

ENGL 104: Rhetoric and Composition

Fall 2019

Section 506: Sunday, Tuesday, Thursday 10:00-10:50 QENG 117

Dr. Amy Hodges

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Office hours: 14:00-15:00 UTR, 10:00-12:00 M

TAMUQ Course Description

Focus on referential and persuasive researched essays through the development of analytical reading ability, critical thinking and library research skills.

TAMU Learning Outcomes/Course Objectives

- Construct persuasive academic essays appropriate to the subject, occasion, and audience that implement key rhetorical concepts related to critical thinking.
- Synthesize scholarly research, employ analytical reading skills to compose persuasive arguments, and demonstrate personal responsibility by ethically citing sources.
- Collaborate with other students in groups to improve critical thinking and writing skills.
- Revise and edit to achieve clarity; meet the standards of appropriate style and conventions of edited global English, including grammatical correctness, appropriate word choice (diction), usage, clear and concise sentence structure, and punctuation.

Learning Objectives for our ENGL 104 Community in Section 506

- We will reflect on our own experiences of reading and writing, and we will thoughtfully consider the experiences of our classmates and others we know.
- We will collect, analyze, and report on primary data from a community.
- We will read and evaluate academic research about reading, writing, and our chosen communities.
- We will articulate our own position on an issue facing our communities, will evaluate the relevant claims of others in academic and popular conversations on that issue, and will accomplish both of those goals in a document with attention to audience, genre, style, and other conventions, such as citing and documenting sources.
- We will develop flexible strategies for reading, drafting, reviewing, collaborating, revising, rewriting, rereading, and editing in both digital and print environments.

TAMUQ Writing Program Statement

Although ENGL 104 instructors agree on the importance of having freedom in the individual classroom, as a group, we generally also agree on the following shared values in first-year writing:

- Writing for multiple audiences (which typically necessitates multiple genres)
- Practicing analysis of rhetorical situation, sources, etc.
- Conducting secondary research using online and library resources
- Synthesizing information, putting sources into dialogue
- Writing as an iterative process
- Reflecting and learning/transfer through metacognition
- Conceiving of and enacting collaboration in a broad spectrum of ways

Required Textbook

Sunstein, B. & Chiseri-Strater, E. (2012). *FieldWorking: Reading and writing research*. 4th ed. Boston: Bedford/St. Martins.

Additional required readings will be provided via email or the class WhatsApp group. Students will be expected to conduct primary research in the field and secondary research using TAMUQ's library resources as part of the reading load in this course.

Reading Log

Rhetorical reading of complicated sources is a vital part of this course, so a portion of your course grade will be dedicated to your reading log. You will add written entries for homework and in-class writing, but most of your reading log score will come from rewarding the labor and quality of artifacts from your reading.

Each reading log entry should contain the following:

- A goal or purpose for your reading. Here's some examples of what I'm talking about:
 - To have a better understanding of linear equations and be able to work the problems at the end of the chapter correctly
 - To find three quotable quotes for my research report
 - To learn the common features of scientific posters and make an outline of my own
 - To read for 25 minutes without stopping to check my social media
 - To write a three-sentence summary of the website's purpose
 - To be able to share one comment in class tomorrow on American Indian folklore
- Time it took you to complete the reading and this entry.
- Some documentation of your mental process as you were reading this text. Here's some examples of what I'm talking about:
 - A list of items that seem important to you
 - A sketch or mindmap of concepts in the reading
 - A focused summary of the reading
 - A focused response to the reading
 - A list of questions you had as you read
 - A list of challenges and solutions to the problems you faced as you read
 - An annotated page of the reading
 - Translations or vocabulary words you would like to remember
 - Other representation of your reading

Distribution of Grades

- Reading Log = 30 points
- Peer Response = 10 points (due in MP and FP)
- Midterm Portfolio = 20 points
 - Project One = 10 points
 - Project Two = 10 points
- Final Presentation = 5 points
- Final Portfolio = 35 points
 - Cover letter = 5 points
 - Project Three = 10 points
 - Project Four = 20 points

100-90 points = A, 89-80 points = B, 79-70 points = C, 69-60 points = D, 59 points or lower = F.

Your midterm portfolio is due on Saturday, October 12 at 23:59, and your final portfolio is due on Wednesday, December 11 at 23:59.

Extra credit opportunities exist for students who translate any one of these projects into another language.

Center for Teaching and Learning

Located in Suite 310, the **Center for Teaching and Learning** is a dynamic place that supports the learning process and academic success of students. We welcome all students to visit us for peer tutoring in chemistry, physics, math and some engineering courses. We also offer writing consultations as well as help in multimedia projects such as presentations, e-portfolios, and poster design. To book an appointment, log in to www.tamuqatar.mywconline.com. Feel free to send your comments or questions to joelle.fadlallah@qatar.tamu.edu.

You are required to visit the CTL **at least twice** this semester for feedback on your writing, reading, or presentation. Points will be deducted from your final portfolio if you do not meet this requirement.

At least one of those visits must be held before your midterm portfolio is due on October 12. The CTL tutors are not responsible for your grade in this course or for accommodating you if you wait to book an appointment in the final weeks of the semester.

Attendance and Late Work

Attendance at all course meetings is expected, although students may miss up to three days before loss of points. Students who have unexpected emergencies on due dates must email or text me as soon as possible, and any missed work is the student's responsibility to complete. Missing class does not automatically extend the deadline for your work or allow you to earn points for in-class activities. Upcoming exams in other courses are not grounds for an excused absence.

Penalties for late work can include up to one letter grade for each day past the due date. Please read the following TAMU resources on attendance and absences:

[TAMU Student Rule 7: Attendance](#)

[TAMU Policy on Absences Related to Injury or Illness](#)

Electronic Devices

Students are expected to use mobile phones, laptops, tablets, and other electronic devices in ways compatible with productive, engaged, and focused learning – in particular, to write, to read, to research, to communicate with co-authors, and to fulfill other course goals. You are encouraged to BYOD (Bring Your Own Device) to each class period. Uses of technology that are counterproductive or unrelated to the learning process will result in a lower final portfolio grade.

Academic Honesty

Students are held responsible for the guidelines contained in the [TAMU Aggie Honor Code](#) ("An Aggie does not lie, cheat, or steal or tolerate those who do") and in this syllabus. *All work you submit in this class must be new work that you have started and completed on your own during the course of this semester in response to the assignments in this course.* I strongly encourage all students to visit my office if they have questions about fulfilling this expectation. You will not be punished for asking questions about academic honesty or plagiarism.

Plagiarism includes but is not limited to:

- Information that is not your own original idea (such as information from web sources) but is included in your paper as if it were your own, intentionally or unintentionally.
- Patchwriting, which is defined by Rebecca Moore Howard in her article "A Plagiarism Pentimento" as "copying from a source text and then deleting some words, altering grammatical structures, or plugging in one-for-one synonym-substitutes."
- Direct cut-and-paste from any source (this includes significant fragments or phrases, as well as sentences and paragraphs) without identification (by using quotation marks) of the source.
- Proper identification of the quotation but no citation leading back to its source.

ADA Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please contact the Department of Student Affairs in suite 053 of the Texas A&M University at Qatar building. For additional information visit <http://disability.tamu.edu>.

ENGL 104 Section 506
 Schedule of Course Topics, Assignments, and Readings*
 Fall 2019

Week	Date	Topic	Readings	Assignments
1	27-29 August	Understanding Cultures and Communities	Chapter 1, <i>FieldWorking</i> “Communities of Practice: A Brief Introduction” by Etienne and Beverly Wenger-Trayner	Begin Reading Log. Complete “Looking at Subcultures” (p. 5) and “Select a Fieldsite” (p. 54).
20	01-05 September	Researching Community Literacies	Chapter 2, <i>FieldWorking</i> “Shitty First Drafts” by Ann Lamott (p. 354-357)	Complete “Exploratory Writing” (p. 62). Choose a community to study. Write a short project proposal.
3	08-12 September	Primary Research Methods	Chapter 3, <i>FieldWorking</i> Chapter 5, <i>FieldWorking</i>	Complete “Positioning Yourself” (p. 113), “Unlearning Our Privilege” (p. 117), and “Writing a Family Story” (p. 250). Begin draft of Project One. Reflect on goals and purpose of your community research. Identify research questions.
4	15-19 September	Primary Research Methods	Chapter 3, <i>FieldWorking</i> “Conducting Effective Interviews” by Sharan B. Merriam “Method: Interview for Empathy”	Complete “Reading an Artifact” (p. 126). Identify primary research methods and conduct initial primary research in the community you wish to study. Submit the first draft of Project One and begin draft of Project Two.
5	22-26 September	Writing Rhetorically	“Responding – Really Responding – to Other Students’ Writing” by Richard Straub “Some Notes on Revision” by Donald M. Murray (p. 381-382)	Revise Project One. Submit the first draft of Project Two.
6	29 September – 03 October	Multimedia and Portfolios	“Introduction: Understanding Portfolios” by Nedra Reynolds and Elizabeth Davis	Design your midterm portfolio on a website.

* Changes to this schedule will be negotiated in class and announced via email to all students.

7	06-10 October	Revising Rhetorically	No assigned readings for this week.	Revise all assignments for midterm portfolio. Midterm Portfolio due Saturday, October 12 at 23:59.
	13-17 October	No class - Fall break!		
8	20-24 October	Secondary Research Methods	“Create a Research Space” (CARS) Model of Research Introductions” by John Swales	Find at least two academic sources for your research. Write reading log entries for each.
9	27-31 October	Reading Academic Sources Rhetorically	“The Effect of Bilingualism on Writing Ability” by Victoria Hinesly “Developing a Repertoire of Reading Strategies” by Ellen Carillo	Compose the first draft of Project 3. Visit the library if you need help finding sources.
10	03-07 November	Writing Rhetorically	“Looking for Trouble: Finding Your Way into a Writing Assignment” by Catherine Savini	Compose an outline for Project 4 and revise Project 3.
11	10-14 November	Writing Rhetorically	Chapter 8, <i>FieldWorking</i> Selection from “Finding Evidence” in <i>Everything’s an Argument</i> by Andrea Lunsford and John Ruszkiewicz	Compose the first draft of Project 4. Complete “Listening to the Voices in Your Draft” (p. 367)
12	17-21 November	Oral Presentations	“Talks” by Richard House et al (handout)	Prepare five slides for your research presentation and practice your research presentation.
13	24-28 November	Communicating Effectively	“A Day in the Life of an Engineer” by Charles W. Knisely and Karin I. Knisely (handout)	Revise assignments for final portfolio. Compose the first draft of your cover letter. Q-drop deadline on 24 November.
14	01-05 December	Communicating Effectively	No assigned readings for this week.	Revise assignments for final portfolio.
15	08 December	Last day of class! Turn in your reading log. Final Portfolio due 23:59 on December 11, 2019.		