

English 216: Persuasive Writing about Public Issues
Spring 2014

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Office hours: Tuesdays, 12-2 p.m., or by appointment

Line Number: 13788 Tuesday (live in classroom) 10:30-11:45, Thursday (on Blackboard)

Course Description and Objectives

Advanced interdisciplinary writing course emphasizing major contemporary public issues. Practice in and study of the logic by which writers construct arguments; the various means that writers use to persuade an audience; the conventions of evidence, claims, and argument in persuasive discourses. Throughout this course, students will:

- significantly improve their persuasive public writing;
- understand and effectively employ various forms of persuasion;
- understand and deploy effective rhetorical strategies in situated discourse;
- discover and evaluate the methods of persuasion used in the construction of a public issue;
- read critically and analyze rhetorically writings within public forums and use those lenses to frame their own discourses;
- write in the different forms and styles of a particular public discourse; and
- develop techniques for conducting research on the Internet and with other electronic databases.

Required Texts

Faigley, Lester, and Jack Selzer. *Good Reasons with Contemporary Arguments*. 5th ed. Boston: Pearson, 2012. Print.

Additional Requirements:

- An ASU email account
- Consistent and regular access to the internet
- An ASURITE ID and password to access my.asu.edu
- Access to a word processing program that enables you to submit papers as either a MS Word document (.doc) or in Rich Text format (.rtf).

EXTREMELY Important Resources for You:

- A Good Grammar Website: <http://owl.english.purdue.edu/>
- ASU Libraries: www.asu.edu/lib (databases are accessible there)
- ASU Writing Center: <http://studentsuccess.asu.edu/writingcenters>

Course/Writing Requirements:

Attendance:

I expect you to attend all classes and to arrive on time; consistent attendance is the only way to make the most of the class. **IF YOU MISS MORE THAN FOUR CLASSES, YOU WILL FAIL THE COURSE—THIS IS WRITING PROGRAMS POLICY.** If you miss one required conference, are more than 15 minutes late to class, or leave class more than 15 minutes early, you will be counted absent. During the semester we may cancel classes to hold group workshops or conferences; if you miss the workshop or conference, you will be counted absent for each day that class was canceled. For instance, if we cancel class for two days to hold conferences and you miss your conference, it “counts” as two absences.

Classroom Environment:

Please silence all cell phones during class time. We should all give the class and each other our full attention for the duration of the session. If you answer a phone, text message, or use other media during class, it will negatively affect your participation grade, and I may ask you to leave class.

Please note that some course content can be sensitive. As we conduct scholarly investigation and engage in critical thinking about class topics, we will often entertain many different opinions about a topic or text or perspective; please be considerate of others’ contributions and viewpoints. An environment of respect will allow all of us the opportunity to participate and learn.

Participation Inside and Outside of the Classroom:

Thursday Blackboard Days: Our hybrid class meets live in the classroom on Tuesdays. On Thursdays, we will still “meet”: sometimes synchronously (all together, or in groups, online) and sometimes asynchronously (post but do not meet), on Blackboard. You receive participation and are graded for these Thursdays. Watch the syllabus for assignments!

Writing Journal:

Every Tuesday before classtime you are required to upload (to me, privately on blackboard) an approximately one page (double spaced) entry in a writing journal. This will be discussed in greater detail in class. Most weeks, however, it will deal with applying our readings that week to some particular piece of persuasive prose. It will also contain reflections for your attendance at public venues for argument.

Choosing and Attending Public Oral Arguments: Each student is required to attend 2 live public arguments on topics of their choosing. You will submit a short, informal proposal, and then a brief write up in your journal, labeled “public argument” in the title line, and I will review and comment. Attending and reflecting is an A; failing to attend or reflect in writing is a zero.

Description of Writing Projects:

There are three writing projects in English 216, and there is a final reflection that takes the place of your final exam. You must submit all writing projects to pass the course. All projects must be uploaded on blackboard by the beginning of class on the due date. **COMPUTER AND PRINTER PROBLEMS ARE NOT VALID EXCUSES FOR LATE WORK.**

Writing Project One: An Argument of Local or Community Importance. Students will identify a local or community issue, locate an appropriate venue for public argument, and engage therein with a researched written argument.

Writing Project Two: Participation in Argumentation on the Internet. Students will write a traditional argumentative essay and then translate this essay for argumentative participation on the Internet. Studies will identify a web-based forum of their choosing for participation, and engage in public argument therein after significant research and writing on the issue in controversy.

Writing Project Three: Collaborative Advocacy Project. Students will work in teams to create a public argument with written, visual, and oral presentation components. These will be delivered at a venue of students' choosing and to the class.

Final Reflection: In lieu of a final exam, you will write a critical evaluation of all your work in this course and how you view persuasive writing in your major and career.

Grading:

Writing Assignment #1	20%
Writing Assignment #2	20%
Writing Assignment #3	20%
Attendance and reflection of 2 Public Venues for Argument	10%
In Class Participation, Blackboard Responses, and Journaling	20%
Final Reflection	10%

LATE PAPERS: minus one-third of letter grade for each day (24 hours) late.

MISSED PAPER: fails course.

REWRITES: negotiated on case-by-case basis.

The grading system indicated here will be used to calculate the student's final course grade. The student will receive a final grade no lower than the grade determined by the formula. Keep in mind that this is an academic writing course, and your documents should reflect your academic professionalism.

Failure to turn in any of the three major assignments will result in automatic failure of the course without exception. If you ever have a question about a grade and/or a comment I've made, please ask me about it. Additionally, I am always happy to discuss grades with you, but I will only do that in person. If you want to discuss your grade, please come to my office hours or set up an appointment with me.

Important Dates:

Jan 13	First Day of Classes
Jan 19	Drop/Add Deadline
Jan 26	Tuition and Fees 100% Refund Deadline
Feb 3	University 21 st Day
Feb 10-17	Academic Status Report #1

Mar 24-31	Academic Status Report #2
Apr 6	Course Withdrawal Deadline
May 2	Complete Withdrawal Deadline
May 2	Last Day of Classes
May 3-4	Study Days
May 5-10	Final Exams
May 12	Commencement Ceremony for Graduate Students
May 14	Commencement Ceremony for Undergraduate Students
May 13	Final Grades Due

All dates are tentative and subject to change without notice.

Standard Writing Programs Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. Therefore, only *two weeks'* worth of absences (see below) will be allowed for the semester, *regardless of reason, including documented illness or emergency*. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/drop-add>).

- **For Fall and Spring semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6); for classes that meet two days a week, the maximum number is four (4); for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks worth of class meetings).
- **Hybrid classes:** In the case of hybrid course that meet twice a week, a student who misses more than four (4) classes – either face-to-face, online, or a combination – will fail the course with a grade of E. In the case of hybrid course that meet three times a week, a student who misses more than six (6) classes – either face-to-face, online, or a combination – will fail the course with a grade of E.
 - Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.
- **Note:** Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in **hybrid/online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

5. The public nature of writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible

effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Technological Distractions

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, 'unauthorized' means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student's participation grade. Repeat offenders may be seen as disruptive and asked to leave class.

7. Late Writing Projects

The penalty for writing projects submitted late is one-third of a letter grade for each day (24 hours late). Late homework will be penalized at the discretion of the instructor on a case-by-case basis. Please note that this is a process-based writing course and late drafts and discussion posts will affect your ability to complete a good quality final writing project.

8. All writing for this class must be written for this class

To pass this class all major writing assignments must be submitted, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9. Academic Dishonesty Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

10. Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of "W" or "E" when the student's behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

11. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of

eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

12. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end the semester. This portfolio will consist of the final drafts of **all** major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order. Additional information and instructions for submission will be provided before the end of the semester.

13. Disposition of Papers/Grade Appeals

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

Daily Schedule: Subject to Change. Bring your textbook and laptop or paper/pen to all classes. (*GR*= Good Reasons, our course textbook.)

Week	Date	Class Topic and Agenda	Homework for the Following Class
1	T Jan. 14	Introduction to Class and to Each Other; Go over Syllabus	Review the syllabus and send Dawn an email introducing yourself and stating that you have read the syllabus. Read Chapter 2 and 3 of <i>GR</i> .
	Th Jan. 16	Take Library Refresher Quiz.	Journal: 500 words of your choosing about your journey in this class and your work in public argument. Due every T by class on BB.
2	T Jan. 21	Journal due. Finding Local Arguments. Introduction to WP1 and topic investigation/selection.	Work on WP1 project proposal. Investigate non-profits, issues, etc. Due Th by classtime on BB. Read Chapters 4 and 7 of <i>GR</i> .

		Discussion of WP 1 project proposal.	
	Th Jan. 23	WP1 project proposal due.	By class T, respond with comments to 2 classmates' proposals. Read Chapters 16, 17, and 18 of <i>GR</i> . Journal entry due Monday.
3	T Jan. 28	Weekly journal entry due on BB. Researching Public Arguments: discussion and tutorial; brainstorming sources for class topics.	Solidify genre and audience for your WP1. Types of arguments refresher: skim Chapters 8-13 of <i>GR</i> .
	Th Jan. 30	Types of Argument Bootcamp. Watch PPT on Blackboard. Blackboard discussion: types of arguments utilized in WP1. Post initial response by classtime; two more responses by T classtime.	Write WP1 Rough Draft: due T 2/4. Read Chapter 22 of <i>GR</i> for Special Topics Day 1.
4	T Feb. 4	Weekly journal entry due. Special Topics Day 1: Negotiating the Environment	Finish WP1 Rough Draft!
	Th Feb. 6	WP1 Rough Draft due! Online Peer Review of WP1. Online Sign up for conferences.	Attend your conference (live!) and integrate comments from peers and Dawn into your rough draft. Polish for WP1 due date!
5	T Feb. 11	Weekly journal entry due. No Class: Conferences In Classroom!	
	Th Feb. 13	No Class: Conferences in Classroom!	
6	T Feb. 18	WP 1 due before class on BB! Weekly journal entry due. Celebrate and then introduce WP2.	Review WP2 assignment sheet and be thinking about a topic. Read Chapter 28 of <i>GR</i> for Special Topics Day

			2: New Media
	Th Feb. 20	Special Topics Day 2 (Online, of course!): New Media. Discuss topic selection and WP2 project proposals on BB.	Research topic and draft WP2 proposal; due T Feb. 25.
7	T Feb. 25	WP2 project proposal due. Journal entry due. Class activity: Analyzing Online Arguments.	Read Chapters 14 and 15 of <i>GR</i> .
	Th Feb. 27	Designing and Presenting Arguments. BB Discussion: appropriate format, content, audience for your online argument. Initial comment due by classtime Th; 2 more by class Tues.	Begin creating content for your WP2. Bring mock up to class on T 3/4.
8	T Mar. 4	Journal entry due. Workshop sample WP2 “drafts.” Roundtable on live public arguments: volunteers to discuss their experiences.	Integrate feedback from class into your WP2 project; prepare draft due Th.
	Th Mar. 6	Rough draft of WP2 due by class. Journal entry due. Online Peer Review of WP2.	
9	T Mar. 11	Spring Break!	
	Th Mar. 13	Spring Break! Sign up for conferences.	Read Chapter 26 of <i>GR</i> for Special Topics Day 3. Prepare for your conference by integrating peer review feedback into draft.
10	T Mar. 18	Journal entry due. Special Topics Day 3: Privacy	Attend online conference, integrate Dawn’s feedback into your draft, and further revise and edit! WP 2 due T 3/25.

	Th Mar. 20	Online WP2 Conferences.	
11	T Mar. 25	WP2 is due before class on BB! Journal entry due. Celebrate and then introduce WP3.	Read WP3 assignment sheet and think about what role you wish to play in this collaborative work. Read an article about collaborative work here: http://writingspaces.org/sites/default/files/atkins-collaborating-online.pdf
	Th Mar. 27	Blackboard discussion: collaborative work, pros and cons. Initial post by classtime Th, 2 more by T 4/1 class.	Write in your journal; catch up on live arguments if you are behind on attendance!
12	T Apr. 1	Journal entry due. Creating collaborative writing teams and topic selection. Discuss WP3 project proposal format.	Your team will get oriented and create a “contract”: a set of timelines, duties, responsibilities, and organizational structure for the group. Post this “contract” to your team’s folder in BB by classtime Th 4/3.
	Th Apr. 3	Online proposal workshop: WP3 proposal due via email to Dawn by midnight tonight.	Get proposal done and emailed by midnight. Begin research and writing on various sections of project.
13	T Apr. 8	Journal entry due. Discussion: Creating Your Team’s Written Argument and Advocacy Materials.	Work collaboratively on the white paper this week. Bring work to class T 4/15.
	Th Apr. 10	Creating Your Team’s Multimedia Argument: watch Prezi presentation linked on BB.	Work collaboratively on multimedia argument. Bring your work to class T 4/15.
14	T Apr. 15	Journal entry due. Reviewing group work with Dawn in class and more collaborative review.	Work on creating your live presentation, integrating all aspects of your multimedia and written components.

		Creating Your Team's Oral Argument and Live Presentation.	
	Th Apr. 17	Putting It All Together: Online Peer Review of Collaborative Arguments.	Revise and edit WP3s with your groups.

15	T Apr. 22	Journal entry due. Final class period for teams to collaborate on loose ends and conference with Dawn. Reviewing team performance: discussion of how team reviews are conducted and creation of team member review for WP3 teams.	Polish WP3 projects: due on BB by T 4/29 class!
	Th Apr. 24	Conduct and submit on BB team performance review.	Finish WP3 with your group!
	T Apr. 29	Last Day of Live Class! WP3 Due before start of class on BB. Celebrate and class presentations of collaborative projects.	
	Th May 1	Write your course reflection.	Course Reflection due 5/2 by midnight.

Final Portfolios (see Policy #12 above) are due during the final exam period (more information to come).