Instructor: Danielle Dahline (danielle.dahline@jsc.edu)

Dates: Jan 18 to May 8 (no class Apr 4 to 8)

Location: Online using Moodle (http://myjsc.jsc.edu)

ADA Statement: Students with disabilities who believe that they may need accommodations in this class are encouraged to contact JSC’s Learning Specialist in Academic Services, as soon as possible to ensure that accommodations, if needed, are implemented in a timely fashion. Please call 802-635-1264 or email Richard.Simmons@jsc.edu.

Academic Honesty: (from JSC Catalog) Students are expected to conform to the highest standards of academic honesty in all of their academic work at Johnson State College. Academic dishonesty in any form is prohibited and unacceptable. Acts of dishonesty for which a student may be disciplined include, but are not limited to, receiving or providing unauthorized assistance on an examination and plagiarizing the work of others in writing assignments. The American Heritage Dictionary defines plagiarism in the following way: “To steal or use (the ideas or writings of another) as one’s own.” Students are responsible for knowing what specific acts constitute plagiarism; if students are uncertain as to whether a particular act constitutes plagiarism, they should consult with their instructors before turning in assigned work.

Overview: Rhetorical Expression is a 3-credit, Pass/Not-Pass course in English Composition. It is required for all External Degree Program students. Please note there are no letter grades for this course.

Judith Nadell, John Langan, Eliza A. Comodromos

Texts are available through the JSC bookstore. Call 802-635-2503 or go to www.jsc.bkstr.com.

Course Goals:

• With intensive practice and close instruction students will become effective and comfortable with the writing process, including planning, drafting, editing, revising and proofreading.

• Students will acquire an understanding of the mechanics of good writing by learning to identify and correct technical problems in their own writing, and learning to identify effective techniques and common problems in the writing of others.

• Students will familiarize themselves with standard rhetorical forms and strategies – including narration, process, comparison/contrast and argumentative/persuasion.

• Students will enhance their skills in written expression by concentrating on using clear, precise language and by working to develop a natural, personal style of writing that incorporates both literal and figurative language and tone.
• Where appropriate, students will refine their ability to perform research and to employ supporting materials effectively and properly in their own writing.

Course Methods/Activities:

Classwork is divided into three general areas: participation, informal writing exercises/assignments; and formal essay writing. We will work on drafting and revising four essays, including three peer editing sessions.

Students will respond to online guidance and criticism from the instructor and from one another, carefully examining and commenting upon the work of other members of the class.

Participation – includes weekly “attendance” online (minimum two postings a week, on two separate days), which means actively and substantially participating in online discussion and activities. It also includes being well-prepared through careful reading of assigned readings.

Informal Writing Exercises – these will be posted weekly for practice and will not be graded as strictly as the formal essays. They will include freewrites, grammar exercises (if applicable), summaries, and other brief assignments.

Formal Essays – you will submit both a rough and final draft of each of the four assigned essays. At least one essay will require research and proper use of citation. Each essay will be at least 800-1000 words long (2 ½-3 pages) and each will have a different focus and utilize a different rhetorical strategy, including: Narration/Description, Process Analysis, Comparison/Contrast and Persuasion/Argumentation.

Evaluation
Evaluations of all essays will consider their effectiveness in organization and content and their employment of sound mechanics and usage utilizing a rubric. Students must complete all essays, participate regularly on the Discussion Board and finish other assigned work in order to earn a passing grade.

At the conclusion of the course, a passing student will be able to:

• understand that writing is a process that often involves pre-writing, drafting, discussion and other forms of response to multiple drafts, revision and editing.
• discover and develop strategies for identifying audience and purpose, focusing information into a coherent point, and choosing appropriate rhetorical modes and strategies to convey that point to the intended audience.
• write well-organized paragraphs that make a point and develop a sense of structure in prose.
• develop strategies for writing effective, correct sentences and learn to edit a draft so that its prose becomes clear and more effective.

Attendance/Postings

Attending class includes both posting homework assignments through Assignments on time AND active, substantial participation in online discussion and activities. You will need to post at least twice a week, on two separate days. By Monday at 7am, all new assignments will be posted, therefore all homework is due by Sunday at midnight. Students who miss more than two weeks of postings will not pass this course.

Please e-mail me if you are experiencing hardship or emergency – you may be able to make up that week’s homework for partial credit. Otherwise, I will not accept any late assignments/papers.
Remember – your words are how we know you. Please show respect for your readers and classmates (and instructor!)

**Plagiarism**

The purpose of this course to help students develop their own thinking and writing skills. Plagiarism is the intentional or unintentional use of someone else’s material, ideas or words. Part of our focus will be on learning how to avoid unintentional plagiarism. It will not be tolerated in any form. All plagiarized papers will receive an F and the student may be referred to the academic dean for disciplinary action.

**Tentative Course Schedule**

Week 1: Introduction, logistics, the basic essay

Week 2: The Writing Process

Week 3: Begin Narration/Description

Week 4: Narration/Description Rough Draft due (Peer Editing)

Week 5: Narration/Description final draft due
    Begin Process Analysis

Week 6: Process Analysis Rough Draft due (Peer Editing)

Week 7: Process Analysis Final Draft due

Week 8: Begin Comparison/Contrast

Week 9: Comparison/Contrast rough draft due

Week 10: Comparison/Contrast final draft due
    Summary/Paraphrase

Week 11: Citation Workshop

Week 12: Spring Break – No Class

Week 13: Begin Argumentation/Persuasion

Week 14: Revision
    Argumentation/Persuasion rough draft due

Week 15: Combining Patterns

Week 16: Wrap Up
    Argumentation/Persuasion Final Draft Due