

ENG 216
Persuasive Writing on Public Issues
Syllabus and Course Guidelines

Fall 2014
Line #71266

Hybrid Course: Tuesday in classroom 1:30-2:45, Thursday on Blackboard

Instructor:	Brent Chappelow
Office:	LL 320
Email Address:	Brent.Chappelow@asu.edu
Office Phone:	(480) 965-3853 (messages only)
Skype:	BChappelow (please message before initiating call)
Google Hangout:	brent.chappelow@asu.edu (please message before initiating call)
Office Hours:	Tuesdays 3:00 p.m.-4:00 p.m., Thursdays 3:00 p.m.-4:00 p.m., and by appointment
Online Office Hours:	Mondays 2:00 p.m.-4:00 p.m., and by appointment
Blackboard site:	http://myasucourses.asu.edu
Writing Programs site:	http://english.clas.as.edu/writingprograms

The best way to contact me is through email, and I will respond to email messages as soon as possible. If you email me on weekends, I may not respond until Monday.

Course Description and Objectives

ENG 216 is an advanced interdisciplinary writing course emphasizing major contemporary public issues. The course encourages practice in and study of the logic by which writers construct arguments; the various means that writers use to persuade an audience; and the conventions of evidence, claims, and argument in persuasive discourses. In consideration of the practice of persuasive writing for public purposes, this course will incorporate content and readings from the field of rhetorical studies in order to facilitate students' abilities to construct persuasive discourse. In essence, we will be working from the perspective that a historical understanding of public discourse and critical awareness of contemporary issues will assist writers in creating persuasive discourses. While this course's textbook draws from historical readings on rhetoric, students should expect to engage with contemporary issues and forums for discourse, including online social media, broadcast and print publications that feature public commentary, and genres such as live debate. Students are expected to bring issues to class discussions that are relevant to the assignments at hand or that the student deems relevant to understanding public persuasive discourses.

Course Goals

Throughout this course, students will:

- Significantly improve their persuasive public writing;
- Understand and effectively employ various forms of persuasion;
- Understand and deploy effective rhetorical strategies in situated discourse;

- Discover and evaluate the methods of persuasion used in the construction of a public issue;
- Read critically and analyze rhetorically writings within public forums and use those lenses to frame their own discourses;
- Write in the different forms and styles of a particular public discourse; and
- Develop techniques for conducting research on the Internet and with other electronic databases.

Required Text and Materials

Ancient Rhetorics for Contemporary Students. Sharon Crowley and Debra Hawhee. Pearson, 2012.

Writing Programs Standard Policies

1. Policy on class attendance

Students are expected to attend all class sessions. Because Writing Programs courses incorporate frequent small- and large-group activities into lessons, students who are absent affect not only their own learning, but that of their fellow students. **Therefore, only two weeks' worth of absences (see below) will be allowed for the semester, regardless of reason, including documented illness or emergency. Students who exceed two weeks' worth of classes will fail the course, unless they withdraw (see <http://students.asu.edu/drop-add>).**

- **For Fall and Spring semesters**, classes that meet three days a week (MWF, for example), the maximum number of allowed absences is six (6); for classes that meet two days a week, the maximum number is four (4); for classes that meet once a week, the maximum number is two (2). For classes that meet on other schedules, the number of absences allowed should reflect a similar ratio (two weeks worth of class meetings).
- **Hybrid classes**: In the case of hybrid courses that meet twice a week, a student who misses more than four (4) classes – either face-to-face, online, or a combination – will fail the course with a grade of E.
 - **Definition of attendance for hybrid class days: A student who fails to post an acceptable assignment to the class website during the assigned "window" of time will be counted absent for that class day.**
 - Technical problems online: While these do occur either at home or from an on-campus connection, they are usually not valid reasons for failing to fulfill the requirements for attendance on that day. Students are responsible for allocating enough time to complete online assignments, and they should include the possibility of technical "glitches." Thus students need to allow enough time to try again later or to travel to a campus computer lab or alternative location to complete the assignment and therefore avoid an absence for the missed deadline. Exceptions may be made by the instructor in the event of widespread computer viruses or some other large-scale event affecting ASU's computer network, but exceptions will not be made for routine computer problems.
- **Note**: Students who participate in **university-sanctioned activities** and/or who will be unable to meet the attendance requirements for a particular section should move to another section where their activity schedules will not interfere with their classroom obligations (students can freely switch sections during the first week of the semester). To accommodate students who participate in university-sanctioned activities, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think that this

course may conflict with a university-sanctioned activity in which you are involved—athletics or the debate team or another—please see me immediately.

- **Note:** Writing Programs is sensitive to the religious practices of the various religious faiths represented in the student body of the university community. Writing Programs' standard attendance policy listed here provides reasonable accommodation for individual religious practices. Students who anticipate absences due to religious reasons should plan their absences in the course accordingly. To accommodate students' religious practices, ASU Writing Programs offers sections of many courses online and at various times of the day and week. We have asked advisors across campus to help students enroll in appropriate sections. If you think this course may conflict with your religious practices, please see me immediately.

2. Attendance: first week of classes

According to university policy, students who are registered but do not attend any of the first week of classes may be dropped.

- Students enrolled in **hybrid/online courses** must make every reasonable attempt to attend class or contact the instructor during the first week. After the first week those who do not show up either in person or by calling or e-mailing the instructor may be dropped.

3. If I am absent

If I need to cancel class for any reason, I will contact you via e-mail. If possible, I will also try to get someone to post a sign. However, if you come to class and I have not arrived by the time 15 minutes have elapsed (from when class is to start), please assume that class is cancelled, and check e-mail frequently afterwards for further instructions.

4. Grading

Grading is based on specific assignment criteria, and will follow English Department standards for content, organization, expression, and mechanics. To compute final course grades, the following values are assigned to the standard letter grades of A through E:

- A+ = 4.3 (only used internally at ASU)
- A = 4.0
- A- = 3.7
- B+ = 3.3
- B = 3.0
- B- = 2.7
- C+ = 2.3
- C = 2.0
- D = 1.0
- E = 0.3
- No paper = 0.0

5. The public nature of writing and discussions

Please consider every piece of writing you do for this class to be "public property." Remember that you will often be expected to share your writing with others, so avoid writing about things that you may not be prepared to subject to public scrutiny, or things you feel so strongly about that you are unwilling to listen to perspectives other than your own. This does not mean that you

are not entitled to an opinion but that you adopt positions responsibly, contemplating the possible effect on others. This course may contain content (assigned readings, in-class discussions, etc.) deemed offensive by some students. If you have concerns about any course content, please bring these concerns to the attention of your instructor.

6. Technological Distractions

Please refrain from any unauthorized usages of technology during our class sessions. In this usage, ‘unauthorized’ means unrelated to the tangible learning activity or activities taking place during the class period. Please put all hand-held electronic devices away. I will expect computers and laptops to be used for classroom activities only. Failure to abide by these guidelines may have a negative impact on a student’s participation grade. Repeat offenders may be seen as disruptive and asked to leave class.”

7. Late Writing Projects

Final papers are due at the beginning of the scheduled class time unless otherwise noted on the syllabus. Students who suspect they will not have an assignment turned in on time should contact me prior to the class period in which it is due to discuss alternate arrangements. Paper extensions are rarely granted. If you do not receive permission to submit your paper late, late papers will be penalized one full letter grade for every calendar day that the paper is late.

8. All writing for this class must be written for this class

To pass this class, all **major writing assignments must be submitted**, and note that all writing for this class must be written for this class. Resubmitting a paper from another class or elsewhere constitutes academic dishonesty. If you wish to further pursue a project begun in another class or develop ideas you have written about in another class, please discuss your plans with me first.

9. Academic Dishonesty

Academic honesty is expected of all students in all examinations, papers, laboratory work, academic transactions and records. The possible sanctions include, but are not limited to, appropriate grade penalties, course failure (indicated on the transcript as a grade of E), course failure due to academic dishonesty (indicated on the transcript as a grade of XE), loss of registration privileges, disqualification and dismissal. For more information, see <http://provost.asu.edu/academicintegrity>.

10. Disruptive, Threatening, or Violent Behavior

Students, faculty, staff, and other individuals do not have an unqualified right of access to university grounds, property, or services. Interfering with the peaceful conduct of university-related business or activities or remaining on campus grounds after a request to leave may be considered a crime. A disruptive student may be withdrawn from a course with a mark of “W” or “E” when the student’s behavior disrupts the educational process. Disruptive classroom behavior for this purpose is defined by the instructor. Disruptive behavior in any form (see <http://www.asu.edu/studentaffairs/safety/definitions.html>) will not be tolerated, and students are expected to be familiar with all relevant university policies. ASU Student Rights and Responsibilities are located at <http://students.asu.edu/srr/code>.

11. Accommodations for Students with Disabilities

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me at the beginning of the semester either during office hours or by appointment. **Note:** Prior to receiving disability accommodations, verification of eligibility from the Disability Resource Center (DRC) is required. Disability information is confidential.

Establishing Eligibility for Disability Accommodations: Students who feel they will need disability accommodations in this class but have not registered with the Disability Resource Center (DRC) should contact DRC immediately. Their office is located on the first floor of the Matthews Center Building. DRC staff can also be reached at: 480-965-1234 (V), 480-965-9000 (TTY). For additional information, visit: www.asu.edu/studentaffairs/ed/drc. Their hours are 8:00 AM to 5:00 PM, Monday through Friday.

12. End-of-Semester Portfolio Collection

All students will submit a portfolio of their work to the Writing Programs Portfolio Archive at the end of the semester. This portfolio will consist of the final drafts of **all** major writing projects. This portfolio will be submitted digitally as a single PDF containing the major project final drafts in chronological order or as an e-portfolio. Additional information and instructions for submission will be provided before the end of the semester.

13. Disposition of Papers/Grade Appeals

Students should keep *all* graded assignments for this course until the term is officially over and final grades are posted. If students believe their final grade is inaccurate or unfair, they must present all graded work in order for the grievance committee to review their case. Students should not solely rely on the documents remaining electronically available on Blackboard, if submitted there, but should also maintain their own digital copies.

Additional Course Information

Course Projects

Argument of Local or Community Importance

Students will identify a local or community issue, locate an appropriate venue for public argument, and engage therein with a researched written argument.

Participation in Argumentation on the Internet

Students will write a traditional argumentative essay and then translate this essay for argumentative participation on the Internet. Students will identify a web-based forum of their choosing for participation, and engage in public argument therein after significant research and writing on the issue in controversy.

Collaborative Advocacy Project

Students will work in teams to create a public argument with written, visual, and oral presentation components. Students may approach their presentations honest efforts to convince your audience of your position or as a marketing ploy using seedier methods. In either case, your goal is to successfully persuade your audience. To that end, your group must select a specific audience and tailor your presentation accordingly. In addition to your presentation, your group will submit a report detailing why you designed your presentation as you did, what you hoped to accomplish, and each group member's role.

Final Course Reflection

The course will include a written critical evaluation and selection of your work in lieu of a final exam.

Participation Work

Participation work includes daily participation efforts, oral and written responses to readings and other course material, reading responses, in-class writing, quizzes (if applicable), group work, drafts, revision work, and anything else we do in the writing process for each project.

I will not accept make-up work for participation work that is done in class, so you need to attend regularly keep work and grades up-to-date. **Homework responses should be typed**, and posted in Blackboard (unless noted otherwise) and they are due by the beginning of class time on Tuesdays. **Assigned work for hybrid days must be posted by 11:59 p.m. on Thursdays.** Homework is due at the beginning of class; late or incomplete work will receive partial credit. Furthermore, be aware that **absence is not an excuse for not being prepared for class. If you are absent, you should still be prepared for the next class that you attend.** Participation activities will equal 20% of the course grade. It all adds up, so make every effort to come to class and keep up with your assignments.

Course Grading

Course grades will be determined by the accumulation of points for various assignments. Below is a general breakdown of the class projects and their percentage toward final grade:

Local/Community Argument Project	20%
Argument on the Internet	25%
Collaborative Advocacy Argument	30%
Homework and Participation	25%

Important Dates for the Fall 2014 Semester

Aug. 21	First Day of Classes
Aug. 27	Last Day to Register or Drop/Add without College Approval
Sept. 1	Labor Day (no classes)
Oct. 11-14	Fall Break (no classes)
Nov. 5	Course Withdrawal Deadline
Nov. 11	Veterans' Day (no classes)
Nov. 27-28	Thanksgiving Holiday (no classes)
Dec. 5	Complete Session Withdrawal Deadline
Dec. 5	Last Day of Classes
Dec. 6-7	Study Days
Dec. 8-13	Final Exams
Dec. 15	Final Grades Due

You may find the following Topics and Assignments chart useful for planning your semester and keeping track of major assignments. This course schedule is subject to revision during the semester, and I will announce any changes to you in class.

NOTE: Assignments are due on the day they are listed and are to be completed before the beginning of class on that day unless indicated otherwise.

Date	Topics and Assignments
Thurs., Aug. 21 Online	Introduction to the Course and Syllabus Review Online activity: Please post an introduction to the Blackboard discussion forum by Monday, Aug. 25, at 11:59 p.m. You may choose to post a written introduction or create a video introduction for the course. Online activity: Review the syllabus for the course and my introductory notes. Post any questions or concerns to Blackboard to discuss.
Tues., Aug. 26 In-person	Read: textbook pp. 1-26 (Ch. 1 Ancient Rhetorics: Their Differences and the Differences They Make) Introduce Unit 1: Local/Community Argument
Thurs., Aug. 28 Online	Read: textbook pp. 38-51 (Ch. 2: <i>Kairos</i> and the Rhetorical Situation: Seizing the Moment) Online activity: Post a link to an online article/blog post about a local issue that you may consider writing on. In addition to the link, write a brief analysis of the ways in which the article draws upon <i>kairos</i> in its discussion. Describe ways in which the author(s) of the article could have utilized <i>kairos</i> differently. Post your analysis by Friday, Aug. 29, at 11:59 p.m.
Tues., Sept. 2 In-person	Read: textbook pp. 56-79 (Ch. 3: Achieving Stasis by Asking the Right Questions) In-class discussion: How do we break down arguments and identify the ways in which we can achieve stasis? Examine the issues surrounding the first project. In-class activity: In groups of 2-3, discuss your local/community issue and brainstorm the ways in which you can achieve stasis for your argument.
Thurs., Sept. 4 Online	Read: textbook pp. 222-245 (Ch. 9 Arrangement: Getting It Together) Online activity: Using online search engines and databases found in the ASU Library's ENG 216 LibGuide (http://libguides.asu.edu/content.php?pid=4481), especially those that draw from local databases, identify a set of articles that you may consult for formulating your argument on a local issue. Post links to those articles in Blackboard, along with a discussion of how you may need to make your audiences receptive and attentive to your argument. These articles should demonstrate the tenor of the issue as it manifests currently. Post this by Saturday, Sept. 5, at 11:59 p.m.
Tues., Sept. 9 In-person	Read: textbook pp. 118-142 (Ch. 5: Logical Proof: Reasoning in Rhetoric) In-class discussion: Enthymeme in contemporary arguments, in local

	argument In-class activity: Familiarizing ourselves with Digication as a public forum for posting writing
Thurs., Sept. 11 Online	Online activity: Post a draft of your project on Blackboard by Sunday, September 14, at 11:59 p.m. Online activity: Using asu.digication.com, please post a short biography and photo to your own portfolio.
Tues., Sept. 16 In-person	In-class activity: Peer review of project drafts
Thurs., Sept. 18 Online	Unit 1 Due Monday, September 22, at 11:59 p.m. Online activity: Post final draft of writing project one.
Tues., Sept. 23 In-person	Introduce Unit 2: Participation in Argumentation on the Internet Read: textbook pp. 88-112 (Ch. 4: The Common Topics and the Commonplaces: Finding the Available Means) In-class discussion: Identifying commonplaces in the communities in which we participate online and locally In-class activity: Identifying the forums for argument on the internet; in small groups, identify where you believe are key websites and/or media platforms for online argument and assess the ways in which those platforms privilege different perspectives
Thurs., Sept. 25 Online	Read: textbook pp. 170-188 (Ch. 7: Pathetic Proof: Passionate Appeals) Online activity: With your target community in mind, outline the kinds of emotional appeals that you believe would be effective for that audience. If you have not yet identified an audience, invent one. After determining the emotional mindset of your audience, create an <i>enargeia</i> , a vivid scene, that is calculated to rouse those emotions. Post your analysis and scene to Blackboard by Saturday, Sept. 27, at 11:59 p.m.
Tues., Sept 30 In-person	Read: Plato's <i>Menexenus</i> (posted on Blackboard) In-class discussion: Dissecting and comparing argument; synthesizing the course readings so far In-class activity: In groups, compare the argument styles of your communities, paying special attention to the ways in which the group uses different strategies to be persuasive.
Thurs., Oct. 2 Online	Online activity: Having discussed several persuasive strategies of ancient rhetoricians, post your strategy for arguing your topic within the online community you have chosen. This one-page minimum document should outline the audience expectations and ideologies along with your detailed strategy for what information to preface, how you plan to present your argument, and what is effective.
Tues., Oct. 7 In-person	Read: textbook pp. 250-298 (Ch. 10: Style: Composition and Ornament) In-class discussion: Style and contemporary argument In-class activity: Composing workshop

Thurs., Oct. 9 Online	Online activity: Post a rough draft of your argument by Tuesday, Oct. 14, at 11:59 p.m.
Tues., Oct. 14 In-person	No Classes – Fall Break
Thurs., Oct. 16 Online	Online activity: Complete a peer review of at least one other student’s rough draft by Saturday, Oct. 18, at 11:59 p.m.
Tues., Oct. 21 In-person	In-class activity: Composing workshop
Thurs., Oct. 23 Online	Writing Project 2 Due Monday, October 27, at 11:59 p.m. Online activity: Post your final draft by the deadline
Tues., Oct. 28 In-person	Introduce Unit 3: Collaborative Advocacy Project In-class discussion: Strategies for collaboration In-class activity: Select and meet with your advocacy project teams
Thurs., Oct. 30 Online	Online activity: Communicating with your project team, post an outline in which you determine who is responsible for what components of the project. In addition, post your proposed topic(s) for the project by Sunday, Nov. 2, at 11:59 p.m.
Tues., Nov. 4 In-person	Read: textbook pp. 325-346 (Delivery and Memory: Attending to Eyes and Ears) In-class discussion: Translating argument into visual and/or presentational media. Identifying forums for your collaborative advocacy project. In-class activity: Group planning/production.
Thurs., Nov. 6 Online	Read: textbook pp. 200-216 (Ch. 8 Extrinsic Proofs: Arguments Waiting to Be Used) Online activity: Considering the “extrinsic proofs” of your community advocacy project, your project team should post in the discussion forum about the ways in which you will use extrinsic proofs in combination with intrinsic proofs. What sort of data/information will be useful; how will you combine that with more persuasive forms? Use the “reply” button liberally to actually converse online.
Tues., Nov. 11	Veterans’ Day - No Classes
Thurs., Nov. 13 Online	Read: textbook pp. 146-164 (Ch. 6: Ethical Proof: Arguments from Character) Online activity: Individually, locate three sources that your team may use for your collaborative advocacy project. Examining those articles, determine how the author(s) establish ethos in their work? How does it affect the production and reception of their work? What suggestions do you have for better or more clearly communicating ethos in these arguments?
Tues., Nov. 18 In-person	Reading: TBA In-class activity: Building strategies for presentations

Thurs., Nov. 20 Online	Reading: TBA Online activity: Post a draft of your group's white paper by Thursday, Nov. 20, at 11:59 p.m. Individually, read through another group's white paper and offer them feedback, which you will post as a reply by Monday, November 24, 11:59 p.m.
Tues., Nov. 25 In-person	In-class activity: Group work
Thurs., Nov. 27	Thanksgiving Holiday – No Classes
Tues., Dec. 2 In-person	In-class activity: Group Presentations
Thurs., Dec. 4 Online	Final Drafts of Writing Project 3 are due Friday, December 5, at 11:59 p.m. Team member evaluations should be completed by Monday, December 8, at 5:00 p.m.
Thurs., Dec. 11 Online	Final Exam Day – No final exam is scheduled. This is the last day to turn in any late work. I will be available online during this course's scheduled time: 12:10-2:00 p.m. for any questions or concerns.