
ENGL 1030: COMPOSITION AND RHETORIC

SPRING 2021, ASYNCHRONOUS AND ONLINE

SECTIONS: 418 AND 419

INSTRUCTOR INFORMATION

Instructor

Lindsay Scott

Email

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Office Hours

TW 11-12:30PM
(via Zoom/other virtual options, or appointment)

COURSE DESCRIPTION

ENGL 1030 – Composition and Rhetoric, or First Year Composition (FYC), is one of the core General Education requirements at Clemson University. This course will prepare you for college-level writing focused in print and digital platforms.

Note: This semester poses both advantages and disadvantages with its asynchronous format. My goal for this course is to make sure everyone has a comfortable learning environment, while staying engaged with material and becoming confident in your creativity.

COURSE OBJECTIVES

Below are a few course objectives:

- To develop/improve critical thinking skills essential for college-level reading and writing.
- To understand and effectively analyze the presence of rhetoric in texts, visuals, and spaces—both physical and digital.
- To craft effective arguments in multimodal and textual composition.
- To develop intellectual curiosity about current issues while carefully analyzing stakeholders' rhetorical motives and strategies.

For more details about the learning outcomes in FYC, follow this [link](#).

REQUIRED MATERIALS



The Digital Writer by Sean Morey



Laptop/Wi-Fi



Canvas



Email



Instructor-Provided Materials

ASSIGNMENTS

We'll begin the semester by focusing on how public spaces/structures make arguments. We will then move into reading and writing about historical debates by examining how prominent arguments shape understandings of public controversies and how stakeholders address (or don't address) their audiences and opponents. Finally, we will use both our rhetorical and research skills gained during the semester to compose an argument about the controversies we've been studying.

We will have three major assignments this semester:

1. Landmark Analysis
2. Mapping the Controversy
3. Position Statement and Reflection

These assignments are meant to focus on Clemson's campus and history. Due to the nature of our asynchronous off-campus class, it is not required that you use Clemson as your subject (especially since some of you still may not have access to campus). If you are more comfortable using your hometown as a subject, feel free to do so.

Along with the above assignments, there will also be weekly writing assignments and discussion posts. Assignments will be turned in every Monday by 11:59PM in Canvas.

Please consult the "Assignments" document in our Canvas "Welcome" module for assignment descriptions and supplemental information.

EVALUATION

In this class, we will be using a points and percentage-based grading scale to determine your final course grade. You'll be required to improve your writing over the course of the semester. You'll write regularly, get feedback from me, revise your work, and respond to your colleagues' writing. If you turn in all of the major assignments, required revision, and most of the weekly writing/discussions, you will receive at least a C.

LANDMARK ANALYSIS (20%)

In this assignment, you will choose a specific landmark and analyze and reflect on its rhetorical impacts. Think about how the physical structure or space affects the community surrounding it.

MAPPING THE CONTROVERSY (25%)

In this assignment, you will analyze the debate around a specific controversy in the community you are researching. The controversy you choose may be connected to issues you discussed in the Landmark Analysis.

POSITION STATEMENT (25%) AND REFLECTION (5%) [TOTAL: 30%]

In this assignment, you will take a position on the controversy you examined in the Mapping the Controversy project. You will design an argument to persuade a very narrow, community-specific audience to believe or do something related to this controversy. The reflection will explain the rhetorical strategies you used in your Position Statement and why they were appropriate for this topic and audience.

WEEKLY WRITING ASSIGNMENTS (10%)

Each week you will compose an assignment related to what we've covered that week, based on a prompt provided by me. For instance, if we cover rhetorical devices, you may be asked to create a MEME based on the rhetorical device "enthymeme." (Yes, we will be doing that assignment later in the semester.)

DISCUSSION RESPONSES (15%)

We will be using the Canvas discussion board as a space for class participation. Discussions posts and subsequent responses should be at least 100 words. To receive credit for weekly participation, you must write your own post and respond to two of your classmates' posts.

For more details on these assignments, see the "Assignments" document in our Canvas Welcome module.

COURSE POLICIES

This semester is going to be both challenging and fun. The pandemic we are facing is forcing everyone to change and adapt in new ways, especially when it comes to creating a productive and positive educational experience. For all our benefits, I will attempt to develop a routine for this course. My hope is to provide a safe and comfortable learning environment while we simultaneously stay productive and manage our time well. I strongly suggest creating a weekly schedule to disperse your workload evenly throughout the semester.

Here is a little of what you can expect from me:

- *Engagement:* Videos and readings will be posted on Mondays. I plan to upload modules weekly. I may upload modules in advance—when this occurs, students can expect an email from me detailing our progress.
- *Participation:* All assignments will be due on Mondays by 11:59PM. Major assignment checkpoints may be due on different days.

INCLUSION STATEMENT

I understand students have different learning styles. Some students may process information easier through reading, while others may process information visually. I am working to design inclusive assignments and activities, so if you have learning needs I haven't anticipated, please let me know. I'll do my best to make accommodations for you. If you do not have a documented disability, remember that other [support services](#), including the [Writing Center](#) and [library services](#), are available to all students.

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary

injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. **Students who experience a barrier to full access to a class should let the professor know and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible.**

To make an appointment with Student Accessibility Services:

- Call 864-656-6848
- Email studentaccess@lists.clemson.edu

Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student's responsibility to follow this process each semester. You can access further information here:

<http://www.clemson.edu/campus-life/campus-services/sds/>.

ATTENDANCE

This is an asynchronous class with no scheduled meetings. If illness or other circumstances are affecting your ability to participate in course activities, please consult with me as soon as possible to make alternate arrangements.

LATE WORK

I accept late work up to 24 hours after the original deadline, but

- Please let me know BEFORE the due date that it will be late. (If you don't do this, I will not accept the assignment.)
- There must be a good reason for not turning in an assignment on time (i.e., "I forgot" is not an excuse).
- I'll assess the assignment with the next assignment that comes in, so you might have to wait a little longer than usual to get feedback.
- Comments will be more minimal, but I'm glad to provide more detail about feedback in office hours or by appointment.
- You may receive a grade deduction penalty.

Extensions: I am glad to offer extensions whenever the semester schedule and my workload makes it possible. If you need an extension, please ask. With extensions, I can often offer you more than 24 hours to submit your late work.

Revisions: Revision is an essential part of the writing process. People who write professionally in any capacity—writing grant proposals, writing essays, writing technical manuals—revise to ensure that they are doing their best work.

- You must revise **one** of the major assignments (Landmark Analysis, Mapping the Controversy, or Position Statement and Reflection).
- You may revise **two** of the major assignments.
- Revision grades will replace the original grade you received on the assignment, unless the revision grade is worse.
- Students who do not complete at least one revision of a major assignment will receive a 5-point deduction on their final grade.

ACADEMIC INTEGRITY AND PLAGIARISM

One of the goals of ENGL 1030 is to help you identify credible sources and effectively and ethically integrate them into your work. We'll talk about how to avoid plagiarism (when someone presents another person's words, visuals, or ideas as his/her own), and I'll share resources for appropriate documentation. If you aren't sure how to cite something or whether you are citing something correctly, **please ask**. Turning in work done for another class may also constitute plagiarism, so talk to me if you are thinking about adapting an older project. For more information about plagiarism and other academic integrity violations, see [the Clemson Undergraduate Catalog](#).

CAMPUS EMERGENCIES

Clemson University is committed to providing a safe campus environment for students, faculty, staff, and visitors. As members of the community, we encourage you to take the following actions to be better prepared in case of an emergency:

- Ensure you are signed up for emergency alerts (<https://www.getrave.com/login/clemson>)
- Download the Rave Guardian app to your phone (<https://www.clemson.edu/cusafety/cupd/rave-guardian/>)
- Learn what you can do to prepare yourself in the event of an active threat (<http://www.clemson.edu/cusafety/EmergencyManagement/>)

INCLEMENT WEATHER/POWER OUTAGE/UNIVERSITY CLOSURE

In the event of disruptive inclement weather, power outage, or a complete university closure, I will adjust due dates for upcoming assignments. Please check your email for updated due date information in the event of a university closure.

CLEMSON UNIVERSITY TITLE IX STATEMENT

Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>.

MANDATED REPORTING

Please be aware, that as an employee of Clemson University, I am a mandated reporter, which means that if a student discloses an instance of sexual assault or harassment to me, I am required to report it to the university.

If you experience or have experienced sexual harassment or assault, and you want to discuss with someone who can keep it confidential, you can contact the RAINN hotline at 1-800-656-4673, or chat. You can also contact counselors at [CAPS](#), at Redfern, who are not mandated reporters for instances of sexual assault or harassment.