

Rhetoric II

Lees-McRae College, Spring Semester 2008
Dr. Michael Kapper, Instructor

RHE 102-2
MWF 10:30-11:20am
North Carolina Building, Room 22

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Course Description

An intensive continuation of RHE 101, this course enhances and extends the written and oral skills covered in the first semester through a thematic study of contemporary and/or historical disputation. This course completes the skills foundation required for further development in designated writing-intensive and speaking-intensive courses. Students will analyze rhetorical strategies, describe controversies from a variety of angles, and argue positions through written and oral assignments.

Course Goals

The program-wide goals of Rhetoric II are:

- The outcomes learned in RHE 101 will be enhanced and extended.
- Students will be able to evaluate evidence critically.
- Students will know how to enhance speaking and writing style by attending to word choice and use of language strategies.
- Students will have strengthened vocal and physical delivery in oral presentations.
- Students will be able to use media and visual aids effectively in oral presentations.
- Students will be able to analyze arguments with respect to their larger societal effect and implication.
- Students will have an appreciation for a wide range of differences beyond simple dichotomies.
- Students will be aware of how communication affects citizenship.

These goals will be met holistically through the combination of projects and activities throughout the semester.

Required Course Texts & Materials

Lester, James and James Lester, Jr. *The Essential Guide:*

Research and Writing across the Disciplines. 3rd or 4th ed.

Lucas, Stephen, ed. *The Art of Public Speaking*. 9th ed.

Any college-level dictionary.

A pocket-type folder for handing in work.

Appropriate computer media for backing up course work.

Other materials (paper, binders) for final portfolio project, as appropriate and needed.

Course Requirements

In order to earn a passing grade in this course, students must:

- Complete the *Argumentative Research Essay* project in various components and drafts over the course of the semester;
- Complete four (4) speech assignments over the course of the semester.

Additionally, students should know that their course grade will also depend upon:

- Attendance at and active participation in class sessions;
- Completion of various homework assignments and/or in-class activities.

The relationship of these components to the final grade in the course will be made clear under "Grading," below.

Major Projects

As stated above, the *Argumentative Research Essay* is the major writing project for the term. Students must complete all components of this project and all speech projects in order to pass the course.

- *Argumentative Research Essay*. This project is just what the name says: A researched essay which successfully argues a thesis. Much of the written work in this course supports and leads to this essay, which will largely be completed in the second half of the term. 35% of final course grade.
- *Topic Proposal*. The first assignment leading to the *ARE*. In this assignment, students will suggest the topic they will work with for the remainder of the term. The topic proposal must be approved before work can continue, and any change of topic must also be approved. 5% of final course grade.
- *Research Proposal*. An outgrowth of the *Topic Proposal*, this assignment details the student's research plan for the term in completing the *ARE*. 10% of final course grade.
- *Research Journal*. This is an ongoing record of the student's research efforts throughout the term. It will detail the types of research undertaken and document that research for reference. 9% of final course grade.

- *Portfolio Reflection.* This brief personal essay will reflect on all of the material, gathered over the course of the semester, presented in the student's final portfolio. It should reflect upon the process and what the student learned in the course. 8% of final course grade.
- *Topic Presentation.* This speech assignment will introduce the student's research topic to the class. 5% of final course grade.
- *Poster Session.* This speech project presents the student's research proposal in a readily-assimilated poster format accompanied by a brief presentation. Other faculty members will be present. 5% of final course grade.
- *Progress Report.* Each student will update the class on her or his progress on the *ARE*, in this speech assignment. 8% of final course grade.
- *Research Report.* Each student will present her or his findings from the *ARE* in this longest speech assignment of the semester. 10% of final course grade.

Further details on these course projects will be forthcoming throughout the term: assignment guides with more specific requirements and instructions, as well as due dates, draft deadlines, and conference scheduling.

Course Policies

Attendance and Participation. This course is largely a workshop and conference-based course. Regular attendance is of the utmost importance and is therefore mandatory. Attendance will be taken at each class session. Students may miss one week worth of class, three (3) days, with no adverse impact on their grade. Beginning with the fourth absence, the student's final grade in the course will be lowered by one full letter grade (e.g., from 'A' to 'B'). Note that a student missing seven (7) class sessions *cannot* pass the course. Absences for College representation (athletic and otherwise) are excused; I make no further distinction between excused and unexcused absences.

Students with Additional Needs. Lees-McRae College makes every attempt to comply with the Americans with Disabilities Act. Therefore, reasonable arrangements will be made for any student with a documented disability. If you have a documented disability, you can make confidential arrangements through Tami Tressler-Blewitt, the Coordinator of Disability Services at Lees-McRae, to accommodate your disability. If a student with a documented disability wishes to request accommodation, they

must inform their instructor of that disability and must meet with the Coordinator of Disability Services at Lees-McRae prior to receiving any assistance or accommodations. Students with disabilities should make an appointment to meet with Ms. Tressler-Blewitt as soon as possible to complete the necessary paperwork and to develop an Individual Accommodation Plan. Ms. Tressler-Blewitt's office is in the Burton Center for Student Success and she can be contacted at ext. 2561 or via e-mail at: tressler-blewitt@lmc.edu.

Plagiarism and Academic Integrity. As stated in the *Lees-McRae Student Handbook (2007-2008)*, "Lees-McRae College fosters a spirit of complete honesty and a high standard of integrity. All students are expected to act in a manner that does not infringe upon the rights and responsibilities of others, including the right to learn and prosper in a campus community free from fraudulence and dishonesty; every student has the responsibility to help maintain such a campus community. The attempt of any student to present as his/her work that which they have not honestly performed is regarded by the faculty and administration as a most serious offense and renders the offender liable to severe consequences and possible suspension" (7).

Students are encouraged to be familiar with the definitions of cheating, collusion, lying, and plagiarism presented in the *Student Handbook*, pages 7 and following, as well as with the consequences for violations of academic integrity specified there. Students found to have knowingly and willfully breached academic integrity in this course will receive the grade of "XF" for the course, and will be referred to the Academic Affairs office for potential further action.

Computers. Lees-McRae College is a wireless network campus, and each student can, therefore, bring a computer for use during class time. Do not abuse this privilege. Using network access for research to augment class discussion, working on course projects, and communicating with others in the course are appropriate uses of the facilities; Facebook, instant messenger, random Web surfing, and checking email are not.

Late Work. The *Course Calendar*, below, details when major projects, drafts of projects, and most assignments are due, and how they are to be handed in. Major projects will be docked one full letter grade (e.g., from A- to B-) for each class day they are late. Workshop drafts must be presented on time for the workshop; failure to do so will cost the student in terms of participation in the workshop. Conference drafts may not receive my fullest or most careful consideration if they are

submitted late. Homework is not accepted late, except by prior arrangement. The final examination period (used to present *Research Reports*) is the absolute deadline for the *Argumentative Research Essay Portfolio* (and all other late projects); no work will be accepted after the end of the final examination period. No work is considered submitted until it has been submitted as required below.

Submission of Work. Various types of work will be submitted in various ways in this course. Homework should be typed, printed, and brought to class in hard copy to be handed in. Workshop drafts should be typed, printed, and brought to class in hard copy for your peers' evaluation and/or brought to class on computer media for evaluation/commentary on your computer hardware. Conference drafts should be typed, printed, and handed in, in hard copy, in your folder, with the workshop draft. Final drafts of projects should be typed, printed, and submitted in hard copy in class, in your folder, with all drafts on the date due.

Electronic File Formats. For the purposes of this class, I am *not* accepting most work electronically, except by special arrangement. If I agree to accept your work electronically, it should be in an appropriate file format. Acceptable file formats include: .doc, .rtf, .pdf, .xls, and .ppt. Unacceptable file formats include: .wps, .docx, .xlsx, and .pptx. If you have questions about file formats—including whether a particular format is acceptable and how to save in different formats, ask. If I can't open it with Office 2004 for Mac, it has not been submitted.

Communication in and with the Class. For general correspondence (questions and the like), please use my LMC email address to contact me (kapperm@lmc.edu); I will use your LMC email address to contact you. I will also add each student's LMC email address (and one additional address, if you like) to a course mailing list that we can all use to post messages to the class: rhe1022spr2008@michaelkapper.com.

The Syllabus Itself. This document represents a contract between me, the professor, and you, the student. The policies will be enforced as stated here, though exceptions may be made for good cause. If you believe you have good cause, please discuss your situation with me. Any exception made will be on a case-by-case basis and will always be in the student's favor. The calendar is, of course, subject to change with circumstances. Your continued enrollment in the course signifies your understanding and acceptance of the goals and policies stated in this syllabus.

Grades

Your grade in this course will be determined by your performance of the work as measured against the standards you will be informed of for each assignment. I make every attempt to reward accomplishment, not to punish failure, in assigning grades: a grade lower than 'A' doesn't mean you "did something wrong"; rather, a grade higher than 'F' designates "doing things right."

Your final grade in this course will be calculated like a grade point average, using these percentages like the "credit hours" in the calculation:

Argumentative Research Essay	35%
Topic Proposal	5%
Research Proposal	10%
Research Journal	9%
Portfolio Reflection	8%
Topic Presentation	5%
Poster Session/Presentation	5%
Progress Report	8%
Research Report	10%
Homework/Activities (as assigned)	5%
Total	100%

Your final grade will be reported in these "GPA" ranges:

3.65 - 4.00	A
3.45 - 3.64	A-
3.15 - 3.44	B+
2.80 - 3.14	B
2.50 - 2.79	B-
2.20 - 2.49	C+
1.80 - 2.19	C
1.50 - 1.79	C-
1.20 - 1.49	D+
0.70 - 1.19	D
0.00 - 0.69	F

Note: Consistent 'A-' work will earn an 'A' in the course.

Final Note

You should submit all previous drafts of an assignment when submitting that assignment again (e.g., submit workshop drafts with conference drafts; submit all previous drafts of the *ARE* whenever you submit a new draft of it). All drafts of all written projects should be saved for submission in the portfolio at the end of the term.

Course Calendar

Please note that this course calendar is the best roadmap I can provide for the semester when planning at the beginning of the term. Remember that it is subject to change, with appropriate notice to you. Assignments will never be "moved up," though they may be moved back. Unless you hear differently, all workshops and discussions will take place on the day they are listed in this calendar, and all assignments will be due as listed here. If you miss class or arrive late on a given day, it is your responsibility to check with classmates for lecture and/or discussion notes that you missed and to check with me for any assignment sheets or other handouts you may not have received. Please ask me about classroom content only for clarification after you have discussed what you may have missed with a classmate. Reading and homework assignments will be made in class.

Week	Monday	Wednesday	Friday
Week 1 16-18 Jan		Introduce Course, Policies, and Materials	Identifying a Topic Focusing on a Topic Introduce <i>Topic Proposal</i> Introduce <i>Topic Presentation</i>
Week 2 21-25 Jan	Martin Luther King, Jr., Holiday No Class	Draft of <i>Topic Proposal</i> /Due in class* Workshop of <i>Topic Proposal</i> Introduce <i>Research Journal</i> Review Research Strategies (with Library Update)	<i>Topic Proposal</i> /Due [†] Introduce <i>Research Proposal</i> Review of Field Research
Week 3 28 Jan - 1 Feb	<i>Topic Presentations</i> Due ^o	<i>Topic Presentations</i> Due ^o Field Research: Interviews Field Research: Observations	<i>Research Proposal</i> /Workshop Draft Due* Workshop of <i>Research Proposal</i>
Week 4 4-8 Feb	Introduce <i>Poster Session</i> <i>Research Proposal</i> Conference Draft Due [†]	Conferences <i>Research Proposal</i> and <i>Poster Session</i>	Conferences <i>Research Proposal</i> and <i>Poster Session</i>
Week 5 11-15 Feb	Poster Session ^o (I will be asking additional faculty members to attend your poster presentations)	Introduce/Clarify <i>Argumentative Research Essay</i> & Drafting Process Argumentation Overview Topic-Position-Thesis	Invention: Discovery of Ideas
Week 6 18-22 Feb	Arrangement: Putting Ideas Together	Style: Expression of Ideas	Memory: Getting Ideas In
Week 7 25-29 Feb	Delivery: Getting Ideas Out	<i>Skeleton Workshop Draft</i> Due* Workshop of <i>Skeleton Draft</i>	Incorporating Source Materials: Quotation, Paraphrase, and Explanation <i>Skeleton Conference Draft</i> Due [†]
Spring Break	As much "Spring" as there is in this Break (March 1-9), enjoy the fact that there is No Class		
Week 8 10-14 March	Conferences <i>Skeleton Draft</i>	Conferences <i>Skeleton Draft</i>	Logical Argumentation: Logic, Philosophy, Reason
Week 9 17-21 March	Logical Argumentation: Formal Logic	Workday <i>Workday assignment will be forthcoming; Dr. Kapper will be out of town attending an academic conference.</i>	Easter Break No Class
Week 10 24-28 March	Easter Break No Class	Logical Fallacies & Ethical Argumentation	Logical Fallacies & Emotional Argumentation
Week 11 31 Mar - 4 Apr	<i>Content 1 Workshop Draft</i> Due* Workshop of <i>Content 1 Draft</i>	Review of MLA & APA Paper Formatting <i>Content 1 Conference Draft</i> Due [†]	Conferences <i>Content 1 Draft</i>

Week	Monday	Wednesday	Friday
Week 12 7-11 Apr	Conferences <i>Content 1 Draft</i>	<i>Progress Reports Due</i> ^o	<i>Progress Reports Due</i> ^o Introduce <i>Portfolio</i> and <i>Reflection</i>
Week 13 14-18 Apr	<i>Content 2 Workshop Draft Due</i> [*] Workshop of <i>Content 2 Draft</i>	Introduce <i>Research Report</i> <i>Content 2 Conference Draft Due</i> [†]	Conferences <i>Content 2 Drafts</i>
Week 14 21-25 Apr	Conferences <i>Content 2 Drafts</i>	<i>Proofreading Workshop Draft Due</i> [*] Workshop of <i>Proofreading Draft</i>	Conferences <i>Proofreading Drafts & Questions</i>
Week 15 28 Apr - 2 May	<i>Research Report Due</i> ^o	<i>Research Report Due</i> ^o	<i>Research Report Due</i> ^o <i>Portfolio Due</i> [§]
Final Exams 3 May	<i>Research Report Due</i> ^o		

* Assignments noted as "due" and marked with this symbol must be completed, printed, and with you at the beginning of class time; if they are not, you are not prepared and will be considered absent from class that day; these assignments are not handed in to me, so emailing them to me serves no purpose.

† Assignments noted as "due" and marked with this symbol must be completed, printed, and with you at the beginning of class time; if they are not, they are considered "late"; I will not accept these assignments via email.

o Assignments noted as "due" and marked with this symbol must be completed and you must be prepared to deliver them on the date for which they are listed. In the event that the same assignment is listed for multiple dates, you should be prepared to deliver your assignment on the first date listed and each subsequent date, until you have delivered your assignment.

§ The *Portfolio* assignment, marked with this symbol when due, should be completed by the due date and ready to hand in at the beginning of class time. Any *Portfolio* not completed by the beginning of class time will be considered "late." The absolute deadline for submission of *Portfolios* is the end of the final examination period on Saturday, May 3. No *Portfolios* will be accepted after that time, and a student whose portfolio is incomplete or missing at that time **will fail the course**.