

ENGLISH I 5: COMPOSITION AND RHETORIC

Fall 2023

Tuesday/Thursday

Sect. 090—9:05-10:20AM in Thomas Bldg. 220

Sect. 096—10:35-11:50AM in Osmond Lab 201

Sect. 108—1:35-2:50PM in Forest Resources Bldg. 105

Sect. 109—3:05-4:20PM in Borland Bldg. 118

Instructor: Phillip Zapkin

Office Hours—Wednesday 11AM-2PM

or by appointment

Office: Burrowes 17

Email: pzz17@psu.edu

COURSE DESCRIPTION

In this introductory writing course, we will focus on how we as writers, thinkers, and citizens engage with other people. We always write for an audience, and awareness of that audience should shape our writing choices. This is central to the art of rhetoric: making strategic choices to persuade a specific group or person. In this course, you will hone your rhetorical skills, deepening your knowledge of how to approach persuasion in a systematic and effective way.

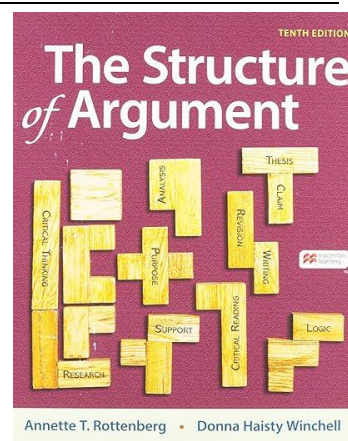
REQUIRED TEXTBOOKS AND SOFTWARE

Rottenberg, Annette and Donna Winchell, *The Structure of Argument*, 10th ed., MacMillan, 2021, ISBN 9781319214753.

Penn Statements (available digitally).

Microsoft Word.

- You may use a paperback or digital copy of *the Structure of Argument*. Please make sure you can access the book in class.
- This course requires you use Microsoft Word. Unless otherwise specified, files should be submitted as .docx files.
- If you do not have Microsoft Word, Penn State makes the full Microsoft Office suite, which includes Word, available to Penn State students for free. To get this free version of Microsoft Office, simply login to <https://office365.psu.edu/> using your Penn State credentials.



ASSIGNMENTS AND GRADING

Graded Assignment	Percentage
Education Manifesto (EM)	15%
Group Rhetorical Evaluation (GRE)	20%
Researched Video Essay (RV)	20%
Letter to My Younger Self (LYS)	15%
Exploratory Writings	10%
Peer Reviews	10%
Participation	10%

To pass this course you *must* submit all four major projects. Failure to submit a project will result in an automatic failing grade for the course.

- Assignment sheets for the projects, exploratory writings, and peer reviews are on Canvas. These sheets give you specific details about what the assignments require. We will also go over each assignment sheet in class.

- For every project you must get a proposal approved. Not doing so before the project deadline will cost one full letter grade from the project. This proposal will be done as a Canvas quiz, which will be graded Complete/Incomplete. I will also provide some initial feedback.
- Submitting a project after the deadline will cost one full letter grade per late day. Similarly, submitting an exploratory writing or peer review feedback late will cost one point per late day.

Individual Assignment Grades

- Projects will receive letter grades based on the [PWR Grading Standards](#) and the grading criteria for that individual project.
- Exploratory Writings and Peer Reviews will each be graded out of five points.
- Proposals will be marked Complete/Incomplete and do not count toward the overall course grade.

Participation

Participation is crucial to our classroom community—this is an interactive class where, in large part, what you get out of the course depends on what you put in. The participation grade is a holistic and comprehensive grade evaluating your contributions over the semester to full class discussions, group work/discussions, writing conferences, and attendance.

- Writing Conferences: Coming to discuss your work, writing, or ideas with me during office hours will add $\frac{1}{3}$ letter grade toward your participation grade per visit. Especially if you're nervous about talking in class, this can be a great way to get useful feedback and boost your participation score.

Grading Scale

This class uses the LionPATH standard grading scale to determine final course grades:

Letter Grade	Point Range
A	94-100
A-	90-93.99
B+	87-89.99
B	84-86.99
B-	80-83.99
C+	77-79.99
C	70-76.99
D	60-69.99
F	0-59.99

POLICIES

Attendance

You are allowed two unexcused absences with *no penalty* to your grade. *Each class missed beyond those two will cost $\frac{1}{3}$ letter from your overall course grade.*

- [Excused absences](#) do not count against you. In order for an absence to be excused you must notify me as early as possible beforehand (at least 24 hours). Reasons for excused absences include: religious holidays, military service, university required activities (i.e., participation in a university sports team), or severe illness or injury.
 - However, excessive absences—regardless of reason—are unacceptable (see [Policies and Rules, 42-27](#)). Students with a (long term) health issue or emergency situation should contact their advisor and to discuss the situation (including potentially [withdrawal options](#)).

- If you miss class, *it is your responsibility to make up the missed material*. Ask a classmate to take notes for you, and then come to office hours and/or email me. Unless I explicitly grant you an extension, you must still meet assignment deadlines, regardless of attendance.
- Students can fail a class for non-attendance regardless of the quality of written work done.

Academic Integrity

Academic integrity is the pursuit of scholarly activity in an open, honest and responsible manner. Academic integrity is a basic guiding principle for all academic activity at The Pennsylvania State University, and all members of the University community are expected to act in accordance with this principle. Consistent with this expectation, the University's Code of Conduct states that all students should act with personal integrity, respect other students' dignity, rights and property, and help create and maintain an environment in which all can succeed through the fruits of their efforts.

According to Penn State policy [G-9: Academic Integrity](#), an academic integrity violation is “an intentional, unintentional, or attempted violation of course or assessment policies to gain an academic advantage or to advantage or disadvantage another student academically.” Unless your instructor tells you otherwise, you must complete all course work entirely on your own, using only sources that have been permitted by your instructor, and you may not assist other students with papers, quizzes, exams, or other assessments. If your instructor allows you to use ideas, images, or word phrases created by another person (e.g., from Course Hero or Chegg) or by generative technology, such as ChatGPT, you must identify their source. You may not submit false or fabricated information, use the same academic work for credit in multiple courses, or share instructional content. Students with questions about academic integrity should ask their instructor *before submitting work*.

Students facing allegations of academic misconduct may not drop/withdraw from the affected course unless they are cleared of wrongdoing (see [G-9: Academic Integrity](#)). Attempted drops will be prevented or reversed, and students will be expected to complete course work and meet course deadlines. Students who are found responsible for academic integrity violations face academic outcomes, which can be severe, and put themselves at jeopardy for other outcomes which may include ineligibility for Dean's List, pass/fail elections, and grade forgiveness. Students may also face consequences from their home/major program and/or The Schreyer Honors College.

Standards of Classroom Behavior

Classroom behavior should always reflect the essential Penn State values of civility, integrity, and respect for the dignity and rights of others. As such, the classroom space should be safe, orderly, and positive—free from disruptions, disorderly conduct, and harassment as defined in the University Code of Conduct. The University Code of Conduct defines disruption “as an action or combination of actions by one or more individuals that unreasonably interferes with, hinders, obstructs, or prevents the operation of the University or infringes on the rights of others to freely participate in its programs and services;” disorderly conduct includes but is not limited to “creating unreasonable noise; pushing and shoving; creating a physically hazardous or physically offensive condition;” and harassment may include “directing physical or verbal conduct at an individual...; subjecting a person or group of persons to unwanted physical contact or threat of such; or engaging in a course of conduct, including following the person without proper authority (e.g., stalking), under circumstances which would cause a reasonable person to fear for his or her safety or the safety of others or to suffer emotional distress” (Section IV, B). The course instructor has the authority to request that any disruptive students leave the class for the class period. If disruptive behavior continues in subsequent class periods, a complaint may be filed with the Office of Student Conduct, which may

result in the student being dismissed from class until university procedures have been completed. Any student with concerns or questions as to this policy should contact the Director of the Program in Writing and Rhetoric.

Disability Equity

Penn State welcomes students with disabilities into the University's educational programs. Every Penn State campus has an office for students with disabilities. [The Student Disability Resources website](#) provides contact information for every Penn State campus. For further information, please visit the Student Disability Resources website.

In order to receive consideration for reasonable accommodations, you must contact the appropriate disability services office at the campus where you are officially enrolled, participate in an intake interview, and provide documentation. If the documentation supports your request for reasonable accommodations, your [campus's disability services office](#) will provide you with an accommodation letter. You must follow this process for every semester that you request accommodations.

Education Equity: Bias Reporting

Penn State takes great pride to foster a diverse and inclusive environment for students, faculty, and staff. Acts of intolerance, discrimination, or harassment due to age, ancestry, color, disability, gender, gender identity, national origin, race, religious belief, sexual orientation, or veteran status are not tolerated and can be reported through Educational Equity via the Report Bias webpage.

Counseling and Psychological Services

Many students at Penn State face personal challenges or have psychological needs that may interfere with their academic progress, social development, or emotional wellbeing. The university offers a variety of confidential services to help you through difficult times, including individual and group counseling, crisis intervention, consultations, online chats, and mental health screenings. These services are provided by staff who welcome all students and embrace a philosophy respectful of clients' cultural and religious backgrounds, and sensitive to differences in race, ability, gender identity and sexual orientation.

Counseling and Psychological Services (CAPS): 814-863-0395,
Penn State Crisis Line (24 hours/7 days/week): 877-229-6400
Crisis Text Line (24 hours/7 days/week): Text LIONS to 741741

COURSE SCHEDULE

This schedule is subject to change by me. I will notify you ahead of time by email and/or Canvas announcement of any changes.

WEEK I

❖ Tu. 27 Aug.: Introductions; go over syllabus; introduce Canvas; what do we want to get out of English 15?

○ Homework for Next Class:

- In *Structure of Argument*, read: "What is Argument?" pp. 3-19
- In *Penn Statements*, read: "[What is Rhetoric?](#)" and "[Program Outcomes](#)"
- On Canvas, watch: "[The Rhetorical Situation and Fitting Response](#)"

- On Canvas, read: “AI Lies,” “AI Makes Up Stories,” and “ChatGPT_US Lawyer Admits Using AI for Case Research”

❖ Th. 29 Aug.: Introduce Education Manifesto project; introduce proposals; basics of rhetoric and argument

- Homework for Next Class:
 - EM Proposal
 - In *Structure of Argument*, read: “Claims of Value” pp. 175-177, “Appeals to Needs and Values” pp. 214-218, and “Assumptions” pp. 227-236
 - On Canvas, watch: “[Audience Awareness](#)” and “[Outlines](#)”

WEEK 2

❖ Tu. 3 Sept.: Brainstorming topics; making value arguments; analyze Mel Bondar’s “The Financial Case for Trade School over College”

- *Due by 11:59PM: EM Proposal*
- Homework for Next Class:
 - In *Structure of Argument*, read: “Writing the Thesis (Main Claim)” and “Planning the Structure” pp. 91-94, and Sarah Seltzer’s “Teaching Trigger Warnings: What Pundits Don’t Understand about the Year’s Most Controversial Higher-Ed Debate” pp. 146-151
 - On Canvas, read: “Thesis Statements”
 - On Canvas, watch: “[Thesis Statements](#)”

❖ Th. 5 Sept.: Introduce EM Page One exploratory writing; thesis statements and topic sentences; analyze Sarah Seltzer’s “Teaching trigger Warnings”

- Homework for Next Class:
 - EM Page One
 - In *Structure of Argument*, read: “Introductions and Conclusions” pp. 263-265, and Elisha Dov Hack’s “College Lifestyle versus My Moral Code” pp. 183-185
 - On Canvas, read: “Sample Intro” and “CEI Paragraph”
 - On Canvas, watch: “[Introductions](#),” “[Conclusions](#),” and “[Paragraph Structure](#)”

WEEK 3

❖ Tu. 10 Sept.: Introductory strategies; paragraph structure; analyze Elisha Dov Hack’s “College Lifestyle versus my Moral Code”

- *Due by 11:59PM: EM Page One*
- Homework for Next Class:
 - In *Structure of Argument*, read: “Claims of Policy” pp. 182-183
 - In *Penn Statements*, read: “[PWR Grading Standards](#)”

❖ Th. 12 Sept.: Grading standards; making policy claims

- Homework for Next Class:
 - In *Penn Statements*, read: Colby Mathews’ “[Untitled](#),” Meghan Gallagher’s “[Proposal to Cut Pollution and Health Concerns on Campus](#),” Cazmyn Ray’s “[Uniforms Should Not Be In Schools](#),” and Connor Duffy’s “[How Student Loan Debt Furthers the Problem of American Education](#)”
 - On Canvas, read: “Essay Formatting” and “The Writing Instructor’s Approach to Grading”

WEEK 4

❖ Tu. 17 Sept.: Essay formatting; EM Grade Norming

- Homework for Next Class:
 - By beginning of class: EM Peer Review Draft
 - On Canvas, read “Revision Strategies” and “Peer Review Activity Instructions”
 - On Canvas, watch: “[Peer Reviewing](#)” and “[Giving Peer Feedback Using Microsoft Word](#)”
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❖ Th. 19 Sept.: Revision activity one; EM Peer Review

- *Due by beginning of class: EM Peer Review Draft*
 - *Due by 11:59PM: EM Peer Review Feedback*
 - Homework for Next Class:
 - **Education Manifesto**
 - On Canvas, watch: “[Collaborative Writing](#)”
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WEEK 5

❖ Tu. 24 Sept.: Introduce Group Rhetorical Evaluation project; collaborative writing; finding groups

- ***Due by 11:59PM: Education Manifesto***
 - Homework for Next Class:
 - In *Structure of Argument*, read: “Critical Reading of Written Arguments” pp. 20-36
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❖ Th. 26 Sept.: Introduce Collaborative Writing Plan exploratory writing; critical reading—reading for content, reading for values; examination of Greta Thunberg’s “How Dare You?”

- Homework for Next Class:
 - GRE Proposal
 - In *Structure of Argument*, read: “Stasis Theory” pp. 151-155
 - On Canvas, watch: “[Evaluation](#)” and “Stasis Theory”
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WEEK 6

❖ Tu. 1 Oct.: Stasis theory; setting and using evaluative standards

- *Due by 11:59PM: GRE Proposal*
 - Homework for Next Class:
 - Collaborative Writing Plan
 - In *Structure of Argument*, read: “Aristotelian rhetoric” pp. 130-133
 - On Canvas, read: “Crash Course in Rhetorical Appeals”
 - On Canvas, watch: “[The Rhetorical Triangle](#)”
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❖ Th. 3 Oct.: Aristotelian rhetoric

- *Due by 11:59PM: Collaborative Writing Plan*
 - Homework for Next Class:
 - In *Structure of Argument*, read: “Logic” pp. 319-344
 - On Canvas, watch: “[Inductive and Deductive Reasoning](#)”
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WEEK 7

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- ❖ Tu. 8 Oct.: Logical structures and logical fallacies; logical fallacy matching game
 - Homework for Next Class:
 - In *Structure of Argument*, read: “Providing Support” and “Integrating Your Sources” pp. 95-100
 - On Canvas, watch: “[Quotation, Paraphrase, and Summary](#)”
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- ❖ Th. 10 Oct.: Incorporating textual evidence; analyze Steven Doloff’s “Greta Garbo, Meet Joan Rivers...(Talk amongst Yourselves)”
 - Homework for Next Class:
 - In *Penn Statements*, read: Ryan Alezz’s “[Untitled](#),” Dev Patel’s “[Becoming A Free Child](#),” Laila Iswaisi’s “[Ransomware: What It Is and How to Stop It](#),” and Leon Pelham Jr.’s “[President Bush’s 9/11 Address](#)”
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WEEK 8

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- ❖ Tu. 15 Oct.: GRE grade norming
 - Homework for Next Class:
 - By beginning of class: GRE Peer Review Draft
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- ❖ Th. 17 Oct.: Revision activity two; GRE Peer Review
 - *Due by beginning of class: GRE Peer Review Draft*
 - *Due by 11:59PM: GRE Peer Review Feedback*
 - Homework for Next Class:
 - **Group Rhetorical Evaluation**
 - In *Structure of Argument*, read: “Oral Arguments and Presentations” pp. 408-414
 - On Canvas, read: “3 Tricks to Get People to Actually Listen to Your Presentations”
 - On Canvas, watch: “[Academic Presentations](#)” and “[Research Questions](#)”
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WEEK 9

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- ❖ Tu. 22 Oct.: Introduce Researched Video Essay project; introduce Annotated Bibliography exploratory writing; writing for a listening audience
 - *Due by 11:59PM: Group Rhetorical Evaluation*
 - Homework for Next Class:
 - “Assessing Research Credibility” discussion forum post and response
 - In *Structure of Argument*, read: “Evidence” pp. 193-206 and “Reviewing Your Research,” “Avoiding Plagiarism,” and “Building an Effective Argument” pp. 400-404
 - On Canvas, watch: “[Assessing Researched Sources](#)” and “[Cell Theory](#)”
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- ❖ Th. 24 Oct.: *Online Lesson*; Assessing and incorporating evidence; *Phillip out of town*
 - *Due by 11:59PM: “Assessing Research Credibility” discussion forum post and response*
 - Homework for Next Class:
 - RV Proposal
 - In *Structure of Argument*, read: “Planning and Research” pp. 363-392
 - On Canvas, watch: “[Database Searching](#)” and “[Social Constructs](#)”
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WEEK 10

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- ❖ Tu. 29 Oct.: *Meet in Pattee W013*; learning about scholarly research
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- *Due by 11:59PM: RV Proposal*
 - Homework for Next Class:
 - In *Structure of Argument*, read: “Audio and Audiovisual Rhetoric” pp. 58-59
 - On Canvas, watch: “[Annotated Bibliographies](#),” “[Slender Man](#),” and “[How Bloody Mary Turns Fear Into Fun](#)”
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- ❖ Th. 31 Oct.: *Meet in Pattee W140*; learning about video editing
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- Homework for Next Class:
 - In *Structure of Argument*, read: “MLA In-Text Citations,” “MLA Works Cited Entries,” and “MLA-Style Annotated Bibliography” pp. 423-436
 - On Canvas, watch: “[Citing and Attributing Quotes in MLA Format](#),” and “[Why Baseball Players Are So Superstitious](#)”

WEEK 11

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- ❖ Tu. 5 Nov.: Crash course in MLA citations
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- Homework for Next Class:
 - Annotated Bibliography
 - In *Structure of Argument*, read: “The Toulmin Model” pp. 156-160 and “Organizing the Argument” pp. 249-262
 - On Canvas, watch: “[Toulmin Model](#)” and “[How Kierkegaard’s Philosophy Embraces Anxiety](#)”
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- ❖ Th. 7 Nov.: Structuring a researched argument
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- *Due by 11:59PM: Annotated Bibliography*
 - Homework for Next Class:
 - In *Penn Statements*, read: Anonymous’ “[The Cancerous Side of THON](#),” Madison O’Hara’s “[Dismantling Student Loan Debt](#),” Yamiya Fowlkes’ “[Representation of Cultural Hairstyles on Black Women in Media](#),” and D’andre Tillman’s “[From Preschool to Prison and Back Again: The Cycle of American Incarceration](#)”

WEEK 12

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- ❖ Tu. 12 Nov.: RV grade norming
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- Homework for Next Class:
 - By beginning of class: RV Peer Review Draft
 - On Canvas, read: Peter Elbow’s “The Believing Game--Methodological Believing”
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- ❖ Th. 14 Nov.: Revision strategy three; RV Peer Review
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- *Due by beginning of class: RV Peer Review Draft*
 - *Due by 11:59PM: RV Peer Review Feedback*
 - Homework for Next Class:
 - In *Structure of Argument*, read “Language” pp. 269-290 and Amy Froide’s “Spinster, Old Maid or Self-Partnered: Why Words for Single Women Have Changed through Time” pp. 171-173
 - On Canvas, watch: “[Varying Sentence Length and Complexity](#)”

WEEK 13

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- ❖ Tu. 19 Nov.: Power of words; analyze Amy Froide’s “Spinster, Old Maid or Self-Partnered”
 - Homework for Next Class:
 - **Researched Video Essay**
 - On Canvas, watch: “[The Role of Reflection in Writing](#)”
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- ❖ Th. 21 Nov.: Introduce Letter to my Younger Self project; reflection and using experience to build arguments
 - *Due by 11:59PM: Researched Video Essay*
 - Homework for Next Class:
 - LYS Proposal
 - On Canvas, watch: “[Personal Narrative Plot Structures](#)” and “[Three Major Types of Narrative Conflict](#)”
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WEEK 14

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- ❖ Tu. 26 Nov.: *Thanksgiving Recess; No Class*
 - ❖ Th. 28 Nov.: *Thanksgiving Recess; No Class*
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WEEK 15

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- ❖ Tu. 3 Dec.: Introduce Three Moments exploratory writing; setting stakes and creating conflict in a narrative
 - *Due by 11:59PM: LYS Proposal*
 - Homework for Next Class:
 - Three Moments
 - On Canvas, watch: “[Writing Sensory Imagery](#)”
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- ❖ Th. 5 Dec.: Building characters and setting in a narrative
 - *Due by 11:59PM: Three Moments*
 - Homework for Next Class:
 - In *Penn Statements*, read: Sara Yi’s “[House to Home](#)” and Cole Scopetto’s “[My Time](#)”
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WEEK 16

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- ❖ Tu. 10 Dec.: LYS Grade Norming
 - Homework for Next Class:
 - By beginning of class: LYS Peer Review Draft
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- ❖ Th. 12 Dec.: LYS Peer Review; Course Wrap Up
 - *Due by beginning of class: LYS Peer Review Draft*
 - *Due by 11:59PM: LYS Peer Review Feedback*
 - Homework:
 - **Letter to my Younger Self**
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WEEK 17

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- ❖ Mon. 16 Dec.: Letter to my Younger Self Due
 - *Due by 11:59PM: Letter to my Younger Self*
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