

# Rhetoric 105: Principles of Composition

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office hour: Tuesdays 9 to 10am, or by appointment

## Course Description

*Rhetoric 105: Principles of Composition* will introduce you to the practices of research-based writing for academic audiences, such as formulating a researchable question, locating sources, constructing an argument, drafting, revising, and editing. Here, you will continue to develop the research practices you have already developed in your everyday life; each writing assignment will require you to engage in practices of qualitative inquiry that put you into conversation with your classmates, texts, and the University of Illinois. In this conversation, you will learn rhetorical principles that will assist you in developing effective arguments for a variety of audiences.

## Readings

*Writing @ the University of Illinois* [eBook: purchase access code at the Electronics counter at the Illini Union Bookstore at the corner of Daniel & Wright]

*The Scott Foresman Compact, 2009 MLA Update*. [eHandbook, packaged with the eBook]

## Writing Assignments

Since student writing is the central content of this course, you will be writing frequently throughout the semester. In general, there are three types of regular writing assignments in this course:

*Informal writing* involves anything you write for reading and writing exercises, in-class freewriting, notes, and similar assignments. These assignments will be geared toward learning particular skills or toward developing your formal research writing. This writing usually counts toward your participation grade.

*Response writing* involves written comments you offer to your classmates to assist them in their peer review. Because these are meant to assist your classmates in improving as writers, offering your time and careful attention is crucial to the productivity of the class. (And it's no coincidence that this kind of peer review makes you a better writer, too!) This usually counts toward the "process" aspect of your essay grade.

*Formal writing* involves the four major essays (listed below in the grading section) and any required components of those essays, such as annotated source lists and end-of-semester presentations. These will comprise the majority of your grade, but they will also be written in multiple drafts and with lots of support from your peers and from me. Each essay is worth a significant portion of your grade.

## Course Practices and Policies

### *Attendance*

Attendance is required for your success in this course. I expect that you will be present, on time, and prepared for each class. If you do have to miss a class, you are still expected to submit any homework due on Compass. Missed in-class assignments cannot be made up. Excessive absences will negatively impact your final grade.

### *Making the grade*

Your grade will be distributed as follows:

Observation essay	15% (10% final draft, 5% process)
Primary sources essay	20% (15% final draft, 5% process)
Secondary sources essay	20% (15% final draft, 5% process)
Extended synthesis essay	25% (20% final draft, 5% process)
Class participation, including in-class writing and homework	20%

### *Honesty makes the best policy*

In this class, you will learn about ways to write in conversation with others: with your classmates, with me, with your interviewees, with the sources you read. Drawing from other people's ideas is a central part of the academic research and writing process. However, it is crucial that you acknowledge the work of others and incorporate their language in appropriate ways—and we will talk about how to do this throughout the course.

As a student at the U of I, you are accountable for your own work. To emphasize this point, here is a statement about the U of I's policy on academic integrity and plagiarism:

*The University of Illinois has high standards of academic integrity set out in Article 1, Part 4 of the University Student Code. According to the code, using words or ideas from another source as if they were your own is plagiarism, a violation of academic integrity. Submitting your own work for more than one course without acknowledgment can also constitute plagiarism. Ignorance of the code is not an excuse, so if you have questions about the definition of plagiarism, please consult the code at the following web address: <http://www.admin.uiuc.edu/policy/code/>. The University Student Code also explains the consequences of plagiarism, which can include suspension or dismissal from the university.*

## Technology 101

Since we will not be working with many print-based materials in this class, you will need to be familiar with course technologies to be successful in this course. Below is some information about various course technologies and policies regarding technology.

### *Writing @ the University of Illinois and The SF Compact*

Also called the “ebook” and “ehandbook,” these online texts must be accessed at [http://pearsoncustom.com/il/rhetoric\\_illinois](http://pearsoncustom.com/il/rhetoric_illinois). You need to purchase your individual access code at the Illini Union Bookstore on the corner of Daniel & Wright; codes are for sale only at the Electronics counter on the second floor. Once you have purchased your code and registered at the website, you will need this class ID number to access our section’s version of the books:

***Writing @ the University of Illinois: Marshall Bowen392195eb***  
***The SF Compact: Marshall Bowen398237eb***

### *Compass*

Compass is course software that is owned and operated by the University of Illinois, which you will likely use in many of your classes. We will be using this software extensively in this class to distribute information, post completed homework, and hold online discussions between classes. You can log in to Compass at <http://compass.illinois.edu>; use your AD (email) username and password.

### *In-class etiquette*

Although you are encouraged to bring technology into the classroom, sometimes those glowing screens can be distracting. For that reason, please turn your cell phone OFF during class. Also, I encourage you to bring your laptops to class; occasionally, however, I will ask you to close your laptops so that we can hold a distraction-free discussion. For that reason, you should probably bring something to write on (i.e., a notebook) for those moments.

### *My computer ate my homework!*

If you have problems with technology when submitting homework to Compass, remember you can always email it, or print it and bring it in to class. For longer assignments, it would be a good idea to save copies of your work (e.g., field notes, reading notes, outlines, drafts) somewhere off your computer, such as your Netfiles account (<http://netfiles.uiuc.edu>), just in case you have a hard drive error and lose your computer files. Since you have these options available to you, I will not excuse late work because of technology problems, as this would be unfair to your classmates.

## Important Resources

### *Writers Workshop*

The Writers Workshop is a free service for writers of all ability levels, from first-year students to faculty members. Highly trained consultants meet one-on-one with writers for 50 minutes to discuss your work, at any stage of the writing process. To make an appointment, call 333-8796, or stop by room 251 of the Undergraduate Library.

### *Undergraduate Library*

The Undergraduate Library is ready and willing to help you with your research project. Stop by during office hours (<http://www.library.illinois.edu/ugl/help/officehours.html>), or use the Ask a Librarian service (<http://www.library.illinois.edu/askus/>) to get personalized assistance with finding sources.

### *Archives*

Since you will be asked to gather primary source documents, you should probably familiarize yourself with the University Archives and the Student Life and Culture Archives. To search the archives, and for hours and information, see <http://www.library.illinois.edu/archives/> (University Archives) and <http://www.library.illinois.edu/archives/slc/> (Student Life and Culture). Remember, you can always talk to an archivist for help in finding relevant sources.

### *Disability Resources and Educational Services*

Any student who has a disability and who can benefit from any adjustments to the classroom should speak with me. If you haven't already, you should also contact the Division of Disability Resources and Educational Services (333-1970) for assistance.

### *The Emergency Dean*

If you have a particularly serious situation such as a medical condition that is likely to affect all of your classes, I recommend that you discuss your situation with the Office of the Emergency Dean at 333-0050.

## COURSE CALENDAR

Class Topic		Reading/Writing Due by Next Class Meeting
<b>Week 1</b>		
Tuesday 8/25	Introductions	<ol style="list-style-type: none"> <li>1. Read "Introduction" to <i>Writing @ the University of Illinois</i>.</li> <li>2. Sign in to Compass and post an essay in response to the questions on p. 3. <b>**Do not spend more than 90 minutes writing.**</b></li> <li>3. Read "Noticing and Observation" chapter.</li> </ol>
Thursday 8/27	Observation & Field Notes	<ol style="list-style-type: none"> <li>1. Read "Coming to Questions."</li> <li>2. Post Field Notes on Compass.</li> </ol>
<b>Week 2</b>		
Tuesday 9/1	Researchable Questions	<ol style="list-style-type: none"> <li>1. Publish research question for Observation essay on Compass.</li> <li>2. Read through Stephen Lane paper (link on page 33, in "Coming to Questions" chapter); take notes on questions in exercise 2.</li> <li>3. Read "Revision and Writing Process" chapter.</li> </ol>
Thursday 9/3	The Writing Process	<ol style="list-style-type: none"> <li>1. Complete a draft of the Observation essay; post on Compass and bring a printed copy to class.</li> <li>2. Read "Collaboration and Peer Review" chapter.</li> </ol>
<b>Week 3</b>		
Tuesday 9/8	Peer Review <b>Observation Essay: First Draft Due</b>	<ol style="list-style-type: none"> <li>1. Publish revision plan to Compass (email me if you have any specific questions about the essay).</li> <li>2. Read "Reading for Meaning Making" chapter.</li> <li>3. Begin revising Observation essay.</li> </ol>
Thursday 9/10	Reading Across Media	<ol style="list-style-type: none"> <li>1. Finish revision of Observation essay; publish on Compass.</li> <li>2. Read "Primary Sources" chapter.</li> </ol>

<b>Week 4</b>		
Tuesday 9/15	Primary Sources & Interviews <b>Observation Essay: Final Draft Due</b>	<ol style="list-style-type: none"> <li>1. For next Tuesday, find one primary source, likely from the Student Life &amp; Culture Archives or the University Archives, that relates to your research question(s), and bring it to class; post to Compass if possible. Submit and publish to Compass a description of the primary source, its relevance to your research questions or interests, and a response to the questions on p. 73.</li> <li>2. Identify some possible interviewees to extend your research question; generate an interview protocol and post it (and your list of potential interviewees) to Compass.</li> </ol>
Thursday 9/17	<i>No Class: Primary Source Research</i>	
<b>Week 5</b>		
Tuesday 9/22	Review of Primary Sources & Interview Protocols	<ol style="list-style-type: none"> <li>1. Read “Summary and Abstracts” chapter.</li> <li>2. Write an abstract of your primary source essay</li> <li>3. Recommended: schedule interview(s) to be included in your primary sources essay.</li> </ol>
Thursday 9/24	Summaries & Abstracts	<ol style="list-style-type: none"> <li>1. Finish first draft of Primary Sources essay. Publish on Compass.</li> </ol>
<b>Week 6</b>		
Tuesday 9/29	Peer Review; Multimodality <b>Primary Source Essay: First Draft Due</b>	<ol style="list-style-type: none"> <li>1. Online peer review of partner’s draft.</li> <li>2. Read “Multimodal Composing” chapter.</li> </ol>
Thursday 10/1	Multimodality (continued)	<ol style="list-style-type: none"> <li>1. Read “Rhetorical Principles and Argument Structure” chapter.</li> <li>2. Finish revision of Primary Source Essay. Post to Compass.</li> </ol>
<b>Week 7</b>		
Tuesday 10/6	Rhetorical Principles <b>Primary Source Essay: Final Draft due</b>	<ol style="list-style-type: none"> <li>1. Read “Secondary Source Integration” chapter</li> </ol>
Thursday 10/8	Undergraduate Library <b>Class Will Meet in Room 291, UGL</b>	<ol style="list-style-type: none"> <li>1. Locate two peer-reviewed secondary sources relevant to ongoing research in a database, and one (non-peer reviewed) on the Internet.</li> </ol>

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**sWeek 8**

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Tuesday 10/13	Finding & Evaluating Secondary Sources <b>Mid-Semester Grades</b>	<ol style="list-style-type: none"> <li>1. Read “Citation and Documentation” in the ebook.</li> <li>2. Review documentation styles section of ehandbook (Chapters 44 and 45); get an overview of the differences between styles, and focus particularly on how to cite scholarly articles and books.</li> <li>3. Work on reflection of Primary Sources essay <b>or</b> revise &amp; resubmit proposal. (Due 10/22)</li> </ol>
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Thursday 10/15	Citation & Documentation Styles	<ol style="list-style-type: none"> <li>1. Finish Annotated Bibliography; post on Compass.</li> </ol>
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**Week 9**

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Tuesday 10/20	Incorporating Secondary Sources. <b>Annotated Bibliography due</b>	<ol style="list-style-type: none"> <li>1. Choose three of your secondary sources for your Secondary Sources Essay; re-read them and note places to quote and/or paraphrase. <u>Bring these annotated sources to class.</u></li> <li>2. Post reflection <b>or</b> revise and resubmit proposal for Primary Sources essay.</li> </ol>
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Thursday 10/22	Addressing Counterarguments	<ol style="list-style-type: none"> <li>1. Complete draft of Secondary Sources essay; post to Compass. <u>Bring a copy to class.</u></li> </ol>
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**Week 10**

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Tuesday 10/27	Peer Review <b>Secondary Sources Essay: First Draft Due</b>	<ol style="list-style-type: none"> <li>1. Begin revising Secondary Sources essay based on in-class comments.</li> <li>2. Read “Multimodal Composing” chapter.</li> </ol>
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Thursday 10/29	Multimodal Composing	<ol style="list-style-type: none"> <li>1. Post final draft of Secondary Sources Essay to Compass.</li> </ol>
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**Week 11**

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Tuesday 11/3	Intro to the Extended Synthesis Essay <b>Secondary Sources Essay: Final Draft Due</b>	<ol style="list-style-type: none"> <li>1. Write a 250-word proposal for the Synthesis essay; must include your thesis and argue for 1) the exigence of your project and relevance to the U of I community; 2) what unanswered questions or unresolved issues you will address; 3) your plans for addressing those questions.</li> </ol>
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Thursday 11/5	Conferences (No Class Meeting)	<ol style="list-style-type: none"> <li>1. Construct an informal outline of your argument, using all of the sources you have; bring that outline to class.</li> <li>2. Locate 2 additional primary or secondary sources that complicate your thesis in progress; post bibliographic info of sources, plus annotations explaining the relevance to research. Post sources to Compass if possible.</li> </ol>
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<b>Week 12</b>		
Tuesday 11/10	Research Group Workshop: Arrangement	<ol style="list-style-type: none"> <li>1. Publish a half draft of your essay: half complete, half in outline form. Post to Compass and bring a copy to class.</li> <li>2. Read “Reflection and Impact” chapter—take notes.</li> </ol>
Thursday 11/12	Research Group Workshop: Limitations and Conclusions <b>Extended Synthesis Essay: Half Draft Due</b>	<ol style="list-style-type: none"> <li>1. Work on revising your essay based on peer group feedback. (A complete draft is due next Thursday.)</li> <li>2. Come to class prepared with some solid ideas for your multimodal presentation.</li> </ol>
<b>Week 13</b>		
Tuesday 11/17	Presentation Workshop <b>Meet in G23 Foreign Languages Building</b>	<ol style="list-style-type: none"> <li>1. Finish a complete draft of the Synthesis Essay and submit to Compass. <u>Bring copies to class.</u></li> </ol>
Thursday 11/19	Peer Review & Final Presentation Workshop <b>Extended Synthesis Essay: Second Draft Due (complete)</b>	<ol style="list-style-type: none"> <li>1. Work on multimodal presentations (they begin immediately after Thanksgiving break).</li> <li>2. Any revise-and-resubmit takers must also post their new versions of the Secondary Source Essay by 8:00am on December 1.</li> </ol>
<b>Week 14</b>		
	<b>NO CLASS</b>	<b>Thanksgiving Break</b>
<b>Week 15</b>		
Tuesday 12/1	The Conference (Day 1)	<ol style="list-style-type: none"> <li>1. Presenters: write a reflection on your presentation</li> <li>2. Audience: write a review of the panel presentation</li> </ol>
Thursday 12/3	The Conference (Day 2)	<ol style="list-style-type: none"> <li>1. Presenters: write a reflection on your presentation</li> <li>2. Audience: write a review of each panel presentation</li> <li>3. Work on revision of Synthesis Essay.</li> </ol>
<b>Week 16</b>		
Tuesday 12/8	The Conference (Day 3)	<ol style="list-style-type: none"> <li>1. Presenters: write a one-page reflection on your presentation (due Thursday by 8am)</li> <li>2. Audience: write a review of each panel presentation (due Thursday by 8am)</li> <li>3. <u>Submit final draft of Synthesis Essay to Compass by 11:59pm on Friday.</u></li> </ol>
Friday 12/11	<b>Synthesis Essay: Final Drafts due by 11:59pm</b>	