



SAINT LOUIS UNIVERSITY
MADRID

ENG 1900 M01 Advanced Strategies of Rhetoric and Research
ENG 1920 M01 Advanced Writing for Professionals
Spring 2018

Class Days and Time: MWF, 11:00-11:50

Classroom: PRH 14

Prerequisite(s): English 1500 or placement by department

Credit(s): 3

Instructor: Roswitha Zahlner Casmier, Ph.D.

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Office: Padre Rubio 1st floor, ML & ESL Office.

Office Hours: Tuesday and Thursday 2-4 pm. Monday and Friday by appointment.

Course Description: Effective academic essays contribute original ideas to a community of thinkers and researchers who understand how knowledge is constructed in that field. This course teaches the skills to write such essays. We will build the skills specific to integrating research into argument in different disciplines: analytical reading, critical thinking, research methodology, documentation styles, and interpreting the persuasive acts created through combinations of text and image (and other semiotic modes of representation). The rhetorical assignments provide opportunities to produce work of increasing complexity for multiple audiences, and to elucidate how texts for different audiences/purposes call for variation in design choices.

1920 students write their multimodal argument paper in their major field with emphasis on methods of research, argumentation, organization, and documentation specific to scholarly writing in that field.

Student Learning Outcomes:

After completing the course, students 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.

Grading:

10% Participation and preparation of readings

20% First argument paper and Summary and Critique paper, as part of the midterm portfolio.

- 30% Dissoi Logoi paper (as part of final portfolio)
- 10% Statement of purpose
- 20% Multimodal argument + process paper + presentation
- 10% Evaluation argument + final portfolio

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

Required Texts and Materials:

- 1) *The Purdue Owl (Online Writing Lab)*: <https://owl.english.purdue.edu/owl/>
- 2) *Blackboard Course Site*. Since the course does not require an expensive textbook, it is your responsibility to make sure you can access, read, prepare and print the documents on Blackboard if needed.

GOALS FOR WRITING AN EXCELLENT 1900/1920 PAPER
(in order of importance, thus the first three are essential)

- **Interesting, original thesis**, well-supported through evaluation of arguments for and against the thesis
- **Clear, logical organization**, well-expressed in strong topic sentences, paragraphs, conclusions, and transitions
- **Fair, skillful presentation of material from other sources**, including proper annotation of these sources
- **Coherent paragraphs** that develop one idea of manageable length in a logical order
- **Precise, vivid, effective language**, including varied sentence structure and vocabulary
- **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)
 - 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)
- **B** papers are usually missing one of Points 1-3 or more than one 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)
- **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.
- **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.
- **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.

COURSE POLICIES

Attendance Policy: Unexcused absences and lateness will lower a student's 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 7 absences (excused **or** unexcused) results in **automatic failure of the class**.
- Arriving more than 10 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.

Class assignments: Students 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.

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 the WC and a series of links to *online writing resources*, including research resources and style and documentation guides.

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 and discuss the possibilities of handing the paper in late. All written assignments must be completed in order for you to pass the course.

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

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.

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](https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies) at: <https://www.slu.edu/the-office-of-the-provost/academic-affairs-policies>. 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.

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.

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 Sinews Multiplettherapy Institute, the off-campus provider of counseling services for SLU-Madrid (www.sinews.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/campuslife/SLUMadridSexualMisconductPolicy.pdf>.

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 <http://www.slu.edu/madrid/learning-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.

SPRING 2018 SCHEDULE OF ASSIGNMENTS

ELEMENTS OF A RESEARCH PAPER

Week 1

- Wednesday, January 10 Introduction
Diagnostic Essay
- Friday, January 12 *Read: Purdue Owl* 1) General Writing: “Writing Process”
except Stasis Theory & Reverse Outlining
2) First half of Clifford Geertz’s “Deep Play: Notes on the
Balinese Cock Fight.”

SCHOLARLY DIALOGUE: COMMON GROUND & DEBATE

Week 2

- Monday, January 15 *Read:* 1) Second half of Clifford Geertz’s “Deep Play:
Notes on the Balinese Cock Fight” 2) *Purdue Owl* section
Academic Writing, from beginning through “Essay
Writing.”
Complete Geertz worksheet
- Wednesday, January 17 *Read:* 1) Brenda Suhan, “The Disproportionate Impact of
Domestic and Intimate Partner Violence on Black Women
as an Intersection of Racism and Sexism;” 2) *Purdue Owl*,
“Writing Process” section on Stasis Theory
- Friday, January 19 *Read:* 1) Bandy Lee, “Causes and Cures III: The
Psychology of Violence;” 2) José María Gómez et al., “The
phylogenetic roots of human lethal violence”
- Sunday, January 21* ***Last Day to Drop a Class Without a Grade of W and /or
Add a Class, choose Audit (AU) or
Satisfactory/Unsatisfactory (S/U) Options***

Week 3

- Monday, Jan. 22 Stasis theory exercise due.
Peer review: Bring 2-3 p. of draft of first argument paper
- Wed., Jan. 24 **First argument paper due, 4-5 p.**
Read: *Via* article and subject-area writing guide for field of
article

Complete *Via* worksheet

Friday, Jan. 26

Holiday: University closed.

WRITING IN DIFFERENT DISCIPLINES

Week 4

Class meets in Computer Lab – whole week

Monday, Jan. 29

SLU databases
Two article summaries due (no credit if late)

Wednesday, Jan. 31

Research topic worksheet (except last section)
Two article summaries due (no credit if late)

Friday, February 2

Citation format
Two article summaries due (no credit if late)
Rewrite of first paper due

THE RESEARCH PROCESS

Week 5

Monday, Feb. 5

Introduction to Dissoi Logoi
Read: N. Katherine Hayles “Hyper and Deep Attention” +
do worksheet. Sherry Turkle and Stefana Broadbent on
being connected

Wednesday, Feb. 7

Summary and critique paper due, 2-3 p.
Prepare Dissoi Logoi notes / outline.
Dissoi Logoi group debates. Prepare debate summary.

Friday, Feb. 9

Bring Dissoi Logoi rough draft. Peer review.

Week 6

Monday, Feb. 12

Revised draft of Dissoi Logoi due (7 pages)
Transitioning your reader; doing the Works Cited or
References page.

Wednesday, Feb. 14

Incorporating other modes of representation (charts, graphs,
images)
Registration begins for Summer 2018

Individual Conferences. We do not meet as a class. Conferences are in my office, not in the classroom. Pick up your commented Dissoi Logoi draft and read the comments—no conference unless you have read through the comments!

Come to conference having read through comments, with summary of your questions about the comments and goals of what to work on.

Bring reverse outline of paper (*Purdue Owl*, Writing Process, “Reverse Outlining”)

Friday, Feb. 16 *Individual conferences*

Week 7

Monday, Feb. 19 *Individual conferences*
Reviewing and preparing your midterm portfolio.

Wednesday, Feb. 21 **Midterm portfolio due.**
Midterm reflection (computer lab)

Thursday and Friday,
Feb. 22 + 23 ***Winter break – no classes***

PREPARING THE MULTI-MODAL ARGUMENT

Week 8

Monday, Feb. 26 Dissoi Logoi reading.

Tuesday, Feb. 27 *Midterm grades are due.*

Wednesday, Feb. 28 Reading: J. Anthony Blair “The Rhetoric of Visual Argument” (first part) + worksheet. Visual argument;

Friday, March 2 Reading: J. Anthony Blair “The Rhetoric of Visual Argument” (second part) + worksheet
Dissoi Logoi due (8-10 pages)

VISUAL ARGUMENT

Week 9

Monday, March 5 Visual rhetoric for advocacy.
Read Dale Jacobs “Beyond Visual Rhetoric: Multimodal Rhetoric and Newspaper Comic Strips” + worksheet
Locate materials for visual argument.

Wednesday, March 7 Workshop: Writing a Statement of Purpose. Statement of purpose should identify position, sources/evidence, projected audience, best “modes” to use to communicate one’s purpose, counterarguments and limitations to be addressed
50th anniversary campus party!

Friday, March 9 Rhetorical analysis of a multi-modal text.
Examples of multimodal strategies, criteria for ethical use of nonverbal media.
Last day to withdraw from a class with a W

Week 10

Monday, March 12 Bring draft of statement of purpose. Peer review.

Wednesday, March 14 **Statement of Purpose due.**

Friday, March 16 Nature and functions of sources in different media.
Draft plan of multimodal argument.

Week 11

Monday, March 19 *Individual Conferences in my office—no meeting as a class. Pick up and read through your statement of purpose. Be prepared to discuss your multi-modal argument plan in detail.*

Wednesday, March 21 *Individual conferences*

Friday, March 23 *Individual conferences*

Monday, March 26 – 30: Spring (Semana Santa) break. No classes.

Week 12

Monday, April 2 Effective Style: Micro-level revision 1
Read: Purdue Owl, Academic Writing sections “Conciseness” through “Active and Passive Voice”

Wednesday, Apr. 4 Peer review of multimodal argument.

Registration begins for Fall 2018

Friday, Apr. 6 Polishing the multi-modal argument.

Week 13

Atlas Week

“From Broken Walls We Build Bridges.”

Monday, Apr. 9

Workshop: Writing the Process Paper

Wednesday, Apr. 11

Putting it all together. Draft Process paper.

Friday, Apr. 13

Peer review of process paper

Week 14

Monday, Apr. 16

Last touches

Wednesday, Apr. 18

Turn in multi-modal assignment. Preparing oral presentation of highlights. **Polished process paper due.**

Friday, Apr. 20

Oral Presentations on Multimodal argument.

Week 15

Monday, Apr. 23

Oral Presentations on Multimodal argument.

Wednesday, Apr. 25

Oral Presentations on Multimodal argument.

Friday, Apr. 27

Oral Presentations on Multimodal argument.

Week 16

Monday, Apr. 30

Preparing the Evaluation Argument and Final Portfolio.

Tuesday, May 1

International Workers’ Holiday.

Wednesday, May 2

Dos de Mayo, Madrid Holiday.

Friday, May 4

Final Exams begin

TUESDAY, MAY 8TH

9-11 a.m. Hand in Evaluation Argument as guide to final portfolio. 2-3 pages.