

PRWR 612 Rhetorical Grammar

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Section 101
W 5:30-8:10pm
LA 4314

Towson University
Course Syllabus

Course Description and Prereqs

Study and analysis of grammar as an extension of rhetorical effectiveness. Practice in adapting grammatical structure to subject and purpose, to audience, and to writer/audience relationship. Prerequisite: Admission to Master's in Professional Writing (PRWR) or consent of the instructor. Not open to students who have successfully completed WRIT 612. Courses may not be repeated more than once without written approval from the Academic Standards Committee.

What We'll Learn: Course Goals and Learning Outcomes

In completing course requirements, you will be able to do the following:

- Better understand the interrelationship of grammar, style, and meaning
- Improve grasp of sentence structure and enhance flexibility in adapting structure to serve purpose and audience
- Improve clarity and cohesion in writing
- Ask critically engaged questions
- Develop thoughtful, analytical presentations and papers

These learning outcomes incorporate all four of the learning outcomes established by the Towson University English Department, which are as follows:

Read. Interpret written materials flexibly: understand that although multiple meanings are possible, textual evidence needs to support individual interpretations of the literature being read as well as the implications drawn from it.

Write. Write in a variety of forms (e.g. expository, argumentative, imaginative, business/technical) as appropriate to audience, purpose, and occasion, using evidence to support interpretations.

Research. Use research skills that include understanding of methods, technology, and conventions.

Reflect. Be reflective and lifelong learners.

Information Literacy and Technological Competence. Use software as appropriate to writing and research.

Global Awareness. Engaging intellectually in the experiences and views of people with different cultural backgrounds and beliefs.

What You'll Need: Books and Materials

Required Books

The required course books will guide you through the class, but they may find permanent homes on your bookshelves. They are intended to serve as reference material for you throughout your career.

Holcomb, Chris, and M. Jimmie Killingsworth. *Performing Prose: The Study and Practice of Style in Composition*. Southern Illinois U P: Carbondale, IL, 2010. Print. (This title is available as an e-book through Cook Library.)

Kolln, Martha J., and Loretta S. Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 7th ed. Pearson/Longman: New York, 2014. Print.

U of Chicago Staff. *The Chicago Manual of Style*. 16th ed. U of Chicago P: Chicago, 2010. Print.

I will post additional required and recommended readings on Blackboard. We will read supplemental texts in class, which you will provide. See "Homework" below.

Required Software and Computer Accessories

You must have ready, convenient access to the following:

- Microsoft Word
- Blackboard
- Towson email

If you do not have access to any of the above items, contact me ASAP.

Required Requisite Computer Technology Access and Knowledge

You must have routine, ready access to computer technology and the requisite knowledge to enable you, at a minimum, to perform all of the following tasks:

- Send and receive Towson email. Check your Towson email daily
- Create a folder for this course so that you may archive all messages you receive and send. Keep copies of all class-related emails.
- Download and open PDF, Word, PowerPoint, and Internet files
- Use Microsoft Word to produce well-formatted, easy-to-read documents fulfilling the requirements of written assignments
- Use Blackboard to read, download, and print documents

If you do not have the above knowledge or skills, please let me know immediately.

Required Time Commitment

On average, you will need 6 to 9 hours a week to keep up and perform reasonably well. As in any new routine, you may need more hours during the initial weeks as you learn to complete assignments in a way that balances efficiency (time required) and effectiveness (extent of coverage, depth of comprehension). You may need more time in some weeks to work on your paper and presentation.

My Responsibilities as the Professor

Throughout the course, I will do the following:

- Establish and explain course objectives, assignments, evaluation criteria, and schedule to ensure student comprehension
- Lead and moderate discussions of assigned readings, encouraging students to express their opinions
- Challenge students to engage with texts and course concepts critically by offering feedback on all work submitted on time
- Maintain Blackboard site containing materials that can help students complete assignments
- Maintain a regular schedule of office hours
- Return graded evaluations within two weeks of when they are handed in
- Reply to emails within 24 hours Monday through Friday and within 36 hours Saturday and Sunday

Your Responsibilities as a Student

To receive a credit-earning grade in this course, you are expected to do the following:

- Abide by the course policies
- Read the readings, complete assignments, and come to class prepared
- Participate actively and cooperatively in discussions and group work
- Ask questions regarding reading, assignments, deadlines, concepts, etc.
- Appropriately apply prerequisite knowledge, including:
 - citing and formatting papers following APA, MLA, or CMS style;
 - using proper grammar and style;
 - revising writing; and
 - creating Microsoft Word documents.
- Hand in carefully written and edited assignments that fulfill the purpose and scope detailed in the instructions for the assignment
- Demonstrate professional standards for reliability, communication, pro-active problem solving, critical analysis, and cooperation

How You'll Achieve Course Goals: Course Work

The course is worth 200 points. The following chart outlines Towson's grading scheme for graduate courses.

<i>Points</i>	<i>Percentage Range</i>	<i>Letter Grade</i>	<i>Quality Points</i>
200-186	100-93%	A	4.00
185.9-180	92-90%	A-	3.67
179.9-166	89-83%	B+	3.33
165.9-150	82-75%	B	3.00
149.9-100	74-50%	C	2.00
99.9-0	0-49%	F	0.00

The numerical course grade is determined by the following component grades:

<i>Grade Component</i>	<i>Points Possible</i>	<i>Points You Have Earned</i>
Exams, two	70 points total	
Quizzes, two	30 points total	
Analytical paper	30 points	
Presentation	20 points	
Homework	30 points	
Class participation	20 points	
<i>Total</i>	<i>200 points</i>	

Analytical Paper (30 points)

Select a passage of professional prose and analyze its use of structure and punctuation to achieve the intended rhetorical effect. This passage can include fiction, magazine or newspaper articles, or an oral text, such as a speech. Try to determine the author's rhetorical purpose and discuss your analysis in terms of that purpose. See the "Analytical Paper and Presentation" PDF on Blackboard for details.

Presentation (20 points)

You will present your analytical paper to the class in an oral presentation (15-20 minutes each). Provide me and each of your classmates with a copy of the writing you will analyze a week before your presentation date. We will read this passage before you present your analysis.

You will create a visual/handout for your presentation, too, that will support your presentation. We will offer you feedback about your analysis, and you should use this feedback to revise your analytical paper. See the "Analytical Paper and Presentation" PDF on Blackboard for details.

Homework (30 points)

You will have exercises due every class. You will submit the exercises that have ** next to them; I will grade those assignments (see below for grading scheme). You are expected to complete the other homework assignments, too, even if you don't submit them. We'll be working with those exercises in class.

In addition to these exercises, you will sign up to discuss a short, recent news story/article related to our course topics. We should be able to quickly read this story in class. For example, you might read a story about how punctuation is changing as a result of texting practices. Or you might read a story about how passive voice used in government documents led to drastic consequences.

When you are signed up to bring in a recent article, do the following: print 16 copies and bring them to class. Prepare one question that you would like the class to discuss based on your article. During class, you'll discuss the connections between your article and course concepts. You'll also lead the class in answering your prepared question.

Grading Schemes

The following items will count against your final grade:

- Being absent
- Delivering late or perfunctory contributions to discussions
- Routinely participating in discussions in a passive, pro-forma way
- Failing to complete or doing rushed, unprofessional work

The analytical paper, presentation, and class participation will be assessed as follows:

<i>Letter Grade Ranges</i>	<i>Written Work Quality</i>	<i>Participation/Attendance (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 contexts.
B = above average work; above expectations	Work meets requirements and needs minor revision. 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 contexts but may need some improvement.
C = average work; meets expectations	Work meets basic requirements but needs significant 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.
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.

Homework is graded according to level of completion and idea development. This assessment scale asks you to focus on the process of reading and learning rather than the product and grade. I'll offer feedback on these assignments that will help you improve your grasp of course concepts. Homework can achieve three levels:

- L = late in the process, fully completed
 - All required components fully addressed
 - Demonstrates that you've completed the assignment to the best of your ability
 - Demonstrates that you're keeping up with and understanding the readings to the best of your ability
- M = middle of the process, mostly completed
 - Most required components are addressed
 - Demonstrates that you're mostly keeping up with and understanding the readings
- E = early in the process, incomplete
 - Missing a majority of required components
 - Demonstrates that you did not complete the readings/work and/or completed the answers quickly

For the final grade, your homework grade will be calculated as follows:

- All, mostly Ls = earn 9-10% (27-30 points) of final grade
- Mix of Ms and Ls = earn 8-9% (24-26.9 points) of final grade
- Mostly Ms = earn 7-8% (21-23.9 points) of final grade
- Mostly Es = 0-7% (0-20.9 points) of final grade

Late Work and Attendance Policies

Deadlines for Assignments and Penalties for Missing Them

Most assignments are due during class unless otherwise noted. All assignments are due on the due date. I will post deadlines for all assignments well in advance. Late work will receive zero credit and no feedback unless you have received an extension. If a serious and unavoidable problem arises, contact me in writing before the deadline.

Penalties for Absences and Getting Them Waived

This class is a community of learners. It is vital that you do your share of community building. You will learn much from one another through online discussions. Given the importance of student-student and student-teacher interaction in this course, there are penalties for missing class.

What Counts as an Absence?

You are absent if you miss a class or arrive/leave more than 30 minutes into class. From the Towson student handbook:

“Students are expected to adhere to all university attendance policies. Students who are absent from class are responsible for any missed work. Absences due to illness, bereavement, or athletic events require documentation in order to be considered for an

excused absence. Absences due to religious holidays are excused on the holiday date(s). Absences due to travel associated with observance of religious holidays are unexcused.”

You can miss one class without penalties. Do your best to attend each week in case you need to miss class for an unexpected reason.

Penalties for Absences

If you have more than one absence that falls outside of the handbook guidelines, the following penalties apply:

- Two absences lowers a final grade by half a letter grade.
- Three absences lowers a final grade by whole grade.
- Four or more absences results in an F for the course.

Code of Conduct

You are expected to govern your communication and interaction in a courteous and respectful behavior. I will caution and counsel violators in private. Repeated serious violations will be reported to the Graduate Studies Committee, as stipulated in the Graduate School catalog.

Academic Integrity

You will be held to the traditional standards for academic honesty, which are codified in the Student Academic Integrity Policy (<http://tinyurl.com/pq4bxfx>). Violating this policy is likely to have grave consequences for your grade in the course and could even lead, in severe cases, to dismissal from the university. Students caught cheating will immediately receive a grade of F on the assignment and may result in a grade of F in the course. I will report the incident to the Division of Student Affairs.

To ensure you do not plagiarize, we will use APA (6th ed.), MLA (7th ed.), or CMS (16th ed.) citation style. Consult the citation rules online.

- APA from the Purdue OWL: <http://tinyurl.com/qy22v>
- APA Style Blog: <http://blog.apastyle.org/>
- MLA from the OWL: <http://tinyurl.com/lo2mkg>
- CMS from the OWL: <http://tinyurl.com/9bbav4p>

You may also buy the manuals online or at the bookstore.

Students Needing Accommodation for a Disability

Students needing accommodation due to a disability should contact me. You will need a statement from Disability Support Services authorizing your accommodation. You may contact Towson’s Disability Support Services (<http://tinyurl.com/a49wp8r>) at 410- 704-2638.

Course Schedule (subject to change)

Please use this schedule for long-range planning. I will inform you of changes.

Week: Date Major Deadlines	Readings (to be done before class)	Homework due** ** = submitted work
1: 1/27	<ol style="list-style-type: none"> Syllabus <i>Rhetorical Grammar</i>: Introduction, Chapter 1, "A Review of Words and Phrases" Jeff Guo, "The Totes Amazes Way Millennials are Changing the English Language" (http://tinyurl.com/washpostlang) 	<ol style="list-style-type: none"> Complete exercises 1 (p. 10), 2 (pp. 11-12) Bring questions about syllabus to class What relationships do you notice between Guo's piece and the intro, Ch. 1 in <i>RG</i>?
2: 2/3	<ol style="list-style-type: none"> <i>Rhetorical Grammar</i>: Chapter 2, "Sentence Patterns" <i>Rhetorical Grammar</i>: Chapter 12, "Words and Word Classes" <i>Performing Prose</i>: Appendix, pp. 174-181 Katy Steinmetz, "David Bowie and the Oxford Dictionary Had a Mutual Love Affair" (http://tinyurl.com/oedbowie) 	<ol style="list-style-type: none"> Complete exercises 3 (pp. 15-16), 4 (pp. 22-23) **Imitate the paragraph "Winter" on page 34, illustrating effective use of short sentences. Supply your own topic.
3: 2/10	<ol style="list-style-type: none"> <i>Rhetorical Grammar</i>: Chapter 3, "Our Versatile Verbs" 	<ol style="list-style-type: none"> Complete exercises 5 (pp. 28-29), 6 (p. 31), 8 (pp. 40-41), **9 (pp. 44-45), and 10 (p. 47)
4: 2/17 Quiz #1	<ol style="list-style-type: none"> <i>Rhetorical Grammar</i>: Chapter 4, "Coordination," pp. 51-71 <i>Performing Prose</i>: Appendix, "Sentence Types," p. 185 	<ol style="list-style-type: none"> Complete exercises 11 (p. 58), 12 (p. 60), 13 (pp. 70-71), **15 (p. 76)
5: 2/24	<ol style="list-style-type: none"> <i>Rhetorical Grammar</i>: Chapter 4, "Subordination," pp. 71-79 	<ol style="list-style-type: none"> **Complete "For Group Discussion," p. 76, option A
6: 3/2	<ol style="list-style-type: none"> <i>Rhetorical Grammar</i>: Chapter 7, "The Writer's Voice" <i>Rhetorical Grammar</i>: Chapters 5 and 6, "Cohesion" and "Sentence Rhythms" <i>Performing Prose</i>: Chapter 4, "Distinction: From Voice to Footing," pp. 56-68 Read Orwell's "Politics and the English Language" 	<ol style="list-style-type: none"> Complete exercises 16 (pp. 89-90), **17 (pp. 93-94), 20 (pp. 119-120), and 22 (pp. 127-128)
7: 3/9 Exam #1	Exam #1	
8: 3/15	Spring Break	Spring Break

Spring Break		
9: 3/22	<ol style="list-style-type: none"> 1. <i>Rhetorical Grammar</i>: Chapters 8 and 9, "Choosing Adverbials," "Choosing Adjectivals" 2. <i>Performing Prose</i>: "Modifiers," pp. 182-185. 	<ol style="list-style-type: none"> 1. Complete exercises 26 (p. 154), 27 (pp. 155-156), 29 (pp. 168-169), 30 (pp. 172-173), 31 (pp. 175-176), and 32 (pp. 176-177) 2. **Submit short writing analysis on coordination. See "Brief Analysis of Coordination" posted on Blackboard.
10: 3/30	<ol style="list-style-type: none"> 1. <i>Rhetorical Grammar</i>: Chapter 10 and 11, "Choosing Nominals," "Other Stylistic Variations" 2. <i>Performing Prose</i>: Chapter 6 "Tropes," pp. 84-103 	<ol style="list-style-type: none"> 1. Exercises in <i>Performing Prose</i> pp. 104-105 2. **Submit metaphor assignment. See "Metaphor Assignment" posted on Blackboard.
11: 4/6 Dr. Angeli at ATTW & CCCC; class moved to Blackboard. Quiz #2 (on Blackboard)	<ol style="list-style-type: none"> 1. <i>Performing Prose</i>: Chapter 7, "Schemes," pp. 106-128 	<ol style="list-style-type: none"> 1. **Title of prose passage for analysis due. Submit on Blackboard.
12: 4/13	<ol style="list-style-type: none"> 1. <i>Rhetorical Grammar</i>: Chapters 12 and 13, "Words and Word Classes," "Punctuation" 	<ol style="list-style-type: none"> 1. Complete exercises 42 (p. 233-234), 43 (p. 236-237), 44 (p. 244), and 45 (p. 249) 2. **Presentation Group #1: Bring your 16 copies of your selected prose to class.
13: 4/20 Presentation Group #1	<ol style="list-style-type: none"> 1. Read selected prose pieces from presenters in Group #1 	<ol style="list-style-type: none"> 1. **Presentation Group #1: Handout for the class 2. **Presentation Group #2: Bring your 16 copies of your selected prose to class.
14: 4/27 Presentation Group #2	<ol style="list-style-type: none"> 1. Read selected prose pieces from presenters in Group #2 	<ol style="list-style-type: none"> 1. **Presentation Group #2: Handout for the class

15: 5/4 Papers due	1. Review for final exam	1. **Papers due at beginning of class
Finals Week: 5/11 Final Exam	Final exam, 5:15pm-7:15pm	