



SAINT LOUIS UNIVERSITY
MADRID

ENGL 1900 M04: Advanced Strategies of Rhetoric and Research
ENGL 1920 M04: Advanced Writing for Professionals
Spring 2018

Class Days and Time: TR, 17:30-18:45

Prerequisite(s): English 1500 (or equivalent)

Instructor: Chiara Luis, Ph.D.

Office: SIH 319

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Classroom: PRH 7

Credit(s): 3

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Office Hours: Thursday 14:00-15:00 and by appointment

Course Description: On this course you will identify, design, research, and create a **rhetorical project**. This project will grow out of the reading and research you will do over the course of the semester. Throughout the course you will complete the various stages of this project that will allow you to intervene productively into the problem or issue you have identified. By the end of the course, you will be an expert in the particular situation that concerns you, and you will be able to craft persuasive messages that will allow you to intervene in that situation. This rhetorical project is the key to the course. It is *not* a standard-issue research paper, which is often written for no audience other than the teacher. Instead, this project must be geared toward a particular purpose, audience, and context.

Course Goals and Student Learning Outcomes: After completing the course, you will be able to:

1. *Write* and *design* persuasive messages for specific purposes, audiences, and contexts.
2. *Analyze* messages and arguments using a sophisticated rhetorical vocabulary.
3. *Summarize*, *paraphrase*, and *quote* appropriate research sources accurately and fairly.
4. *Evaluate* their own compositions and rhetorical choices.

E-mail: Campus and course announcements will often be handled by e-mail. Students should check their “@slu.edu” e-mail regularly.

Required Texts and Materials:

1. The Purdue OWL (Online Writing Lab): <https://owl.english.purdue.edu/owl/>
2. Course Blackboard Page: You are expected to print out homework and reading materials.

Course Requirements and Grading Rationale/System:

- 10% participation and preparation (readings, peer reviews, debates, lab days)
- 20% Argument/Persuasive paper & Summary and Critique paper
- 30% Dissoi Logoi paper
- 10% Statement of Purpose
- 20% Multimodal Argument & Process Paper
- 10% Evaluation Argument

GOALS FOR WRITING AN EXCELLENT 1900/1920 PAPER

(in order of importance, thus the first three are essential)

1. **Interesting, original thesis**, well-supported through evaluation of arguments for and against the thesis
2. **Clear, logical organization**, well-expressed in strong topic sentences, paragraphs, conclusions, and transitions
3. **Fair, skillful presentation of material from other sources**, including proper annotation of these sources
4. **Coherent paragraphs** that develop one idea of manageable length in a logical order
5. **Precise, vivid, effective language**, including varied sentence structure and vocabulary
6. **Careful proofreading** to eliminate mechanical errors

Each piece of graded work will be assessed using adaptations of this scale (according to the specific rubrics for each assignment):

- | | | |
|-----------|----------|---|
| A | 3.9-4.0 | High intellectual initiative and achievement (work constantly and consistently goes beyond the given, shows informed risk-taking, adds new perspectives) |
| A- | 3.6 -3.8 | High intellectual initiative and achievement (work usually goes beyond the given, shows informed risk-taking, adds new perspectives) <ul style="list-style-type: none">• A papers must achieve points 1-5 with great competence. Sloppiness in points 4-5 prevents papers from earning an A. |
| B+ | 3.2-3.5 | Above average and approaching high achievement (work goes beyond the given, shows some risks, adds something new) |
| B | 2.9-3.1 | Above average (work goes beyond the given, shows solid initiative) |
| B- | 2.6-2.8 | Above average (work sometimes goes beyond the given, shows some initiative) <ul style="list-style-type: none">• B papers are usually missing one or more of Points 1-3, but excel in the other areas (e.g., a paper with a strong, interesting thesis and good evidence that struggles with organization). Severe problems with Points 4-5 may prevent a paper from earning a B. |
| C+ | 2.2-2.5 | Slightly above average (work meets basic requirements, shows some initiative) |
| C | 1.9-2.1 | Acceptable performance (work is as required but does not show effort or initiative) |
| C- | 1.6-1.8 | Slightly below average (work is sometimes less than expected) <ul style="list-style-type: none">• C papers usually lack two of Points 1-3 or achieve all 3 at a mediocre level. |
| D | 0.6-1.5 | Minimum passing grade; achievement of questionable acceptability. <ul style="list-style-type: none">• D papers lack or are very weak in Points 1-3, struggle with Points 4-5, and lack any flashes of insight or excellence to compensate. |
| F | 0.0 -0.5 | Failure. <ul style="list-style-type: none">• F papers are devoid of ideas, partly or completely copied, or still unwritten. Points 4-5 play a significant role in borderline grades. |

DO NOT PLAGIARIZE!*

PLAGIARISTS CHEAT THEMSELVES OF THE EDUCATION THEY DESERVE, BETRAY THEIR CLASSMATES, AND FAIL TO RESPECT THEIR PROFESSORS.

*If you feel tempted to plagiarize due to time pressure or lack of confidence in your own ability, DON'T. Come talk to me. We will work something out. Once you have plagiarized, it is too late to negotiate. You will fail the assignment and possibly the course.

Collection of Student Work for Assessment: Saint Louis University – Madrid Campus is committed to excellent and innovative educational practices. In order to maintain quality academic offerings and to conform to relevant accreditation requirements, the Campus regularly assesses its teaching, services, and programs for evidence of student learning outcomes achievement. For this purpose anonymized representative examples of student work from all courses and programs is kept on file, such as assignments, papers, exams, portfolios, and results from student surveys, focus groups, and reflective exercises. *Thus, copies of student work for this course, including written assignments, in-class exercises, and exams may be kept on file for institutional research, assessment and accreditation purposes.* If students prefer that Saint Louis University – Madrid Campus does not keep their work on file, they need to communicate their decision in writing to the professor.

COURSE POLICIES

1) Attendance Policy: Unexcused absences and lateness will lower your grade as follows:

- More than 3 unexcused absences or persistent lateness will result in your **grade being lowered** by one +/- grade for every additional absence.
- Accumulating more than 6 absences (excused **or** unexcused) results in **automatic failure of the class.**
- Arriving more than 5 minutes late twice counts as an absence.

The only “excused” absences are serious documented illness and documented residency appointments.

For both excused and unexcused absences, you are responsible for the material covered and for making up work missed.

2) Class Assignments: You should read the assigned texts carefully and critically before class. Please come with questions, observations, and ideas to share. All papers are to be typed and printed. Thoughtful listening and engagement of ideas discussed in class is essential to our learning community.

3) Late Paper Policy: The assignment schedule states when papers are due. Late papers will drop one half letter grade (for example, from a B+ to a B) per class late. Always contact me before an assignment is due if you anticipate a problem in order to discuss the possibilities of handing the paper in late. All written assignments must be completed in order for you to pass the course.

4) Writing Help: The English Writing Center provides students with help in writing. They will review TYPED draft material to help you improve any aspect of a paper you wish to work on. You can sign up for an appointment online on the English Department webpage or drop in and wait your turn. Be sure to take a copy of the paper assignment to your tutorial if you have one. The English Department webpage posts the hours of EWAC and a series of links to *online writing resources*, including research resources and style and documentation guides.

5) Academic Honesty and Plagiarism Policy: Because cheating, falsification, and plagiarism are serious academic offenses, because you cheat yourself of the education and self-development you deserve, and because

my experience has taught me that offenders who are not punished often repeat, I am merciless in pursuing plagiarism.

Sanctions for violations of academic integrity include an F (grade of 0) on the assignment for a first occurrence and an F for the course in the case of further occurrences, with the possibility of further disciplinary action taken by the University. We will discuss plagiarism and review Saint Louis University's policies on academic integrity further during our first class meeting and in the class about writing about literature. In writing up research, it is important to be careful about citing all exact words, as well as ideas, taken from outside sources. *Always* cite your sources, and do not hesitate to ask me if you are in doubt about how to cite your sources properly.

6) English Department Plagiarism Statement: In the instance of a suspicion of plagiarism or other form of academic dishonesty it should be remembered that the instructor has the right to require the student to prove (by quiz, interview, or other means) that they are the author of submitted work. Inability to do so will result in a report to the committee for academic dishonesty.

7) University Statement on Academic Integrity: Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is "the pursuit of truth for the greater glory of God and for the service of humanity." Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care and community service via which SLU embodies its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern.

The governing University-level Academic Integrity Policy can be accessed on the Provost's Office [website](#). Additionally, SLU-Madrid has posted its academic integrity policy online: <http://www.slu.edu/madrid/academics>. As a member of the University community, you are expected to know and abide by these policies, which detail definitions of violations, processes for reporting violations, sanctions and appeals.

The professor will review these matters during the first weeks of the term. Please direct questions about any facet of academic integrity to your faculty, the chair of the department of your academic program, or the Academic Dean of the Madrid Campus.

8) University Title IX Statement: Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual misconduct (e.g. sexual assault, sexual harassment, stalking, domestic or dating violence), we encourage you to report this to the University. If you speak with a faculty member about an incident of misconduct, that faculty member must notify SLU's Title IX deputy coordinator, Marta Maruri, whose office is located on the ground floor of Padre Rubio Hall, Avenida del Valle, 28 (mmaruri@slu.edu; 915-54-5858, ext. 213) and share the basic fact of your experience with her. The Title IX deputy coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

If you wish to speak with a confidential source, you may contact the counselors at the SLU-Madrid's Counseling Services on the third floor of San Ignacio Hall (counselingcenter-madrid@slu.edu; 915-54-5858, ext. 230) or Sineus Multipletherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sineus.es; 917-00-1979). To view SLU-Madrid's sexual misconduct policy and for resources, please visit the following web address: <http://www.slu.edu/Documents/Madrid/campus-life/SLUMadridSexualMisconductPolicy.pdf>.

9) Students with Special Needs: In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support

student success are available on campus. Students who think they might benefit from these resources can find out more about:

- Course-level support (e.g., faculty member, departmental resources, etc.) by asking your course instructor.
- University-level support (e.g., tutoring/writing services, Disability Services) by visiting the Academic Dean's Office (San Ignacio Hall) or by going to <https://www.slu.edu/madrid/academics/student-resources>.

Students with a documented disability who wish to request academic accommodations must contact Disability Services to discuss accommodation requests and eligibility requirements. Once successfully registered, the student also must notify the course instructor that they wish to access accommodations in the course. Please contact Disability Services at disabilityservices-madrid@slu.edu or +915 54 58 58, ext. 230 for an appointment. Confidentiality will be observed in all inquiries. Once approved, information about the student's eligibility for academic accommodations will be shared with course instructors via email from Disability Services. For more information about academic accommodations, see "Student Resources" on the SLU-Madrid webpage.

Note: Students who do not have a documented disability but who think they may have one are encouraged to contact Disability Services.

COURSE SCHEDULE (Note: readings are tentative and may change)

Week 1

Wednesday, January 10 *First Day of Classes*

Thursday, January 11 Introduction to course
Diagnostic Essay

Week 2

Tuesday, January 16 **Read:** 1) *Purdue OWL* General Writing: The Writing Process – EXCEPT Stasis Theory and Reverse Outlining

2) Malcolm Gladwell, “Small Change: Why the revolution will not be tweeted,” *The New Yorker* 04 Oct. 2010.¹

3) Marilynne Robinson, “Fear,” *The New York Review of Books* 24 Sept. 2015.²

Thursday, January 18 **Read:** 1) *Purdue OWL* Academic Writing: From “The Rhetorical Situation” through “Essay Writing”

2) Barbara Kingsolver, “Lily’s Chickens,” *Small Wonder* (New York: HarperCollins, 2002) 109-130.

¹ Online access: <https://www.newyorker.com/magazine/2010/10/04/small-change-malcolm-gladwell>

² Online access: <http://www.nybooks.com/articles/2015/09/24/marilynne-robinson-fear/>

Sunday, January 21

***Last Day to Drop a Class without a Grade W and/or Add a Class;
Last Day to Choose Audit (AU) or Pass/No Pass (P/NP) Options***

Week 3

Tuesday, January 23

Read: 1) *Purdue OWL* Stasis Theory
→ **Stasis Theory Exercise due**

Peer review: Argumentative/Persuasive paper
→ **Bring a 2-3-page draft of the
argumentative/persuasive paper**

Thursday, January 25

Argumentative/Persuasive paper due (4-5 pages)

Read: *Via* article and subject-area writing guide for field of article

Friday, January 26

Holiday – University Closed

Week 4

Tuesday, January 30

Research Topic worksheet due (except last section)

Computer Lab – *SLU databases* (Class meets in computer lab)

Thursday, February 1

Two article summaries due (no credit if late)

Computer Lab – *Citation format* (Class meets in computer lab)

Read: Citation resource for citation format of your research topic

Week 5

Tuesday, February 6

Summary and Critique paper due (2-3 pages)

Introduction to Dissoi Logoi

Read: Susan Glaspell, “A Jury of Her Peers” (1917), *The Vintage Book of American Women Writers*, ed. and introd. Elaine Showalter (New York: Vintage, 2011) 536-555.

Thursday, February 8

Dissoi Logoi Roundtable Discussion/Debate

Read: Carol Gilligan, “Women’s Rights and Women’s Judgment,” *In a Different Voice: Psychological Theory and Women’s Development* (Cambridge, MA: Harvard UP, 1993) 128-150.

Week 6

Tuesday, February 13

Peer review: Dissoi Logoi first draft
→ Bring a 4-page draft of the Dissoi Logoi paper

Transitioning the reader
Doing the Works Cited or References page

Thursday, February 15

Dissoi Logoi second draft due (7 pages)

Incorporating other modes of representation (e.g., charts, graphs, images)

Week 7

Tuesday, February 20

Midterm Portfolio due

Effective Style: Micro-level revision 1

Read: *Purdue OWL Academic Writing: From “Conciseness” through “Active and Passive Voice”*

Thursday, February 22

Winter Break – No Classes

Friday, February 23

Winter Break – No Classes

Week 8

Tuesday, February 27

Individual Conferences

Midterm grades are due

Thursday, March 1

Individual Conferences

Individual Conferences: We do not meet as a class. Conferences are in my office, not in the classroom.

- 1) Pick up your commented Dissoi Logoi draft and read the comments – no conference unless you have read through the comments!
- 2) Come to the conference having read through the comments, and bring a summary of your questions about the comments and goals of what to work on.
- 3) Bring the reverse outline of the Dissoi Logoi paper (*Purdue OWL, General Writing: The Writing Process* – “Reverse Outlining”)

Week 9

Tuesday, March 6

Dissoi Logoi final draft due (8-10 pages)

Read: J. Anthony Blair, “The Rhetoric of Visual Arguments,”
Defining Visual Rhetorics, ed. Charles A. Hill and Marguerite H. Helmers (London: Lawrence Erlbaum, 2004) 41-61.

Thursday, March 8

Visual rhetoric for advocacy

Read: Dale Jacobs, "Beyond Visual Rhetoric: Multimodal Rhetoric and Newspaper Comic Strips," International Journal of Comic Art 9.1 (2007): 502-514.

*Locate materials for visual argument

Friday, March 9

Last day to withdraw from course with a W

Week 10

Tuesday, March 13

Workshop: Writing a statement of purpose

Rhetorical analysis of a multi-modal text

Thursday, March 15

Peer review: Statement of Purpose
→ **Bring a 1-2-page draft of the statement of purpose**

Examples of multi-modal strategies
Criteria for ethical use of nonverbal media

Week 11

Tuesday, March 20

Statement of Purpose due (2-3 pages)

Draft plan of multimodal argument

Thursday, March 22

Peer review: Multimodal Argument

March 26 – 30

Semana Santa – No Class

Week 12

Tuesday, April 3

Individual Conferences

Thursday, April

Individual Conferences

Week 13

Tuesday, April 10

Workshop: Writing the Process Paper

Thursday, April 12

Peer review: Process Paper
→ **Bring a 1-2-page draft of the process paper**

Week 14

Tuesday, April 17	Multimodal Argument (including Process Paper) due Preparing oral presentations: highlights of multimodal argument
Thursday, April 19	Oral Presentations on Multimodal Argument

Week 15

Tuesday, April 24	Oral Presentations on Multimodal Argument
Thursday, April 26	Oral Presentations on Multimodal Argument

Week 16

<i>Tuesday, May 1</i>	<i>International Workers' Day – No Class</i>
<i>Wednesday, May 2</i>	<i>Dos de Mayo, Madrid Holiday – No Class</i>
Thursday, May 3	Preparing the Evaluation Argument & Final Portfolio
<i>Friday, May 4</i>	<i>Final Exams Begin</i>

MONDAY MAY 7TH 15:30-18:30 Evaluation Argument and Final Portfolio due

Sunday, May 13 *Final grades are due*