



## ENGL 400: ACTIVE CITIZENSHIP – AN ADVANCED WRITING SEMINAR

SECTION: 21 TERM: FALL 2017

MEETING DAYS AND HOURS: TR, 2:00 PM – 3:15 PM LOCATION: HINER 212

This syllabus constitutes a contract, and staying enrolled in this course indicates your acceptance of the following statement: *I have completely read this syllabus, and I understand and agree to the course policies and requirements.*

<b>Instructor:</b>	Dr. Elif Guler	<b>Office:</b>	Grainger 104
<b>E-Mail:</b>	gulere@longwood.edu	<b>Phone:</b>	(434) 395-2423
<b>Office Hours:</b>	MW @ 1:30 pm – 2:30 pm, TR @ 3:30 pm – 4:30 pm, & by appointment	<b>Course Website:</b>	See Canvas

**Communication Policy:** Please **put ENGL 400 in the subject line** and use effective emailing practices. If you call/email outside of business hours, I may not be able to respond immediately but I'll do my best to get back to you as soon as I can.

**Office Hours:** If you would like to talk about any of the course requirements, see me during office hours or make an appointment at a time that work for you. I am happy to help and will be delighted to see you, even if it's just for a chat.

**Course Description:** ENGL 400 (3 credits) develops rhetorical skills needed for citizenship in a democracy through interdisciplinary inquiry into and analysis of public issues. The course satisfies General Education Goal 13: the ability to critically analyze and synthesize—through written discourse and a common educational experience—issues of citizen leadership. *\*Prerequisites: Fulfillment of Goals 2 and 3; 75 credit hours or permission of the Gen-Ed Committee Chair.*

**Learning Outcomes:** Students will: 1) engage in the process of citizen leadership by investigating multiple perspectives on important public issues; 2) understand the nature of public discourse/debate as determined by purpose, audience, and context; 3) choose appropriate formats in writing for a variety of purposes; 4) analyze the effectiveness of their own texts and processes for specific rhetorical situations; 5) understand how the knowledge, skills, and values learned in general education are interwoven and interrelated, and how they can contribute to the process of citizen leadership.

### Required Texts

- 1) *Rhetoric in Civic Life* by Catherine Helen Palezewski, Richard Ice, and John Fritch. Second Edition, 2016. State College, PA: Strata Publishing Inc. *\*Bring a hard copy to all class meetings.*
- 2) Various readings located in Canvas/Modules. *\*Print out and bring any assigned readings to the class meetings.*
- 3) Free writing resources posted on Canvas/Modules (The Purdue Online Writing Lab and 20 Most Common Errors)

### Other Requirements:

\*A laptop to bring to the class when indicated, an active LancerNet account, Microsoft Word (2008 or better) for creating documents, and reliable Internet access for creating and exchanging assignments on Canvas.

\*A note pad and a pen/pencil, when needed for class notes and/or in-class work.

\*A file back-up system for the work completed in this class (external storage device, etc.). **Back up every day!**

### Assignments & Grade Weights:

- |  |           |
|--|-----------|
| • Attendance   | Pass/Fail |
| • Participation (class discussion/activities)          | 15%       |
| • Course Journal (on Canvas)                           | 15%       |
| • Peer Reviews   | 5%        |
| • Rhetorical Analysis (~2000 words)                    | 30%       |
| • Common Good Project (multimodal) + Presentation      | 25%       |
| • Final Exam: ePortfolio with Reflection (~1000 words) | 10%       |

**Project Quality, Deadlines, Grading:** Please follow the course for the guidelines, deadlines, and rubrics for the assignments. A late assignment may be accepted **only with official documentation** of a legitimate excuse (e.g., a health

emergency within the legitimate boundaries considering the time frame of this course); contact me as soon as possible in such an emergency. Without an officially documented excuse, **a letter grade will be deducted** for every day a major assignment is late beyond the due date. **No submissions** will be accepted after the course end date. Failure to submit 25% or more of the assignments will result in course failure. Individual course grades will be posted on Canvas, which will calculate your final grade. The following chart represents the general criteria for course grades (**NO ROUND-UPS!**):

Grade	Percentage	Descriptor	In other words:
<b>A</b>	<b>100-94</b>	<b>Exemplary</b>	The student exceeded the expectations of all the grading categories. Your work is a model for your peers and goes above and beyond in an original way.
<b>A-</b>	<b>93.99-90.00</b>	<b>Very Good</b>	The requirements are met and, in some instances, exceeded. Some may still need development.
<b>B+</b> <b>B</b> <b>B-</b>	<b>89.99-87.00</b> <b>86.99-84.00</b> <b>83.99-80.00</b>	<b>Good/Average</b>	Requirements are not exceeded, but all are answered. Some requirements rest on a firm foundation of skill, while others need development or are at a median skill level.
<b>C+</b> <b>C</b> <b>C-</b>	<b>79.99-77.00</b> <b>76.99-73.00</b> <b>72.99-70.00</b>	<b>Average/Marginal</b>	Some requirements are met, and others are not.
<b>D+</b> <b>D</b> <b>D-</b>	<b>69.99-67.00</b> <b>66.99-64.00</b> <b>63.99-60.00</b>	<b>Danger Zone</b>	Few, if any, assignment objectives are met.
<b>F</b>	<b>59.99 or below</b>	<b>Failing</b>	No objectives are met, the assignment was not submitted, or answers do not indicate any comprehension of objectives.

**Attendance:** Absenteeism in the workplace can get you fired, so attendance to all classes is mandatory and includes timely arrival in the class. You are accountable for any assignments/information you miss because of an absence or late arrival. Absences totaling 10% of the scheduled class sessions will lower your final course grade by one letter grade, and missing 25% of the semester (with or without a documented excuse) **will result in course failure**. Please keep a calendar and track your absences. Also, take notes when you attend class sessions; some course content may not be posted online or recapped. If you must miss a certain class for some reason, contact a classmate to obtain the information you missed.

**Reading Assignments:** The reading for the course is at a 400-level course. You are expected to read quickly and with purpose. If you find yourself reading EVERY word without thinking about what you are reading, stop, take a break and come back to it when you can read with purpose. And always take notes as you go with the focus of what you want and need to know about writing for the class and writing for citizenship.

**Participation:** Participation will be graded according to a rubric provided in the first week of classes; please review the rubric carefully. Complete readings and assignments in a timely manner, so we all learn more. When prompted by the instructor, make an effort to participate in discussions/reviews. Practice professional courtesy in all our verbal and written communication. Unless you are assigned a group activity, avoid personal conversations during the class period. Unless stated otherwise, turn off and put away your cell phone and other electronic devices. *If you have an emergency, contact the instructor before class and set your phone on vibrate mode.* Laptops may be used when indicated and are acceptable **ONLY** for class-related work. Violations will be reflected in the final course grades.

**Academic Integrity:** Students must understand and adhere to Longwood's Honor Code. You must do your own original work and appropriately identify others' works or your own work from other contexts. Whenever you borrow graphics, quote passages, or use ideas from others, you are legally and/or ethically obliged to acknowledge that use, following appropriate conventions for documenting sources. If you have doubts, ask the instructor.

**Special Accommodations:** If you have special needs, please register with Disability Resources (434-395-2391), and feel free to talk to me about any special accommodations that you may need to fulfill the requirements of this course.

**Inclement Weather or Other Emergencies:** If our classroom meeting is cancelled because of inclement weather or other emergencies, check your email for instructions and follow the course schedule as well as previously provided instructions

## COURSE SCHEDULE

<p>*This schedule is subject to change at the instructor's discretion and according to how the course evolves.          *All chapter assignments are from the required course textbook and are due on the date indicated unless stated otherwise.          *JE = Journal Entry</p>		
<b>Week 1</b>	8/22 <i>Intro to the Course</i> Review syllabus. Get course texts. Review Canvas. Post Personal Intro on Canvas.	8/24 <i>Goal #13: Analyzing Issues of Citizen Leadership; Effective Emailing Practices</i>
<b>Week 2</b>	8/29 <i>Making Ethical Writing Decisions</i>	8/31 <i>Rhetoric as Symbolic Action</i> Intro to the Rhetorical Analysis assignment... <b>Due:</b> -Read Chapter One (pp. 3-31) -Complete JE on Chapter One
<b>Week 3</b>	9/5 <i>Rhetoric as Symbolic Action</i>  Discussion and activities...	9/7 <i>Language</i> <b>Due:</b> -Read Chapter Two (pp. 41-63) -Complete JE on Chapter Two
<b>Week 4</b>	9/12 <i>Language</i>  Discussion and activities...	9/14 <i>Visual Rhetoric</i> <b>Due</b> -Read Chapter Three (pp. 69-93) -Complete JE on Chapter Three
<b>Week 5</b>	9/19 <i>Visual Rhetoric</i>  Discussion and activities...	9/21 <i>Argument</i> <b>Due</b> -Read Chapter Four (pp. 99-123) -Complete JE on Chapter Four
<b>Week 6</b>	9/26 <i>Argument</i>  Discussion and activities...	9/28 <i>Logical Fallacies</i> <b>Due</b> -Read Shulman's "Love is a Fallacy" -Review related module on Canvas
<b>Week 7</b>	10/3 <i>Rhetoric Reloaded</i> <b>Due</b> -Read Chapter Six (pp. 163-191) -Complete JE Chapter Six	10/5 <i>Rhetors</i> Discussion and activities... <b>Due</b> -Read "Civil Disobedience" Part I
<b>Week 8</b>	10/10 <i>Rhetors</i> Discussion and activities... <b>Due</b> -Read "Civil Disobedience" Part II	10/12 <i>Peer Review of Rhetorical Analysis</i> <b>Due</b> - <b>Peer Review Draft of Rhetorical Analysis (submit on Canvas before the class period)</b> - <b>Bring laptop for in-class peer reviews</b>
<b>Week 9</b>	10/17 <b><i>Fall Break</i></b>	10/19 <i>Audiences</i> <b>Due</b> <b>*Rhetorical Analysis – Final Draft.</b> -Read Chapter Seven (pp. 199-219)
<b>Week 10</b>	10/24 <i>Rhetorical Situations</i> <b>Due</b> -Read Chapter Eight (pp. 225-257) -Complete JE on Chapter Eight	10/26 <i>Rhetorical Situations</i> Discussion and activities...
<b>Week 11</b>	10/31 <i>Publics and Counterpublics</i> <b>Due</b> -Read Ch. Nine (pp. 265-297) -Complete JE on Chapter Nine	11/02 <i>Publics and Counterpublics</i> Discussion and activities... <b>Due</b> -Submit Final Draft of Multimodal Argument
<b>Week 12</b>	11/7-11/9 <b>Common Good Project "conference drafts" due by your meeting time.</b> ~Classes cancelled for project conferences to be held on various days throughout this week.	

<b>Week 13</b>	11/14 Final notes on the American Dream <b>Read:</b> Langston Hughes, "Let America Be ..."	11/16 Discussion of Presentation Guidelines. CGP workshop.
<b>Week 14</b>	11/21 Discussion of Final Exam – guidelines and course review. How to create an ePortfolio. Transferable Skills.	11/23 <b>Thanksgiving Holiday</b>
<b>Week 15</b>	11/28 <b>Presentations &amp; Audience Feedback</b>	11/30 <b>Presentations &amp; Audience Feedback</b> Last Day of Class. * <b>Common Good Project Due by 11:59 pm on Friday, 12/1.</b>

**Final Exam Period:** Tuesday, December 5<sup>th</sup>, 3:00 pm – 5:30 pm