



## ENGL101 Writing Rhetorically

Winter 21-22  
Asynchronous  
December 21, 2021-January 19, 2022

Dr. Joyce Rain Anderson  
Tillinghast Hall, Room 320  
Phone: 508.531.2508  
Office Hours: by appointment  
Email: [joycerain.anderson@bridgew.edu](mailto:joycerain.anderson@bridgew.edu)

***Everything we see could also be otherwise.***

**~Ludwig Wittgenstein**

It's interesting to think about what Ludwig Wittgenstein means in his statement about perception. All of us come from different backgrounds, and, therefore, we all create meaning in different ways. English 101: Writing Rhetorically is a class designed to help you become the kind of reader and writer of texts (and other "things") expected at the college level, but also a class designed to value your ways of meaning-making which is rhetoric in the simplest terms.

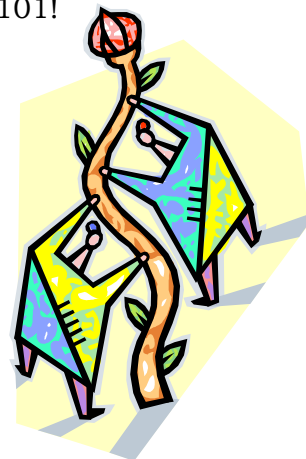
The course includes reading and writing as these activities go hand-in-hand. You are all readers of texts and writers of a variety of texts and other "things" as we will discuss; as a human being, you do some kind of reading and writing and communicating to others each day. You also observe things in everyday life. Whether you are aware or not, you are constantly taking in and assessing the rhetorics of everyday. So, we will begin there by mapping and exploring these rhetorical situations you engage in daily and how you see yourself as a reader and writer. From there we'll enter into several ongoing conversations as you consider the inherent power of words, ideas, and contexts. Finally, we will take a position and write about it. This class should challenge some of the assumptions you have about reading and writing, about how we learn these activities, about how we use these activities, about what rhetoric may be, and about learning in general. So, welcome to ENGL 101!

### WHAT YOU NEED FOR THIS CLASS

**Required Texts:**  
Excerpts from *The Norton Field Guide to Writing*  
[Norton Field Guide to Writing.pdf](#)

**Additional readings posted to Blackboard**  
**A BSU Email account and BLACK BOARD**

**For tips on writing: <https://owl.purdue.edu/>**



## Our Learning Objectives:

Our goals and objectives are, but not limited to, the following: Students will

- ✎ Develop rhetorical awareness by understanding how to analyze the purpose and audience for specific writing situations and use this analysis to guide their writing and reading.
- ✎ Formulate a focused, arguable thesis and support this thesis in an effectively organized essay with evidence drawn from class readings, class discussions, and their knowledge and experience.
- ✎ Approach writing as a recursive process which involves inventing, composing, revising, and editing.
- ✎ Compose in a voice appropriate for the genre, goals, and target audience.
- ✎ Critically read and respond to a variety of texts, including published texts, their peers' texts, and their own texts.
- ✎ Use technology to write, revise, and deliver documents.
- ✎ Demonstrate facility in using the conventions of Standard Written English, including the conventions of sentence structure, usage, and punctuation.



## Class Assignments and Projects:

**Reading and Writing:** Reading, like writing, involves making meaning and allows us to contribute to everyday rhetorics and assess situations. We will spend a great deal of time improving your reading skills. Most of these reading will be challenging and all of the reading will require that you read more than once. Since the challenges of the world are not simplified for us, I believe the challenges of a college course should meet those expectations. I encourage you to work at becoming strong readers.

Since this is an accelerated course (four weeks), you will be expected to read and write something at least twice per week and constantly revise your writing. All your readings will be posted to BLACKBOARD. You will be asked to post responses and submit assignments there.

For each reading you will be asked to write a response which you will post to the discussion board.

**Major Papers:** Among the other writing for class, you will have three major projects: A literacy narrative, an analysis of a piece of writing, and a position paper. All will be described in the assignment. These projects will build from readings. Each will be taken through multiple drafts and shared with a writing group (on discussion board).



## Attendance, Academic Honesty, and Other Suggestions

1. In Native American and Indigenous communities, we talk about the four Rs: Relationships, Reciprocity, Respect, and Responsibility. I make every attempt to

conduct my personal and professional life under these four Rs. I hold great admiration for each of you and for the work we will do together. We are in a space of sharing gifts of learning with one another. As with any endeavor, there are responsibilities that we take on and expectations that need to be fulfilled. It goes without saying that respectful behavior is expected from all of us. Respecting one another includes being prepared and engaging in deep listening as well as contributing.

2. I teach at Bridgewater State University, but am teaching this course through Framingham State University. I have emails at both places, but will be more likely to see the on for BSU first, so please try to use [j10anderson@bridgew.edu](mailto:j10anderson@bridgew.edu) to reach out to me. You also will have Echo (Yifan Yu [yyuecho@163.com](mailto:yyuecho@163.com)) as your student guide for the class so question can also be directed through Echo.

2. Our class is asynchronous which means we will not be online with one another. Rather the work will be shared through Blackboard. When you are assigned to share work with each other, you should be respectful of each other's time and prepare in advance. Try to give useful feedback that will help your peer improve on their work.

4. Please let me know if you have a preferred name or preferred pronouns. I expect the class to be respectful of anyone's preferences.

5. Plagiarism—we all know that this is intellectual theft. Bottom line, don't do it. It's a serious offense that could not only jeopardize your grade, but has other serious consequences. This is a link to BSU's Academic Integrity Policy: <http://catalog.bridgew.edu/content.php?catoid=10&navoid=970>

6. Feel challenged—one of the great things about this work is that we are still breaking some new ground. While the reading load is very heavy, there is still so much more. If you find something that looks interesting, bring it in or discuss it in your responses. Enjoy the learning, work hard at it, and open yourself to thinking in challenging ways.

7. Talk to me—I can always be available. Let me know if there are any issues before they grow.

8. Have a sense of humor.

9. Take risks

## Evaluating Your Work

**25% Class Participation:** At any level of college, you should be actively engaged in the class. This means reading all the materials, responding in a critical manner, taking part in discussions and workshops and being prepared. For an asynchronous course, this means responding to the readings and participating in the Blackboard discussions. I value your insights regarding class materials. This kind of participation allows us as scholars to engage in thoughtful discussions and, ultimately, new levels of learning.

**25% EACH for Essays and Projects:** There are three “major” projects you will complete for the class including essays, your book club presentation and a visual

rhetorics piece. Each of these will undergo workshops and revision and will be handed in for grading.



# Tentative Schedule

Notes: Schedule subject to change with notice to students

The course is asynchronous using Blackboard.

Details for your responses will be posted in each discussion forum.

Details for Assignments will be posted in Assignments

Abbreviations: Norton will be used for anything in those three excerpts and link will be posted in the discussion forum.

## **Weeks 1 December 21 and 23**

Class Introductions via video. Everyone should post a video to introduce yourself and please respond to one another. **DUE DEC 21**

What does it mean to be literate? You will provide a brief writing sample—post to discussion forum (details in forum). **DUE DEC 22**

Read “Mother Tongue” (posted) and “Always Living in Spanish” (Norton). Also read the guide to writing a literacy narrative (Norton Ch 6). Respond in the discussion forum. **DUE DEC 23**

## **WEEK 2 December 27-30**

Write a draft of your literacy narrative (details in Assignments Paper 1) and post to the discussion forum for feedback. **DUE DEC 27**

After getting feedback revise your literacy narrative and submit to Assignments **DUE DEC 29**

Read “In the 24 World” and “Stay Sweet as You Are” in Norton Ch 7. Write a response to these in the discussion forum. **DUE DEC 30 (or over that weekend)**

## **WEEK 3: January 3-7**

Read Key features and the guide to Textural Analysis (Norton Ch 7). Post a response in discussions **DUE JAN 3.**

Find a text to analyze (you may find your own or choose from the examples in Assignments Paper 2) Post a link to the text in the discussion forum **DUE JAN 4.**

**Once the text is approved** begin writing your draft for Paper 2 and post the draft in discussion for feedback **DUE JAN 7**

**Revise** your draft to hand in under Assignments Paper 2 **DUE JAN 10**

## **WEEK 4: January 10-14**

Read “What If It’s All Been a Big Fat Lie?” and “Some Like it Hot” (Norton ch 9) Write a response to these in the discussion forum. **DUE JAN 11**

Read Key Features and a Guide to Writing Arguments (Norton Ch 9) Post a response and choose a topic for your paper **DUE JAN 12**

Write a draft of your paper and post it to the discussion forum (details in Assignments Paper 3). **DUE JAN 14**

Once you have feedback, revise your Paper 3 to submit to Assignments Paper 3 **DUE JAN 17/18**

## **January 17-19 Reflection and Wrap-up**

Submit any revised work

Write a reflection on the course and post to the discussion forum **DUE JAN 19**

**Grades will be posted by the end of this week.**