale asks you to focus on the process of learning rather than the product and grade. I'll offer feedback on these assignments that will help you critically engage with the texts and prepare you to write the formal and final papers.

For the final grade, your informal assignments will count as follows:

- All, mostly Ls = earn 9-10 points of final grade
- Mix of Ms and Ls = earn 8-8.9 points of final grade
- Mostly Ms = earn 7-7.9 points of final grade
- Mostly Es = 0-6.9 points of final grade

Formal Project 1: Analyzing Texts (3 pages, 15 points)

For this first paper, you will conduct a rhetorical analysis. You will use the rhetorical approaches we learn in class to analyze a popular science piece of your choice. Specifically, your goal is to show how the author effectively conveys his/her argument.

Formal Project 2: Tracing Accommodated Texts (3-4 pages, 15 points)

Your goal for this paper is to identify how information is taken from one source and changed/ altered into a different source, a source that has a different rhetorical situation. Using course readings and your own knowledge, you will explore why and how the author made those changes.

Formal Project 3: Analyzing Visual Communication (5-6 pages, 20 points)

This paper is an extension of Formal Paper 2. You will find 3-5 more source texts related to the pieces you selected for Formal Paper 2. Two of these source should be non-print: YouTube video, news clip, podcast, Snapchat story (but you'll need to save them in order to analyze them). You will revise Formal Paper 2 using these sources and the theories we have discussed in class as your framework to support your analysis.

Final Paper: Synthesizing the Semester (6-8 pages, 30 points)

For the final, you will choose a line of inquiry that has interested you this semester. What themes do you notice across these readings? How do these themes appear in other classes, specifically Philosophy 1001? You will conduct research to answer your question.

Professionalism and Participation (10 points)

Our classroom is a professional environment. Professionalism encompasses all of the intangible aspects of the course: courtesy, leadership, collaboration, participation, and following directions. You are expected to govern your face-to-face and online communication and interaction in a courteous and respectful manner. I will caution and counsel violators of these norms in private.

The following items count against you and will affect your grade:

- Missing class, arriving late, or leaving early
- Rarely speaking up or routinely participating in a passive, pro-forma way
- Consistently not following directions and / or coming to class unprepared
- Completing other work during class
- Checking email, social media, or other sites, texting during class
- Failing to complete or doing rushed, unprofessional work

Grading Scheme for Formal Projects and Professionalism and Participation

<i>Letter Grade Ranges</i>	<i>Formal Project Work Quality</i>	<i>Prof./Participation (any combination of the following characteristics)</i>
A = exceptional work; exceeds expectations	Work needs little to no revision. The document would be completely acceptable for its intended rhetorical situation.	Student attended most or all classes; arrived on time and did not leave early. Actively, appropriately participated all semester. Demonstrated high level of professionalism as outlined above. Actions, attitude are acceptable in professional, academic contexts.
B = above average work; above expectations	Work needs minor revision but is generally acceptable. The document would be mostly acceptable for its intended rhetorical situation.	Student attended most classes; may have arrived late or left early. Participated most of the semester. Demonstrated basic components of professionalism. Actions, attitude are acceptable in professional, academic contexts but may need some improvement.
C = average work; meets expectations	Work meets requirements but needs revision. The document may or may not be acceptable for its intended rhetorical situation.	Student missed classes; arrived late or left early consistently. Did not participate or participated in a pro forma way. Demonstrates some aspects of professionalism but needs improvement.
D = below average work; does not meet expectations	Work needs significant revision to be acceptable for its intended rhetorical situation.	Student missed many classes; arrived late or left early consistently. Did not participate

		all semester. Lacked professionalism.
F = unacceptable work	Work lacks basic required components.	Student did not attend enough classes to pass the class. Did not participate all semester and/or contributed negatively. Lacked professionalism consistently.

Meet Deadlines: Late Work and Make-up Policy

Assignments are due on the due date at the beginning of class, in class. They must adhere to the assignment requirements to be accepted (i.e., printed, stapled, etc.). I will post deadlines and guidelines for all assignments well in advance. For this reason, work turned in late for any reason, including being absent, will be reduced one point for each day it is late—including weekends. For example, an assignment turned in late on the same day it is due drops by one point. An assignment turned in three days late drops three points. You can turn in work up to one week after the original deadline. After a week, the work will earn zero points.

In-class activities, quizzes and tests, and informal assignments cannot be made up or submitted late.

If an unavoidable problem arises, email me before the deadline.

Follow the Course Email Policy

All emails you send to me must conform to the following seven guidelines:

- Appropriate subject heading that includes your class number and a brief phrase describing the email’s content, e.g., “English 1301: Question about Reading”
- Appropriate address line, e.g., “Dear Dr. Angeli,”
- Appropriate closing line, e.g., “Sincerely,” “Regards,” etc.
- Awareness of appropriate level of formality
- Clear language and a lack of glaring grammatical/spelling problems
- If an attachment is included, clearly refer to and indicate the attachment's relationship to the email message
- Next steps indication, i.e., what the email recipient is to do with the information

If your email doesn’t conform to these guidelines, I will reply with a blank email. This blank email is your notice that your original email lacked the above features. Upon receiving this email, please check this list and re-send me your email.

The aim of this email policy is not to punish you for certain writing behaviors. Rather, it is intended to help you develop professional writing practices.

My Responsibilities as the Professor

Throughout the course, I will do the following:

- Prepare you to meet course objectives and learning outcomes
- Establish, explain course objectives, assignments, evaluation criteria, schedule
- Reply to emails within 24 hours Monday through Friday (I do not check email on weekends. Please plan accordingly.)
- Maintain a regular schedule of office hours
- Review and offer directive advice on assignments
- Return graded evaluations of assignments within a reasonable time and, in all cases, before the evaluative feedback would be needed to improve performance on a subsequent assignment

Your Responsibilities as a Student

To earn a satisfactory grade in this course, you are expected to do the following:

- Complete all readings and work before class
- Participate actively and cooperatively in class discussions and group work
- Ask questions respectfully
- Abide by the course policies outlined in the syllabus
- Follow directions; ask questions if directions are unclear
- Hand in complete, carefully written and edited assignments on or before the deadlines for them; print and staple assignments before submitting them
- Demonstrate professional standards for reliability, communication, pro-active problem solving, critical analysis, and cooperation

You will be reading a lot this semester. Your success depends on your ability to complete and engage with the readings and come prepared to class.

Be Present: The Attendance and In-class Technology Policies

To be considered present in a class, you must do the following:

- Sign your name on the attendance sheet; you may not have another student sign your name or ask another student to sign in for you
- Keep your cell phone off; do not text
- Arrive to class on time and stay until class is over
- Refrain from being online unless instructed (see "Laptop, Tablet Policy")

Marquette does not distinguish between excused and unexcused absences. In short: Don't miss class unless you have no choice. Missing class will affect your course grade. If you need to be absent, contact me ASAP via email or phone. Student athletes: You must present me with documentation for classes that you need to miss.

Penalties for Absences and Arriving Late

- 5+ absences = student withdrawn from the course and assigned WA
- 4 lates = 1 absence. Being late means that you arrive or leave more than 15 minutes from class.

Phone Policy

Phones must be on silent—not vibrate—during class. Texting stops as soon as you enter the classroom and class begins. If you are on your phone during class, you will be marked absent for the day. If you have an emergency and need to access your phone during class, answer your phone in the hall.

Laptop, Tablet Policy

You may bring your laptop or tablet to class, but you are expected to use them for class purposes. Do not check social media, websites, email, etc. or work on other homework during class. Doing so will affect your professionalism grade.

Uphold Academic Integrity

You will be held to the traditional standards for academic integrity, which are codified in the Statement on Academic Integrity (<http://tinyurl.com/gt4cgnf>). Violating this policy is likely to have consequences for your grade in the course.

As you'll see from the code, academic integrity encompasses important parts of academic life: being prepared for class, being respectful of other, and representing sources fairly (i.e., avoiding plagiarism). To ensure you do not plagiarize, you must follow MLA 8th edition. You can use the Purdue OWL (<http://owl.english.purdue.edu>) or buy the manual.

Students Needing Accommodation for a Disability

Students needing accommodation should contact the Office of Disability Services (ODS) to authorize your accommodation. You may visit ODS at the 707 Building room 503 or call them at 414-288-1645. If you have an accommodation, ODS will contact me, and we will work together to meet those accommodations.

Additional Writing Assistance

If you would like more writing help, make an appointment at Marquette's Writing Center (Raynor 240, 414-288-5542). You also can visit the Purdue OWL (<http://owl.english.purdue.edu/>), and you can come to office hours, too.

Counseling Center

If you are experiencing academic, interpersonal, or behavioral challenges, please contact the Counseling Center (Holthusen Hall 2nd floor) at 414-288-7172. You may also contact me to seek assistance.

Course Schedule* | Updated 9/14/2016

I will post a more detailed weekly schedule on D2L every Monday by 9am. Use this schedule for long-range planning, and check D2L weekly to ensure you are up-to-date.

Week Date	Topic Readings ** (read before class)	Deadlines (due at start of class)
<i>Week 1</i>	<i>Introductions, Syllabus</i>	
T 8/30		
Th 9/1	1. Syllabus 2. Keith & Lundberg (K&L): Ch. 1	IA: Personal narrative & annotated syllabus
<i>Week 2</i>	<i>Rhetoric & Audience, Start Formal Project 1</i>	
T 9/6	1. Formal Project 1 description 2. K&L: Ch. 2, 3	
Th 9/8	1. K&L: Ch. 4 (stop at p. 47 "Fallacies") 2. Selzer, "Understanding How Texts Persuade Readers"	
<i>Week 3</i>	<i>Argument</i>	
T 9/13	Work on FP 1 draft	Library Day
R 9/15	1. Aristotle, "Posterior Analytics" Book 1, Parts 1-4: http://tinyurl.com/qgmjhn 2. Bacon, "Novum Organum" Preface: http://tinyurl.com/374371	IA: FP 1 draft
<i>Week 4</i>	<i>Organization & Style</i>	
T 9/20	1. K&L: Ch. 5 2. Prelli, "The Rhetorical Construction of Scientific Ethos" (E)	
Th 9/22	Dr. Angeli at a conference; no class Read ahead for next week Optional: Complete peer review	Optional: Exchange drafts of FP 1, offer feedback; see D2L
<i>Week 5</i>	<i>Science Comm., Start Formal Project 2</i>	
T 9/27	1. Formal Project 2 description 2. Fahnestock, "Accomm. Science" (E)	FP 1
Th 9/29	1. K&L: Ch. 6 2. Spoel, Harris, & Henwood, "Metaphors We Eat By": http://tinyurl.com/l5v2fao	IA: FP 1 reflection due to D2L [Academic Integrity Tutorial due 10/1]
<i>Week 6</i>	<i>Epistemology</i>	
T 10/4	1. Klemke: pp. 29-37 2. Klemke: Popper, Ch. 1	
Th 10/6	1. Klemke: Ziman, Ch. 2 2. William, "Origins of the Medical Medium" (E)	IA: FP 2 proposal
<i>Week 7</i>	<i>Feminist Epistemologies, Peer Review</i>	
T 10/11	1. Harding, "From Feminist Empiricism to Feminist Standpoint Epistemologies" (E)	
Th 10/13	Peer review	IA: FP 2 draft
<i>Week 8</i>	<i>Objectivity</i>	
T 10/18	1. Polanyi, "Objectivity" (http://tinyurl.com/juvje2w)	FP 2 IA: FP 2 reflection

Th 10/20	1. Mid-term Break; no classes	
Week 9	<i>Gathering Sources, Start Formal Project 3, VR</i>	
T 10/25	1. Formal Project 3 description 2. Purdue OWL, "Research: Where Do I Begin?": http://tinyurl.com/q8lgcb6 3. Purdue OWL, "Evaluating Sources" (read whole section): http://tinyurl.com/p2xwjca 4. Purdue OWL, "Searching the WWW": http://tinyurl.com/hudzdrt	
R 10/27	1. Purdue OWL, "Visual Rhetoric": http://tinyurl.com/huummy 2. Tufte: Ch. 1	IA: FP 3 proposal
Week 10	<i>Visual Rhetoric continued, the Haggerty</i>	
T 11/1	1. Tufte: Ch. 2 2. "Storytelling with Data," http://tinyurl.com/qh7jlnx	IA: Final paper proposal
Th 11/3	Class visit to the Haggerty Art Museum	
Week 11	<i>Stasis Theory, Ethics</i>	
T 11/8	1. Fahnestock & Secor, "Stases in Scientific, Literary Argument" (E) 2. Graham & Teston, "Stasis Theory" http://tinyurl.com/luka3s3	[Optional event at 5pm: FAME "Creative Careers and How to Find Them," MH 105]
Th 11/10	1. Katz, "The Ethic of Expediency" (E)	IA: FP 3 draft
Sun 11/13 5-7:30pm	Watch "Bill Nye Debates Ken Ham" in Cudahy 131 (our classroom)	
Week 12	<i>Stasis Theory, Ethics, & Truth</i>	
T 11/15	1. Watch "Bill Nye Debates Ken Ham" (http://tinyurl.com/nlkt5ae) either on Sunday, 11/13 or on your own 2. Re-read Fahnestock & Secor, Graham & Teston, and Katz	IA: Answer questions about the debate; see D2L
Th 11/17	1. Nietzsche, "On Truth and Lies in a Nonmoral Sense" (E) 2. Klemke: Feyerabend, Ch. 3	
Week 13	<i>Truth continued</i>	
T 11/22	1. Re-read Nietzsche and Feyerabend	FP 3, IA: FP 3 Reflection
Th 11/24	Happy Thanksgiving; no classes	Happy Thanksgiving
Week 14	<i>Science and Social Science</i>	
T 11/29	1. Klemke: Kuhn, Ch. 7 2. Klemke: Machlup, Ch. 8	
Th 12/1	Semester wrap-up	
Week 15	<i>Conferences</i>	
T 12/6	Meet for conference	IA: Final paper draft
Th 12/8	Meet for conference	IA: Final paper draft
Week 16	<i>Finals</i>	
M 12/12	Final paper due (no final exam) by 12:30pm in my office MH 227	Final paper due

*Subject to change. I will notify you via class, email, and D2L of changes. You will complete more IAs than what is listed here, and I will post these assignments on D2L and assign them in class. **E = available on e-reserve (<https://marquette.ares.atlas-sys.com/ares/ares.dll>)