



Department of Rhetoric and Writing
College of Social Sciences and Communication

General Information

Course: RHET 1311 Section 25 Composition 1 (CRN: 10273)

Instructor: Tanner Sullivan

Class Time: Monday and Wednesday from 4:30 PM to 5:45 PM
August 22nd - December 7th, 2018

Office Hours: SUA 100 By Appointment

Mailbox SUB 100 (Rhetoric and Writing Department)

Email:
tssullivan@ualr.edu

Google Hangouts:
tssullivan@ualr.edu

Cell: [\(501\) 416-4637](tel:(501)416-4637)

Required Textbooks

- **Easy Writer** Sixth Edition by Andrea A. Lunsford
- **The new Harbrace Guide** Third Edition (2016 MLA Update) by Cheryl Glenn

Course Description

Prerequisite: A minimum ACT English score of 19, a minimum SAT I verbal score of 450, or a grade of C or higher in RHET 0310 or RHET 0321. Students will focus on organizing and revising ideas and writing well organized, thoroughly developed papers that achieve the writer's purpose, meet the readers' needs, and develop the writer's voice. Final course grades are A, B, C, or NC. Students must complete this course with a grade of C or greater to take RHET 1312. Three credit hours.

University and Department Statement

This class is offered through the Department of Rhetoric and Writing at the University of Arkansas at Little Rock. If you have any questions or concerns, please contact our Director of Composition at compdirector@ualr.edu or (501) 569-1000

Course Objectives

The Department of Rhetoric and Writing has adapted the following objectives for composition courses from the outcome statements of the Council for Writing Program Administrators. Course objectives are also aligned with the [UALR General Education Core Curriculum](#) and [Core Competencies](#). The program conducts assessments of student portfolios every semester to ensure we are following the following guidelines. By the end of the course, students should be able to:

1. Demonstrate basic rhetorical ability by completing texts for at least 3 different rhetorical situations, with each one written appropriately for that context. (E.g., personal essay, literacy narrative, exploratory source-based paper.)
2. Demonstrate awareness of basic proofreading and editing skills by completing finished drafts that follow appropriate conventions of grammar punctuation, usage, and spelling.
3. Revise and reflect on all major projects [at least 3] effectively, based on instructor feedback, peer review, and self-assessment. (E.g., evidence of improvement on global & local issues plus a substantial reflection essay.)
4. Produce at least one final draft that effectively integrates electronic and print sources into the writer's own text and documents them effectively. (E.g., exploratory paper that uses primary and secondary sources located through library databases to pose and answer a question.)
5. Effectively use different software programs and applications to compose and revise documents in different modes and mediums. (E.g., an e-portfolio site or blog with working links that is eye-friendly, readable, and navigable.)

6. Demonstrate awareness of multiple genres by producing at least one effective text in a professional, public, and non-essay genre. (E.g., portfolio contains a press release, an opinion-editorial essay, and a design for a billboard ad or PSA.)

Curriculum

RHET 1300 introduces students to basic concepts of rhetoric and writing including the rhetorical triangle, the appeals, and writing processes. Students also begin to develop information literacy in this course by using newspapers, magazines, and primary sources such as government reports and archives. Typical assignments include personal essays, memoirs, rhetorical analysis, op-ed pieces, and exploratory papers on local history, career interests, or cultural trends. These projects often have a multimodal component, such as PowerPoints and Prezi presentations. The ultimate goal is to produce 15-20 pages of polished writing submitted via an electronic portfolio.

Course Materials

You will need the following text for this class:

- The new Harbrace Guide Third Edition by Cheryl Glenn
- EasyWriter Sixth Edition by Andrea A Lunsford

Copies of these texts are available for inter-library loan. For the first two weeks, PDFs will be available for Financial Aid purposes.

Additional links or PDFs from various resources will be provided.

Course Requirements

You should anticipate spending a few hours between classes to focus on the material (readings, videos, articles, etc.) for each lesson.

This course will include the following assignments:

- **Participation - 30%**
 - Discussions
 - Online posts and replies
 - Face-to-face discussions
 - Peer Review
- **Major Projects - 30%**
 - Food Memoir
 - Rhetorical Analysis
 - Literacy Narrative
- **Final Project - 40%**
 - Reflection Essay

- Final Digital Portfolio

The goal is to have a total of 15 - 20 pages of writing to include in your final digital portfolio. Each **Major Project** will need to be anywhere from 3-5 pages. The **Reflection Essay** assignments will need to be about a page

The final portfolio will contain revised drafts of each paper based on peer and instructor feedback. Revising will be vital to your success in this course.

**With the Multimodal project, you'll have the option of either building on your research paper or journals in an online format. We will discuss this more as we progress through the course.*

Grading Scale

Letter Grade	Score
A	100 - 90
B	89 - 80
C	79 - 70
No Credit (NC)	69 and Below

Important Dates

These dates are pulled from the [Academic Calendar](#). However, it is important to review the calendar as there may be dates not included in this section.

- Classes start **AUG 23rd (first day of this class is the 27th)**
- Labor Day (No Class) on **SEPT 7th**
- Midterm Grade Entry due on **2nd Week in OCT**
- Last Day to Drop a Class is on **OCT 19th by 5 PM**
- Thanksgiving Break is from **NOV 28th - 30th**
- Last Day of Class is on **DEC 7th**
- Consultation Day is on **DEC 10th**
- Final Exams are (Discuss closer to end-of-semester)

Course Policies

Communication

If by email, we will use our UALR email accounts along with other correspondence from the university. Check your inbox often. I will respond to emails as soon as possible.

If by cell, please either text or leave a message (if I do not pick up) with your name along with your message.

Participation and Attendance

Participation is necessary if you plan to succeed in this class and in your ideal career. You get **four** (4) “personal days” that you can miss class without penalty. Unexcused absences past that will cause you to lose half a letter grade each.

Excused absences include the following:

- Official university functions (i.e. student athlete, ambassador, etc.)
- Emergency events that result in hospitalization of you or a loved one
- Significant conditions beyond your control

Documentation is required to count the absence as excused. Other circumstances will need to be discussed and require consultation with Academic Affairs.

Deadlines and Late Work Policy

Deadlines must be met. If you anticipate missing a deadline, you will need to notify me via email, phone, or in person as soon as possible (an hour or less before the assignment is due will be hard to negotiate). For each day an assignment is late, a letter grade will be deducted from the score. Late work will not be accepted if the possible score drops below a C.

Revision Policy

Revision is a critical part of the writing process. You are required to submit revised versions of your Rhetorical Analysis and Research Paper by the final exam date, as part of your portfolio.

Statement on Privacy and Writing

Please consider all writing for this class to be “public.” Part of becoming an effective writer is learning to appreciate the ideas and feedback of others; in this course, our purpose is to come together as a writing community. Remember that all students will be expected to share writing with others. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others. Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions about your writing.

Behavior

Your conduct affects your participation grade, as outlined in the participation rubric. Civility will be expected. Showing up prepared, on time, silencing your cell phone, and actively participating in class are essential to your success as a student in this class and at the university. I will treat you with respect, and I expect that you will do the same for all participants. Respect includes paying attention and not interrupting when someone has the floor—and it includes avoiding rudeness and slurs directed at individuals or groups. Failure to adhere to this and the policies of the UALR handbook will result in dismissal from the class, and could result in more serious action.

Public Nature of the Classroom

Please consider all writing for this class to be "public." Part of becoming an effective writer is learning to appreciate the ideas and feedback of others; in this course, our purpose is to come together as a writing community. Remember that all students will be expected to share writing with others. Avoid writing about topics that you wish to keep private or that you feel so strongly about that you are unwilling to listen to the perspectives of others. Additionally, the feedback that is provided is intended to help improve your writing; be open to the suggestions about your writing.

Use of Copyrighted Material

The content in this course, and any third party content contributors (e.g., publishers, etc.) is copyrighted. This course content is available to you during the semester in which you are enrolled in the course. You may not modify, copy, reproduce, republish, upload, post, transmit, or distribute, in any manner, the material in this course, including text, graphics, audio, video, code and/or software without the expressed written permission from the copyright holder.

Learning Management System (LMS)

Most materials for this class, including reading assignments, major and minor writing projects, handouts, and additional documents will be provided through the course Blackboard shell and/or Google Docs. If you need hard copies of any materials for any reason, please notify me as soon as possible.

Basic Electronic Literacy

Success in college requires familiarity with basic software and document sharing. See your instructor if you're unsure of how to do the following:

- Use email with attachments
- Save files in commonly used word processing program formats
- Use common productivity software programs such as Word, Excel and PowerPoint

- Upload and download files
- Update browser and computer settings
- Interact with Blackboard Course Tools

University Policies

Academic Integrity Statement

University regulations regarding academic dishonesty, as set forth in the UALR student handbook and other university documents and publications, will be strictly enforced in this class. Any student who submits work that he/she did not produce for the given assignment will be assigned a grade of zero points (F) for the assignment in question, and may possibly fail the class. The university defines academic dishonesty under the classifications of cheating, plagiarism, collusion, and duplicity. Cheating and blatant plagiarism in this class can result in disciplinary sanction.

For more information, visit <http://ualr.edu/deanofstudents/academic-integrity/>

Web Accessibility Statement

It is the policy and practice of UALR to make all web information accessible to students with disabilities. If you, as a student with a disability, have difficulty accessing any part of the electronic course materials for this class, please notify me immediately.

UALR Weather Policy

The UALR website, UALR email, the University's main telephone number (501.569.3000), and the campus emergency alert system are the official means of communicating all information concerning weather-related closing. Local television and radio stations will also be notified.

Weather and road conditions vary from place to place. Employees and students are expected to exercise good judgment regarding the safety of travel when road conditions are affected by the weather.

UALR Statement on Disability Support Services

Students with Disabilities Statement

Your success in this class is important to me, and it is the policy and practice of the University of Arkansas at Little Rock to create inclusive learning environments consistent with federal and state law. If you have a documented disability (or need to have a disability documented), and need an accommodation, please contact me privately as soon as possible, so that we can

discuss with the Disability Resource Center (DRC) how to meet your specific needs and the requirements of the course. The DRC offers resources and coordinates reasonable accommodations for students with disabilities. Reasonable accommodations are established through an interactive process among you, your instructor(s) and the DRC. Thus, if you have a disability, please contact me and/or the DRC, at 501-569-3143 (V/TTY) or 501-683-7629 (VP). For more information, please visit the DRC website at www.ualr.edu/disability.

Campus Resources

You may want to include campus resources, such as:

- The Link: <http://ualr.edu/cssc/link/>
- University Writing Center-provides support to writers throughout the writing process: <http://ualr.edu/writingcenter/>
- Counseling Services- provides confidential mental health and career counseling services for all UALR students: <http://ualr.edu/personalcounseling/>
- Health Services- provides non-emergency medical care to all UALR students: <http://ualr.edu/health/>
- Green Dot Initiative: <http://ualr.edu/greendot/>
- Technology Support is offered at both the campus level along with outside services.
- UALR offers support for students: <http://ualr.edu/itservices/> along with Blackboard help: <http://ualr.edu/blackboard/>
- Ottenheimer Library-offers ask a librarian and research support: <http://ualr.edu/library/>