

English 293: Writing and the Discourses of Everyday Life
Tuesday and Thursday 10:20-11:30 AM, PPHAC 103

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Office Hours: MTW 1:00 – 3:00 PM, and
by appointment

Course Description:

This writing intensive course asks students to analyze contemporary everyday discourses through rhetorical lenses, focusing on the ways language and other symbols function to persuade and/or to promote or prohibit understanding across differences. Students study theories of rhetorical analysis and practice those theories by analyzing pop culture artifacts—from song lyrics to slam poetry, from advertisements to viral blog posts, from political speeches to TV talk shows. Students learn methods for critiquing the relative effectiveness of discourses within certain contexts as well as how to use that knowledge to better assess the effectiveness of their own writing.

Writing Intensive Learning Practices

1. Students respond in writing to all assignments.
2. Students participate in class discussions, workshops, and oral presentations.
3. Students routinely evaluate themselves in writing for each draft of a formal essay.
4. Students write summary, analysis and argument as central academic modes of discourse.
5. Students practice making diverse writing choices (i.e., styles and modes of discourse).
6. Students are responsible for their own writing choices.
7. Students collaborate in drafting workshops and on projects.
8. Students edit and polish all formal essays before submitting final drafts.
9. Students produce a project that uses multiple forms of research.
10. Students receive feedback in numerous ways, such as margin comments, conferences, audio files, final evaluative portfolios, and traditional grading practices.

Required Texts:

- Foss, Sonja K. *Rhetorical Criticism: Exploration and Practice*. 4th ed. Long Grove: Waveland, 2009.
- Killingsworth, M. Jimmie. *Appeals in Modern Rhetoric: An Ordinary Language Approach*. Southern Illinois UP, 2005.
- Additional Readings Provided on Course Website

Recommended Text:

- Lunsford, Andrea. *The Everyday Writer*, 5th ed. Bedford/St. Martin's. 2013.

Other Materials:

- Paper and pen/pencil and/or electronic writing device for in-class writing
- Hard copies of your work as needed for class and group discussion
- Daily access to the Internet

Course Evaluation, Assignments, and Grades

It is within the instructor's purview to apply qualitative judgment in determining grades for any

assignments and for the final course grade. Grades will consider the following aspects of writing, in the context of a particular assignment: purpose, audience, content, organization, development of ideas, style, ethos, document design, mechanics/ readability, and maturity of thought.

The final portfolio is worth 42.5% of your course grade. The brief analysis papers are 10% each. 2.5% is for presentations given throughout the semester, and 10% is for participation, which includes attendance, workshops, submission of completed drafts, submission of completed short assignments, and submission of informal in-class writing assignments. In-class writing and short assignments are also graded separately—5%—for their content. The following table lists the components of your grade, along with the point values of each.

Assignment	Points
Brief Analysis Essay #1 – Neo-Aristotelian	10
Brief Analysis Essay #2 – Cluster or Metaphor	10
Brief Analysis Essay #3 – Ideological or Feminist	10
Brief Analysis Essay #4 – Genre or Narrative	10
Presentations	2.5
Participation	10
In-class Writing and Short Assignments	5
Final Portfolio (includes):	
Introductory Essay	5
Long Analysis Essay – Draft 1	Required
Long Analysis Essay – Draft 2	Required
Long Analysis Essay – Draft 3	Required
Long Analysis Essay – Final	30
Neo-Aristotelian Analysis of Long Analysis Essay	7.5
Total Points Possible	100

To receive an A in this course, you must accumulate at least 90 points; for a B, 80 points; for a C, 70 points; and for a D, 60 points. Please turn in all assignments, even if you believe they are poorly done. The difference between an F grade and 0 is that F carries points toward the final points and is assigned for something turned in, while a 0 carries no points and is assigned when no assignment is submitted.

Brief Analysis Essays

Each of these short (no less than 3, no more than 4 page) essays will ask you to analyze an artifact using a different method of rhetorical criticism. These papers should demonstrate an understanding of the assigned method, make a point about the meaning of your artifact, and be written in clear, well organized, well developed prose appropriate for a scholarly audience interested in rhetorical analyses of cultural artifacts. Grades will be assigned based on how well your paper meets these criteria. One of these essays will be revised and expanded into your long analysis essay and you may also choose **one** to revise for a higher grade **if you receive a C or lower**.

In-class Writing and Short Assignments

This course asks you to write. A lot. Expect to do many invention activities, craft exercises, and warm-up writings in class. Note: In-class writing is tied to attendance and cannot be made up. Short homework assignments (SAs) leading up to larger graded assignments are pass/fail. You receive credit as long as you meet the minimum requirements for the SAs. If you do not have an SA in class when it is due, you will lose **.5 points** from your participation grade. Late SAs will not be accepted, and you will lose points from your In-class Writing and Short Assignment grade (see table above).

Long Analysis Essay

You will choose one brief essay to revise for your long analysis essay. We will draft, workshop, and revise this paper during the month of November and it will be turned in with your final portfolio. The long analysis will incorporate outside **research**. The research will help your essay accomplish several things that the short papers do not: 1) It will help explain the **context** of your artifact and how that relates to your analysis, 2) It will show what other scholars have written about your artifact, 3) It will give additional information about your analytical method and the theory that informs it, and 4) it will make an argument about the ways that the broader subject connected to your artifact communicates. The final essay will be **10-12 pages** long and will be turned in as part of your portfolio along with drafts, and workshops comments from peer reviewers.

Presentations

You will be broken up into 4 groups. Each time a brief analysis essay is due, students in the corresponding group will give a **brief** (5 minute) presentation of their analyses to the class. Therefore students in Group 1 will present the day that Brief Analysis 1 (BA1) is due. Group 2 will present the day BA2 is due and so on. Presentations will be graded on your knowledge of your topic, organization, evidence, clarity, pacing, supporting materials, engagement with your topic and the audience, and demonstration that you have practiced.

Participation

10 points (10%) of your total grade count for participation. Participation has many aspects. Large group participation includes contributing to discussions, asking questions, taking notes, writing when asked to write, listening, respecting your peers and me, and anything else that shows you are actively engaged in the course. Small group participation includes the above, plus responding thoughtfully to your peers' writing. Expect to have written homework (either an SA, Brief Analysis Draft/Final, or Long Analysis Draft/Final) due for every class. **It is due whether or not you are in class.**

- Anytime you use your phone or sleep, it will result in **.5 point** deduction from your participation grade.
- **Anytime you fail to turn in work on its due date**
 - You will lose **1 point** for not having formal writing (drafts, peer review, and all major assignments listed in table) and
 - **.5 points** for not having informal writing (SAs, in-class work, i.e. all other assigned work not listed in table. Reminder: I do not accept late SAs.)
- In accordance with the attendance policy listed below, excessive absences will be deducted from your participation grade until you run out of participation points.
- In the event you lose all 10 participation points, you will start losing points from your final grade. It is possible to fail the course due to missing work, late work, and absences.

Course Policies

Academic Honesty

All Moravian students are responsible for upholding the academic honesty policy detailed in the [Student Handbook](#), which I highly suggest that you read. You must do your own writing for all the assignments in this course and have a full understanding of all terms and concepts you have used. If I question whether the work you have submitted is your own, I may test you on its content. Additionally, the use of sources (ideas, quotations, paraphrases) must be properly documented using the MLA citation style.

Attendance

Attendance is mandatory. Writing and the Discourses of Everyday Life is a course that includes engaged discussion, in-class writing, peer group work, and conferences. Therefore, students should not be late and should not miss class. Any in-class work missed as a result of tardiness or unexcused absence cannot be made up. Students enrolled in this course cannot miss more than a week of classes—two class meetings—without penalty. For each class meeting missed thereafter, your final course grade will be reduced by 2%.

All holidays or special events observed by organized religions will be honored for those students who show affiliation with that particular religion. A dean's note or other official Moravian College document justifies absences for Moravian functions but must be presented to me before the scheduled event. Doctor's appointments, job interviews, and other important appointments do not count as excused absences. If you have a legitimate conflict or an extreme emergency, discuss the situation with me.

Submitting your Work

- In-class and out-of-class writing will be assigned throughout the course. Students not in class when writing is assigned are still responsible for completion of the assignment when due.
- It is your responsibility to submit your work to Blackboard by the published assignment deadline.
- It is your responsibility to submit the correct version of your assignment.
- Students are required to keep copies of all drafts and major assignments until after the end of the semester.
- Rough drafts must be turned in prior to final drafts. Drafts should show significant changes in purpose, audience, organization, or evidence.
- Final copies should be typed and follow the appropriate MLA style guidelines for the assignment.

Late Work

Major assignments will not be accepted without penalty unless students make arrangements for an extension before the due date. Major assignments that are turned in late will incur a 10% penalty per 24-hour period. SAs and in-class writing assignments will not be accepted late under any circumstances.

Workshops

We improve as writers by responding to input from readers. To that end your essay drafts will go through extensive peer review via writing workshops. You are expected to take the input from your classmates **seriously** and respond to their feedback when you revise. You are likewise expected to take your job as a reviewer seriously. Critique others' work as you wish to be critiqued. Treat each other with respect. Each of us has areas to improve in our writing.

Accommodations for Students with Disabilities

Students who wish to request accommodations in this class for a disability should contact Elaine Mara, assistant director of learning services for academic and disability support in the lower level of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.

Writing Support

The Writing Center is a free resource for Moravian students. At the Writing Center, a trained peer tutor will work individually with you on your writing, at any point in the process from brainstorming to editing. The Writing Center is located on the second floor of Zinzendorf Hall, a building that is not accessible to persons with mobility impairments. If you need the services of the Writing Center, please call 610-861-1392.

English Major Portfolio

In preparation for creating an English Major Portfolio in your senior capstone seminar, please save digital and/or hard copies of your work for this class, including drafts with peer and instructor comments.

Information contained in the course syllabus may be subject to change with reasonable advance notice, as deemed appropriate by the instructor.

English 293 Unit 1 Daily Course Schedule— Neo-Aristotelian Analysis of an Advertising Artifact

Be aware that a daily schedule is occasionally subject to change due to time constraints, unexpected disruptions, or needs of the class. Therefore, pay attention to announcements of any changes in assignments or due dates. These changes will be announced in class and on Blackboard. The most up to date homework will ALWAYS be posted on the class's Blackboard page. Also note that **whatever is listed for a specific day is DUE that day.**

Key to Symbols: B = the reading has been posted as course content on Blackboard
 RC = *Rhetorical Criticism*
 AMR = *Appeals in Modern Rhetoric*
 SA = Short Assignment (to be explained in detail on Blackboard)

WEEK 1

Introduce course and its emphasis on rhetorical analysis of pop culture/"everyday" artifacts; write and share brief introductions; read and discuss rhetorical theory texts; begin practicing Neo-Aristotelian analysis on sample artifacts

- T 8-26** **Review** syllabus and schedule (in class)
Draft and share introductions: Aside from posts from friends, what populates your social media feeds? And how does that effect what you view as "important" (pop) cultural information?
- R 8-28** **Read** Herrick's "An Overview of Rhetoric" (B)
Enroll in English 293 course shell on Blackboard
Write SA#1—Answer review questions 1-7 on page 22 of Herrick's text in complete sentences. Then choose any two of the discussion questions from page 22 or 23 to answer in one developed paragraph each. Bring a printed copy of SA#1 to class on Thursday.

WEEK 2

Introduce Unit 1 essay assignment; continue to discuss rhetorical theory and practice Neo-Aristotelian analysis

- T 9-2** **Read** Analyzing Argument: <http://www.rhetorica.net/argument.htm>; Ch. 1, p. 3-8; Ch. 2, p. 9-20 (RC)
Write SA#2—List of possible analysis artifacts—see Blackboard for details
- R 9-4** **Read** Ch. 1, 2, & 3 (AMR 1-37); Fowles "Advertising's Fifteen Basic Appeals" (B)
Write SA #3— Subject Proposal—see Blackboard for details

WEEK 3

Workshop and Revision

T 9-9

Read Selzer “Rhetorical Analysis” (C)

Write—Rough Draft of Brief Analysis Essay #1 Due

R 9-11

Write—Final Draft Brief Analysis Essay Due to Blackboard by 10:00 AM

Class cancelled for Convocation

Note: Students in Group 1 will present Brief Analysis to class on Tuesday, September 16 (5 minutes ea.)