

ENGLISH 1010 Summer Syllabus

Rhetorical Theory, Popular Culture, and Argumentation



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Course Overview

This course is designed to give you critical literacies and advanced proficiencies in reading and writing. It will teach you foundational concepts of both rhetorical theory and genre theory, along with introducing you to various cultures of writing, past and present. Throughout this summer course, we will engage concepts ranging from language and power, eco-criticism, and queer theory to critical race studies, feminism, and post-colonialism. Much of this course will provide you an introduction to critical theory, which will aid in the development of your writing, argumentation, and understanding of how to cohesively and critically structure a well-reasoned, original, and succinct argument.

Course Purpose

The goal of this course is multifold. One, this course will teach you the ways writing operates as a process, and how to write effectively across disciplines and genres. Two, this course will move you beyond “commodified” practices of writing, meaning you will learn the values of writing beyond the grade you receive. Three, this course will introduce you to various “modalities” of writing, or “genres” of writing in an effort to understand how concepts and cultures of writing have changed overtime, and how those changes have impacted our understanding of writing as a whole. Lastly, this course will provide you with foundational concepts of rhetorical theory and critical literacy to help cultivate new ways of knowing, thinking, and writing that will ultimately enhance your writing and methods of argumentation as a whole.

Course Pedagogy and Philosophy

The structure of this course is “dialogic,” meaning conversational. Class discussion and student guided inquiry (questions) will drive the direction of the course, what materials are presented, and how the course is structured. My role as a teacher will be more of a facilitator, as it is crucial for each student in the course to see themselves as an active learner, teacher, and listener, while understanding how those roles are interchangeable.

Class Policy

I will not tolerate any homophobia, xenophobia, racism, misogyny, bigotry, or prejudice in my classroom. Such behavior will result in severe consequences, and will most likely lead to being expelled from my course with an automatic fail as a grade. Please respect every member of the classroom so we ensure we are learning in an open, safe, and communal environment.

Course Texts:

1. They Say I Say: The Moves That Matter In Academic Writing (Third Ed.)

- This will be the only primary course text used in class.

Course Readings

- The majority of readings we do in class will be found on Canvas and/or provided to you via email (be sure to check your SLCC email regularly). Our readings will range from articles, to short stories, to book chapters, to critical and academic essays.

Major Assignments

- *In a regular semester, there are typically three major assignments designated to 100 level or 1010 level students. However, because this is a summer course, and because three essays in eight weeks hardly allows much time for process, thorough research, discussion, evaluation, and revision, we will most likely only write one essay for the course. However, as you will see throughout the revision process, the multiple additions and revisions you will make to your one essay throughout this course will ultimately account for two essays total.*

1. Rhetorical Analysis: Understanding How Writing is Structured.

- For this essay, we will research various critical lenses (critical race theory, feminism, queer theory, colonialism, Marxism, etc.) and rhetorical theory in an effort to understand how writers argue and persuade an audience, and whether they do so effectively. Much of this unit will involve analyzing a single piece of writing in an effort to understand how a piece of writing is structured, organized, and executed—for better, or for worse.

Requirements for all major assignments

1. Thoroughly researched and well-crafted papers with reliable sources.
2. Original, critical, and creative content, claims, evidence, and thesis statements.
3. Proficient grammar, mechanics, syntax, cadence, and sentence structure.
4. MLA Citation
5. Times New Roman Font (size 12)
6. Works Cited Page

Grading Criteria

- All essays are graded looking at the following criteria:
 1. Critical Engagement (thesis, claim, content, evidence, position)
 2. Rhetorical Engagement (audience, genre, choice)
 3. Research (sources, evidence, integration of sources)
 4. Readability (Grammar, syntax, mechanics, structure)

Class Expectations and Guidelines:

1. Please try to turn in all work on time. If for any reason you need an extension, please contact me and explain why. Depending on the circumstances, extensions may be granted if deemed appropriate.
2. Homework, discussion questions, and/or response papers do not have to be typed unless requested by instructor.
3. All essays must be double spaced and typed.

Grading Criteria

- **Participation 35%**
- **Portfolio 65%**

Participation Guidelines

- Participation will be evaluated in several ways. One, the nature of your class input, conduct, and exchanges with the classroom community. Two, your engagement with class content and course material via essays, class discussions, response questions and critical response papers. And three, attendance.

Portfolio

- Throughout the semester, the bulk of your work, from class discussions, to responses, to your major essays, will be compiled into a portfolio. Keep in mind, you will have the chance to revise every major essay in this course as many times as you wish. The portfolio will be graded holistically, meaning that it will take into account the body of your work, your engagement with the work throughout the semester, and how you grappled with the concept of writing as a process.

SLCC policies and guidelines

- **Title IX**
20 U.S.C.A. Section 1681 (a): TITLE IX

“No person in the United States shall, on the basis of sex, be excluded from participation in, be denied benefit of, or be subjected to discrimination under any education program or activity receiving federal funds.”

Examples of violations (but not limited to):

- ▶ Sexual advances, requests for sexual favors and sexually motivated physical conduct
- ▶ Overt or subtle pressure for sexual activity
- ▶ Sexually offensive verbalization including remarks, “teasing”, slurs, and innuendo
- ▶ Repeated inappropriate jokes or comments about sex or gender specific traits
- ▶ Conduct that is demeaning or derisive and occurs substantially because of one’s gender
- ▶ Sexual assault
- ▶ Sexual Violence
- ▶ Gender based disparate treatment

Violations can occur in any college environment, such as (but not limited to):

- ▶ Field Trips
- ▶ Student Clubs
- ▶ Transportation
- ▶ Classrooms
- ▶ Athletics
- ▶ On Campus Events

If you have questions or concerns regarding your rights or responsibilities, or if you would like to file a Title IX complaint please contact:

Students: Dr. Marlin Clark, Dean of Students, 801-957-4776, STC 276 A (Redwood)

Employees or Community members: Ken Stonebrook, Title IX & Discrimination Manager, 801-957-5027, AAB 211G (Redwood)

Online Reporting Form: <http://www.slcc.edu/eo/title-ix/complaint.aspx>

Salt Lake Community College has a strong prohibition against RETALIATION! The college does not tolerate acts of retaliation against anyone for engaging in filing a complaint or participating in an investigation.

- **Student Code of Conduct:**

Students are expected to follow all provisions of the Student Code of Conduct available here: http://www.slcc.edu/policies/docs/Student_Code_of_Conduct.pdf

- **ADA**

Students with medical, psychological, learning or other disabilities desiring accommodations or services (such as: special test arrangements, note-taking, special equipment, etc.), under ADA must contact the Disability Resource

Center. The DRC determines eligibility for and authorizes the provision of these accommodations and services for the college. Please contact the DRC at:

South City Campus: 801-957-3258

All other campuses: 801-957-4659 / TTY: 801-957-4646

Email: drc@slcc.edu

When appropriate:

- **General Education Statement**

This course fulfills the [\(enter the General Education Designation\(s\) here](#) requirement for the General Education Program at Salt Lake Community College. It is designed not only to teach the information and skills required by the discipline, but also to develop vital workplace skills and to teach strategies and skills that can be used for life-long learning. General Education courses teach basic skills as well as broaden a student's knowledge of a wide range of subjects. Education is much more than the acquisition of facts; it is being able to use information in meaningful ways in order to enrich one's life. While the subject of each course is important and useful, we become truly educated through making connections of such varied information with the different methods of organizing human experience that are practiced by different disciplines. Therefore, this course, when combined with other General Education courses, will enable you to develop broader perspectives and deeper understandings of your community and the world, as well as challenge previously held assumptions about the world and its inhabitants.

- **General Education ePortfolio Syllabus Statement**

Each student in General Education courses at SLCC maintains a General Education ePortfolio. Instructors in every Gen Ed course will ask you to put at least one assignment from the course into your ePortfolio, and accompany it with reflective writing. It is a requirement in this class for you to add to your ePortfolio, and this syllabus details the assignments and reflections you are to include. Your ePortfolio will allow you to include your educational goals, describe your extracurricular activities, and post your resume. When you finish your time at SLCC, your ePortfolio will then be a multi-media showcase of your educational experience. For detailed information visit <http://www.slcc.edu/gened/eportfolio> or <http://eportresource.weebly.com>

After you have picked an ePortfolio platform, go to the corresponding help site to watch the tutorials and look at the examples so you can get started on your own:

<http://slcceportfolio.weebly.com>

<http://slcceportfolio.wix.com/slcceportfolio>

<http://slcchelpsite.jimdo.com>

<https://slccwordpresshelpsite.wordpress.com>

<https://sites.google.com/site/slcchelpsite/>

If you would like to start your ePortfolio in a computer lab with a person there to help you, please visit an ePortfolio Lab on the Taylorsville-Redwood, Jordan or South City Campus during business hours, and staff will help you without an appointment. For lab hours and locations please look at the following site: <http://eportresource.weebly.com/lab-information.html>

Finally, questions regarding the ePortfolio can be directed to Emily.Dibble@slcc.edu.