

# RHETORIC & COMPOSITION 002: PUBLIC SPHERE LITERACY POLICY STATEMENT

**RHETCOMP 002-1076** (T/TR 12:35-1:50)

**OFFICE:** Coughlin 249

**SPRING SEMESTER 2007**

**MR. GOGAN**

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**OFFICE HOURS:**

T/TR 2:00-3:30

(& by appointment)

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## COURSE DESCRIPTION & GOALS

The **First-Year English Program** at Marquette University is designed to help students learn to communicate effectively in a variety of situations. To that end, the program develops students' reading, writing, speaking, and listening skills via critical literacy. **Critical Literacy** is the ability to recognize, analyze, employ and, when necessary, interrupt discourse conventions (i.e., accepted ideas, organization and style) within particular discourse communities (i.e., home, work, church, school). For example, an academic history essay requires different writing conventions than does an academic chemistry report, and both require different writing conventions than does a letter to the editor or business report. With this idea in mind, the First-Year English Program teaches you what Quintilian calls *facilitas*, the ability to express your ideas and beliefs effectively in a variety of situations.

**Rhetoric and Composition 002** introduces you to **Public Sphere Literacy** (the critical thinking, reading, writing, speaking, and listening skills associated with an informed public citizen. To become literate in the public sphere, you have to become familiar with public discourse(s), the kinds of writing and speaking that take place locally, nationally, and globally. Designed around **media literacy**, **narrative literacy**, **civic literacy**, and **workplace literacy**, each unit in Rhetoric and Composition 002 contains the following elements: literacy, rhetoric, and writing goals; sequenced reading and writing activities; collaborative activities; short writings (SWs) and oral presentations (OPs) that work toward your final written project; and a written project. For details, see <http://www.marquette.edu/english/first-year/PublicSphereLiteracy.shtml>

## REQUIRED TEXTBOOKS & COURSE MATERIALS:

- Ramage & Bean, *The Allyn and Bacon Guide to Writing* (4<sup>th</sup> ed.), AB Longman
- Ratcliffe, *Critical Literacies: Academic Literacy & Public Sphere Literacy*, (3<sup>rd</sup> ed) Pearson
- Faigley, *The Brief Penguin Handbook* (2<sup>nd</sup> ed.) AB Longman (plus online MyCompLab)
- Spilka, *Workplace Literacy*, (3<sup>rd</sup> ed.) Pearson
- Ervin, *Public Literacy*, (3<sup>rd</sup> ed.) Pearson
- Course materials on D2L and/or Electronic Reserve  
(discussion board, policy statement, calendars, assignment sheets, weekly handouts, and external links)
- Binder Clips (for turning in your portfolios).

**D2L (Desire 2 Learn)** (MU's web course-server)

**How to access D2L in three easy steps:**

1. Log on to <http://d2l.mu.edu>
2. Enter your emarq/checkmarq User ID and Password
3. In the "My Marquette University Courses" box, click "RhetComp 2"; you'll find yourself on our class page.

**ASSIGNMENTS:** Assignment sheets are available on D2L.

	<u>Due Dates</u>
1. Paper Brief	1 Brief: Sign-up by Unit
2. D2L Discussion Board Postings	4 Postings: See assignment sheets for due dates
3. Unit One (Media Literacy) Portfolio:	SWs, OPs, Author & Peer Review Pages, Essay 2/6/07
4. Unit Two (Narrative Literacy) Portfolio:	SWs, OPs, Author & Peer Review Pages, Essay 3/1/07
5. Unit Three (Civic Literacy) Portfolio:	SWs, OPs, Author & Peer Review Pages, Essay 4/3/07
6. Unit Four (Workplace Literacy) Portfolio:	SWs, OPs, Author & Peer Review Pages, Essay 5/4/07
7. Unit Five (Reflection & Revision)	Course Portfolio, including 3 items: (1) Reflective self-evaluative letter (2) Revision (of Essay 1, 2, OR 3) (3) Copies of your 4 graded essays 5/7/07

**COURSE POLICIES:**

**1. GRADES:** Grading criteria for each essay are listed on each assignment sheet (D2L). Unit grades are awarded for the essay; credit is awarded for the ungraded short writings (SW) and for the ungraded oral presentations (OPs). The total points possible for this class are 100:

• Unit One (Media Literacy) Portfolio:	15%	or	15 possible points
• Unit Two (Narrative Literacy) Portfolio:	25%	or	25 possible points
• Unit Three (Civic Literacy) Portfolio:	25%	or	25 possible points
• Unit Four (Workplace Literacy) Portfolio:	20%	or	20 possible points
• Unit Five (Reflection & Revision)	Course Portfolio		
• Reflective self-evaluative letter	(Necessary to receive full revision credit)		
• Revision of Essay 1, 2, or 3	(Grade replaces earlier essay grade)		
• Other graded essays	(Necessary to receive full revision credit)		
• Peer Review	10%	or	10 possible points
• D2L Discussion Board Postings	4%	or	4 possible points
• Paper Brief	1%	or	1 possible point

Final Grades will be awarded on the following percentage scale as determined by the total number of points you earn: A 100-93; A/B 92-88; B 87-83; B/C 82-78; C 77-73; C/D 72-68; D 67-63; F 62 and below.

**2. X GRADES:** In keeping with First-Year English Program tradition, if you turn in a paper with (on average) more than *three mechanical errors per page* OR if you turn in a paper with *a faulty Works Cited page*, you may receive an X grade for your paper. An X grade means: (1) you receive the grade you deserve on the paper with the errors factored in, and (2) the paper grade has an X over it, signifying that you may revise the paper to remove the X grade. To remove the X and potentially raise your grade, you are required (1) to conference with me about your errors before you may turn in your revised paper and (2) to turn in the revised paper within one week of my returning your graded paper. If you do not turn in your revised paper by that deadline, your initial grade under the X is recorded and factored into your final grade.

**3. CLASS PARTICIPATION:** To facilitate critical thinking, reading, and writing, I encourage dialogue and argument; thus, all *thoughtful* comments will be entertained. The rule here is simple: *show respect*. Participation may help, but not hinder your grade.

**4. ATTENDANCE:** Daily attendance is required. In a course such as RhetComp 002, your success and the success of the course depend upon your participation. For example, the short writings (SW) are designed to enhance your thinking about your essay assignment; thus, being in class for discussions of these writings may improve your final paper. In addition, your attendance may influence your grade via the following policies of the College of Arts & Science: (1) if you miss **more than 2 weeks of classes** (i.e., 5 classes), your final grade may be lowered 1/2 a grade for each absence thereafter; (2) if you miss **more than 3 weeks of classes** (i.e., 7 classes), you may be disenrolled from the class with the grade of WA (withdrawal for attendance).

**5. SHORT WRITINGS:** The idea behind the SW's is twofold: (1) they will provide draft material for your essay; (2) the more practice you get writing, the more you'll improve. The short writings constitute a part of your unit portfolio. Although your essay determines your unit grade, a 1/2 percentage point may be deducted from that unit grade for each SW not completed by its due date **or** not turned in with the portfolio. Specific information regarding the topic of each SW will be provided on each unit assignment sheet.

**6. ORAL PRESENTATIONS:** You will present at least one formal oral presentation to the class this semester. This OP will be given in conjunction with a written assignment and will constitute a part of that unit's portfolio. Although the respective unit paper will determine your unit grade, an insufficient OP will result in the deduction of 1 percentage point from that unit grade. Specific information regarding each OP will be provided on each unit assignment sheet. Various informal OPs will occur throughout the semester.

**7. PEER REVIEW:** Peer review enhances your critical thinking, reading, and editing abilities and provides you feedback on your essay before it is graded. For each peer review session, you should (1) write your essay draft, (2) copy the peer review sheet on D2L, and (3) copy and fill out the author sheet on D2L; bring all three to class on peer review day. That way, you and your peers may respond to one another in writing in terms of your intentions (as stated on your author sheet) and in terms of the grading criteria (as stated on the peer review sheet). **REMEMBER:** the decision for what to change and what to keep in your draft is yours. **NOTE:** To participate and receive peer review points, *you must attend the peer review sessions with a completed draft of your essay*; points will be awarded on the depth of your responses.

**8. D2L DISCUSSION BOARD POSTINGS:** As RhetComp 002 aims to develop public sphere literacy skills in university students and the internet proves one of today's most public forums, the D2L RhetComp 002 discussion board creates a supplemental forum in which our discourse community can continue communication, employing an alternative set of discourse conventions. Each student must enter this discussion at least once per unit. Specific information regarding each unit's discussion topic will be posted on D2L.

**9. PAPER BRIEF:** During the semester, each student will be required to present a 5-minute oral brief to the class on one final unit paper. This briefing, constituting one point of your course grade, will cover the issue addressed in your paper, your paper's thesis, and your line of reasoning. This briefing will be crafted for a listening audience and should demonstrate visual literacy. Please refer to the D2L "Listening Audience" posting and respective unit assignment sheets for further specifications.

**10. WRITING CONFERENCES:** I plan to require 2 conferences this semester. You may also schedule other conferences or see me during my office hours. At these conferences I will entertain *specific questions* you have about your drafts; in other words, don't come to the conference and ask, "Is my paper OK?" but rather ask, "Is my thesis arguable?" or "Does the evidence in ¶ 2 support my stated reason?"

**11. LATE PAPERS:** All writings are due at the beginning of class; anything turned in later in the class is considered late. Late SWs and drafts will not be reviewed by your peers or by me; as a result, your essay grade may suffer. (*Note: if you show up on peer review day with no draft, you will not be allowed to participate or receive points*). *Late unit papers may have their grades lowered by one grade (from A to A/B), and the penalty sticks to the paper even if it's revised for the final portfolio.* I will not accept papers that are more than one week late, so if you have an emergency, please contact me to make arrangements for other due dates. If you need to be absent for several days, contact your dean's office; they will send letters to all your instructors.

**12. MISSING PAPERS:** *All essay assignments must be submitted to pass the course.*

**13. ACADEMIC HONESTY:** As a Jesuit institution, Marquette University takes academic dishonesty, or plagiarism, very seriously. Using someone else's work as your own without careful citation is always unethical and, at times, illegal; conversely, letting someone else use your work is also unethical. Academic dishonesty is a serious offense and may result in, among other things, your receiving a grade of "0" for the plagiarized assignment. For university policy, see the following URL: (<http://www.marquette.edu/academics/regulations/acaddishonesty.html>).

**14. INCLUSIVE LANGUAGE:** Written work in this course should employ inclusive language, which shows that the writer honors the diversity of the human race by not using language that would universalize one element of humanity to the exclusion of others. For example, two areas where this exclusivity commonly occurs are religion and gender. Scholarly conventions are: use BCE (Before Common Era) instead of B.C., and CE (Common Era) rather than A.D.; use *men and women* or *people* instead of the "generic *man*"; use *they* or alternate *he* and *she* instead of the "generic *he*."

**15. PAPER PUBLICATION:** Any written course work may be used— anonymously— for pedagogical purposes within our class. Should a particular piece of work prove useful in another or subsequent class, or in a publication, as that paper's writer, you decide whether that paper can be used. Accordingly, I must obtain writer's consent through a completed Permission to Publish form. Denying consent will not affect your course grade in any way.

**ASSISTANCE**

**1. INSTRUCTOR:** If you have questions, comments, concerns, etc., please visit me during my office hours, schedule an appointment or call me at home—before 9 p.m. please.

**2. WRITING CENTER:** Located on the 2<sup>nd</sup> floor of Raynor Library, the Writing Center can help you with any stage of your writing. Hours are 9-4 Monday through Friday (414-288-5542).

**3. GRADE COMPLAINTS:** If you have a concern about a grade, workload, or any other aspect of the class, please bring it to my attention. Do not hesitate to ask me questions.