Section 80, Spring Semester 2016
Class Meets: TTH 8:00 – 9:15 am
Location: AH-2113 (Adams Humanities – 2113)

Instructor: Dalton Salvo
Email: dsalvo@mail.sdsu.edu
Office: SH116
Office Hrs: W 9:00 – 10:00 am

Course Description:
The intent of this class is to enhance the academic reading and writing skills that are central to academic literacy, critical thinking, professional communication and civic life. With a focus on rhetoric and argumentation you will analyze and evaluate each argument we encounter this semester as well as consider how an argument may be tailored for various audiences and situations. More specifically, this section of RWS 100 will be a collaborative experience as we explore the various rhetorical effects and strategies of our texts throughout the semester. Not surprisingly, each of us brings a different perspective to the conversation, and I expect these varied perspectives to further enrich our scholarly discussions. This course is meant to develop your reading, thinking, and writing skills. As this course specifically focuses on interpreting, analyzing, evaluating, and producing written argument, you will become familiar with effective methods of argumentation by both reading texts and producing papers of your own over the course of the semester. This is meant to encourage you to use key rhetorical concepts as a mode of inquiry and invention as you develop reading and writing proficiency in academic disciplines and other contexts.

RWS 100 Learning Outcomes

General Education Capacities / Goals & RWS Learning Outcomes
Our Learning Outcomes Reflect the Goals and Capacities of the General Education Program. RWS 100 is one of several courses in the area of general education defined as “Communication and Critical Thinking.” Focusing particularly on argument, this course emphasizes four essential general education capacities: the ability to 1) construct, analyze and communicate argument, 2) contextualize phenomena, 3) negotiate differences, and 4) apply theoretical models to the real world. This course advances general education by helping students understand the general function of writing, speaking, visual texts, and thinking within the context of the university at large, rather than within specific disciplines. In addition to featuring the basic rules and conventions governing composition and presentation, RWS 100 establishes intellectual frameworks and analytical tools that help students explore, construct, critique, and integrate sophisticated texts.
Within this framework of four general capacities, the course realizes four closely related subsidiary goals. These goals focus on helping students

1) craft well-reasoned arguments for specific audiences;
2) analyze a variety of texts commonly encountered in the academic setting;
3) situate discourse within social, generic, cultural, and historic contexts; and
4) assess the relative strengths of arguments and supporting evidence.

Our student learning outcomes for RWS 100 are closely aligned with these goals and capacities, and reflect the program’s overall objective of helping students attain “essential skills that underlie all university education.”

Texts & Materials:
1) RWS100 Course Reader. Purchase from CalCopy, located at 5187 College Ave (across the bridge, next to Dominos). The RWS100 Course Reader is listed under the name “Werry.” Please make sure you buy the fall 2016 RWS100 reader, and that you do not buy it online or from the Aztec bookstore. If you buy a different version it will be unusable, and you won’t be able to get your money back.
2) *Optional. A Key for Writers 7th Edition* by Ann Raimes and Susan K. Miller (available for purchase at SDSU Bookstore)
3) All other assigned readings and handouts can be found on Blackboard.
4) A notebook—for class notes and in-class writings
5) Class syllabus (good to reference/check class calendar)

Helpful Resources:
1) The Purdue Online Writing Lab (OWL)
2) SDSU Writing Center, located in LLA 1103 in the Love Library (Appointments available at the Writing Center Online). The Writing Center is a free resource where you can find support for the writing assigned for this course. Tutors can help you with your assignments at any stage of the writing process—from brainstorming topics to revision of in-process drafts. You can expect your session to be collaborative: consider your tutor a writing coach who can offer insight into the specific project you are working on, as well as strategies to help you develop your writing skills overall.

Assignments and Grading:

Evaluation:

<table>
<thead>
<tr>
<th></th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>15%</td>
</tr>
<tr>
<td>Weekly Analysis</td>
<td>20%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>10%</td>
</tr>
<tr>
<td>Project 1</td>
<td>15%</td>
</tr>
</tbody>
</table>
Project 2 20%
Project 3 20%

Percentage Breakdown
94% + = A
90% - 93% = A-
86% - 89% = B+
83% – 86% = B
80% – 83% = B-
76% – 79% = C+
Below 60% = F

Participation (15%):

1) **Class Preparation**: To be fully engaged in the course, each student must be familiar with the text(s) we are working with. Please read each text prior to class and bring either a hard or electronic copy with you.

2) **Attendance**: As this is a discussion and workshop-based course, it is vital that you contribute to the positive and constructive learning environment. To do this, attendance is necessary. That being said, I understand that things come up. If for some reason you cannot attend class, please send me an email beforehand explaining your circumstances. **Up to 3 absences are allowed, excused or unexcused, without affecting your participation grade.** Surpassing more than 3 will lower your class participation grade by 5% for each additional absence.

   **PLEASE NOTE**: Our class only meets two days per week, and we will begin each day promptly. Thus, showing up to class more than 10 minutes late will be marked as an absence. **If you are absent**, you are still responsible for the work done in class, including anything that is due. Please exchange emails or phone numbers with a fellow student in order to make this easier.

3) **In-class activities**: These smaller assignments are to encourage class engagement. I will not always collect these, but completion is necessary for full credit.

**Homework (20%):** This will mainly consist of the required readings and weekly writing assignment. These weekly assignments will be assigned every **Tuesday** and must be submitted **Sunday** before midnight. The purpose is to encourage rhetorical analysis of a contemporary medium as a way to practice sound analysis in preparation for your projects.

   - **Weekly Writing Assignment Guidelines**:
     - The electronic copy must be submitted via Turnitin prior to the start of class on the respective due date via email.
     - The lowest two scores will be dropped at the end of the semester.

**Projects (55%):** There will be three major assignments that you will write throughout the semester. Each essay will require one rough draft in order for us to workshop and revise. **BOTH** hard and electronic copies are **REQUIRED** for all drafts.
**Project Guidelines**

- The hard copy will be collected at the start of class on the respective due date.
- The electronic copy must be submitted via Turnitin prior to the start of class on the respective due date.

**Project Sequence:**
1. Describe and analyze an author’s argument, claims, project, support and rhetorical strategies. *(Thompson)*
2. Construct an account of one or more authors’ projects and arguments and explain rhetorical strategies that these authors—and by extension other writers—use to engage readers in thinking about their arguments. *(Carr)*
3. Construct an account of an author’s project and argument and carry out small, focused research tasks to find information that helps clarify, illustrate, extend or complicate that argument; use appropriate reference materials in order to clarify their understanding of an argument. Assess the relative strengths and weaknesses of multiple texts, including discussion of rhetorical strategies, supporting evidence, audience, and text structure. *(Boyd)* and evaluate some of the texts explored in project 3. You will draw on select texts to construct a context that allows you to “enter the conversation” and advance your own claims. The topic will be within the realm of digital citizenship and civil discourse but ultimately you will choose the specific focus.

**Guidelines for ALL Written Assignments:**
- **Specifications:**
  - Typed, doubled-spaced, one-inch margins, 12-point type-size Times New Roman font.
  - Must be properly formatted and cited according to MLA guidelines.
- Proof-read your work for correct spelling and grammar as well as coherence of thought. Points will be deducted for excessive grammar/spelling errors.

**Course Policies:**

**Attendance:**

Up to 3 absences are allowed, excused or unexcused, without affecting your participation grade. Surpassing more than 3 will lower your class participation grade by 5% for each additional absence.

**Late Work:**

- **Weekly Writing Assignments**, as they are graded on a +, ✓, - system, will be docked by 1/3 for each DAY (not class day) that passes.
- **Projects** will be docked 5%, or half of a letter grade, for each DAY (not class day) that passes. The only exception to this is essay 3, which will not be accepted late for any reason.
In any case, please note that late work exceeding 1 week past the original due date will not be accepted.

Blackboard:
We will be using Blackboard throughout the semester for Announcements and assignment submission. Announcements will result in an email notification, but please check regularly as well.

Respect:
I expect our class to consist of lively discussions and productive workshops. With this in mind, we are working together to create a safe social space. I encourage you to both speak and listen openly and respectfully.

Cell Phones:
Unless they are needed for a specific in class assignment, please keep your cell phones on silent and put away. Texting, surfing the web, Facebooking, Instagramming, Snapchattting, really any social media of any kind is distracting to all and will not be tolerated. If I feel you are in violation of this, you will first be warned. If the problem continues I reserve the right to have you submit your cell phone to me prior to the start of every class thereafter.
PLEASE NOTE: This is a pet peeve of mine, so please take this seriously.

Laptops / E-readers:
Laptops and e-readers are useful tools but have the potential to be misused. Please refrain from inappropriate web surfing and social media. If you use your electronic device for things other than classwork you will first be warned. If the problem continues you will be unable to use the device for the remainder of the semester.

Plagiarism:
As I am sure you have heard before, work done in the class should be original. If you are unsure if you are plagiarizing, SDSU’s library has an excellent tutorial on how to avoid plagiarism. Additionally, when citing someone else’s work, be sure to do it correctly, giving credit where credit is due. PLEASE NOTE that plagiarism is a serious offense and will not be tolerated. There are serious consequences for plagiarism, ranging from grade reduction, failure, or even expulsion from San Diego State University, and I am required by the University’s policy to report any instances of plagiarism. To learn more about plagiarism, check our cheating and plagiarism policy.

Please visit: http://studentaffairs.sdsu.edu/srr/cheating-plagiarism.html

Discrimination and Harassment:
SDSU complies with all federal and state laws regarding discrimination and harassment on the basis of race, ethnicity, gender and gender identity, national origin, religion, sexual orientation, marital status, medical status, veteran status, and disability. further, the expectation for our classroom is that it is a safe,
collegial space where differences of background and perspective are treated with consideration and respect. Disagreement on some issues is expected as part of the learning process, but should always be expressed within a framework of collegiality.

**Student Disability Services:**
In this course, every attempt will be made to offer reasonable accommodations for students with disabilities. Students with disabilities who may need accommodations are recommended to notify me privately.

If you are a student with a disability and believe you will need accommodations for this class, it is your responsibility to contact Student Disability Services. To avoid any delay in the receipt of your accommodations, you should contact Student Disability Services as soon as possible. Please note that accommodations are not retroactive, and that accommodations based upon disability cannot be provided until you have presented your instructor with an accommodation letter from Student Disability Services. Your cooperation is appreciated.

**Student-Athletes:**
I understand that student-athletes have demanding schedules. As your instructor, I want to help you do well in this course. You will not be exempt from course work, peer reviews, or participation; however, I am more than happy to work with potentially conflicting schedules in conjunction with Student-Athlete Support Services (SASS). For more information on SASS’ academic advising and tutoring services, please call (619) 594-4743.

**Disclaimer 1:**
Video clips and documents that will be covered throughout the course of the semester may contain adult language, themes, and images (i.e. *South Park*). If this is not suitable for you, please speak with me as soon as possible so I can help facilitate your transfer to a class you would feel more comfortable with.

**Disclaimer 2:**
**Use of Student Work:** I may occasionally share student writing in class. For example, it may be useful to show an example of a strong introduction, or discuss ways of revising a conclusion. Please let me know if you would prefer not to have your work shared (you can send me an email).

This semester two professors in the department of Rhetoric & Writing Studies are conducting research on first year students’ digital literacy practices. The professors would like RWS100 students to participate in a short online survey. The survey is about digital literacy and is closely connected to the texts and issues you will be discussing in class. (You can use the survey questions in your own writing if you wish.) Your response will be anonymous, no personally identifying information will be gathered, and your instructor will not see the results. Participation is voluntary. As part of this study the researchers would also like to examine a few pieces of the homework students do when writing about the topic of digital literacy. This will be made anonymous and will not be
shared with your instructor. Participation is voluntary and your instructor will not know if you participated.
The results of this study may benefit future writing instructors and students at SDSU. The anonymous data collected may be used to revise curriculum and incorporate attention to specific digital literacies. It may be used in presentations and published work. Once the semester is over and students’ final grades are posted, the researchers are willing to share data from the study if you are interested in the results.
If you have any questions about the study please contact the researchers. They are Dr. Chris Werry (cwerry@mail.sdsu.edu) or Dr. Jenny Sheppard (jsheppard@mail.sdsu.edu).

Other Important SDSU Student Resources:

Academic Advising Center : SSW 1551, (619) 594-6668
Counseling and Psychological Services: Calpulli 4401, (619) 594-5220
Student Disability Services: Calpulli 3101, (619) 594-6473
Student Health Services: Calpulli Center, (619) 594-5281
Public Safety : (619) 594-1991
Public Safety Escorts: (619) 594-6659