

**ENGL 265-01: The Writing and Rhetoric of Citizenship
Longwood University
Fall 2021**

Professor: Dr. Shawn Smith
Office: Grainger B14
Office Hours: Unless CDC/VA/LU policies change, via Zoom (e-mail me to make an appointment; suggest 2-3 times between 7am and 5 pm).
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Web Page: <http://www.longwoodshakespeare.net>
Class meets: Mondays and Wednesdays, 5:30-6:45 pm in Grainger G16.

COURSE DESCRIPTION

This course prepares students for the writing and speaking they will do throughout their university experience through an investigation of various aspects of citizenship. Students will develop habits of critical thought and civil discourse through the exploration of citizenship by writing and speaking for various academic contexts. This course is specifically designed for students with an Associate’s degree earned in high school through a dual enrollment program. WI. 3 credits.

COURSE OBJECTIVES

In this course students will investigate the foundations of citizenship, which include ethical reasoning, critical thought, and civil discourse. They will analyze and use writing and speaking conventions appropriate to different audiences. They will also identify strengths and weaknesses in their own writing and speaking in order to improve.

Core Curriculum Course Objectives

Upon completion of this course, students will be able to:

1. Identify and describe relationships between a citizen’s individual rights and responsibilities and the broader responsibility to the common good;
2. Demonstrate critical thinking by identifying, explaining, and analyzing arguments;
3. Demonstrate ethical reasoning by articulating and evaluating reasons designed to support ethical conclusions;
4. Practice speaking and listening techniques for holding constructive conversations about controversial issues;
5. Create and deliver oral messages appropriate to audience, purpose, and context.

Course-Specific Objectives

Upon completion of this course, students will be able to:

1. Describe and evaluate the responsibilities of citizenship, including one's personal responsibility and responsibility toward others;
2. Analyze and critically respond to a variety of texts using written and oral arguments;
3. Analyze and use speaking conventions appropriate to different audiences. Students will identify strengths and weaknesses in their own speaking in order to improve;
4. Identify and explain the significance of language, structure, and evidence in a variety of texts;
5. Produce original prose with fewer than four errors that affect reader comprehension with the help of dictionaries and other composition aids.

REQUIRED TEXTS (available at the University Bookstore; additional texts will be available on Canvas)

- *An Insider's Guide to Academic Writing: A Rhetoric and Reader*, 2nd ed., ed. Susan Miller-Cochran, Roy Stamper, and Stacey Cochran, 2nd ed. (Bedford, 2019). [ISBN: 9781319361754]

Other texts will be available on Canvas under "Files." A note about using digital editions of these works: Use them at your peril. Students who use digital texts tend not to mark them up as they would a physical text, and they therefore have a less meaningful interaction with that text, and this tends to result in poor grades. If you insist on using digital editions, you'll need to figure out on your own how your edition corresponds to the assignments on the syllabus. You'll also need to find bound editions when you need to cite them for your work in this course.

COURSE REQUIREMENTS

- Four papers of 3-4 pages each, minimum (20% each of final grade).
- Final exam (10% of final grade).
- Class preparation and participation (10% of final grade).

POLICY MATTERS

It is essential that you read thoroughly and carefully, and this means marking up your book with underlining, comments, and questions. Think of it as "texting the book."

Please arrive on time, and be prepared to listen, to think, and to contribute. Please turn off wireless phones, headphones, and other electronic devices that might disrupt class—and put them away, out of sight, and beyond the reach of your hands. Please treat other students and your instructor in a civil and respectful manner. About taking notes on laptops or tablets: I urge you not to do this. Taking notes by hand forces you to process information in a more productive way than transcribing comments into a word processor does. Laptops not only present you with numerous distractions (e-mail, Facebook, etc.), but they are also a

distraction for other students, especially those sitting behind you. Students who take notes on laptops or tablets tend to do poorly in this course.

The Longwood University attendance policy in the *Undergraduate Catalog* will be the attendance policy for this course. You will receive an F on work missed because of unexcused absences. Your grade will be lowered by one letter grade if you miss 10 percent of the scheduled class meeting times for unexcused absences. You will receive an F if you miss a total (excused and unexcused) of 25 percent of the scheduled class meeting times. If you arrive late, it is your responsibility to check with me at the end of class to make sure that I've counted your late arrival. Three late arrivals will be counted as an absence. If you are absent, it is your responsibility to obtain notes from a classmate (as well as announcements about syllabus changes or other matters; it's also your responsibility to pick up papers or exams that might have been handed back). Exams can be made up only under the most grave circumstances, and with documentation from an MD or a Longwood University official. If you foresee a conflict, I expect you to discuss it with me beforehand. If you expect a prolonged absence from class because of illness or emergency, you should inform the Dean of Students. Written assignments handed in late will lose one letter grade for each class day late. Plagiarism, cheating, and other forms of intellectual dishonesty will result in an F for the course and referral to the Longwood University Office of Student Conduct and Integrity.

Your written assignments for this class will be uploaded to Canvas. You should keep electronic (preferably on Dropbox or some sort of cloud server in case your computer has problems) versions of any work you submit for this class, and the graded work I hand back to you, until after you have received your final grade. Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact me privately. If you have not already done so, please contact the Office for Disability Services (103 Graham Building, 395.2391) to register for services.

Mandatory Reporting of Crimes and Sexual Misconduct: In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff), she or he is required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood, the most current forms of these policies are available here:

<http://www.longwood.edu/police/crimereports.htm>
<http://www.longwood.edu/studentconduct/12050.htm>
<http://www.longwood.edu/titleix>

Current university policies regarding facemasks, intellectual property, accommodations and disability

resources, mental health resources, and reporting of crimes and sexual misconduct are available here:

<http://www.longwood.edu/academicaffairs/syllabus-statements/>

CALENDAR

- 23 August: Course introduction.
- 25 August: Reading and writing rhetorically: *Insider's Guide*, pp. 45-52.
- 30 August: Writing a rhetorical analysis; George H. W. Bush, Letter to Saddam Hussein: *Insider's Guide*, pp. 52-58.
- 1 September: Developing arguments: *Insider's Guide*, pp. 59-67.
- 8 September: Solomon, excerpt from *Masters of Desire: The Culture of American Advertising*; Hotzhauser, "Rhetoric of a 1943 War Bonds Ad": *Insider's Guide*, pp. 67-80.
- 13 September: Academic research: *Insider's Guide*, pp. 81-94.
- 15 September: Academic research: *Insider's Guide*, pp. 94-114.
- 20 September: Writing workshop for Essay #1 (Rhetorical Analysis).
See *Insider's Guide*, pp. 57-58, for assignment. Make sure you select a text related to citizenship to analyze.
Be prepared to discuss at least two paragraphs of your essay.
- 22 September: Class canceled for individual conferences on Zoom.
Be prepared to discuss at least the first four paragraphs of your paper.
- 27 September: Essay #1 due on Canvas at 5:30 pm. Introduction to Textual Analysis Essay.
- 29 September: Textual Analysis: *Insider's Guide*, pp. 139-145.
- 4 October: Bob Dylan, "The Lonesome Death of Hattie Carroll" (on Canvas).
Paraphrase and Analysis Exercise (instructions and handouts on Canvas).
- 6 October: Nikki Giovanni, "We Are Virginia Tech"; Barack Obama, 18 March 2008 speech on race (both on Canvas).
- 11 October: Writing workshop for Essay #2 (Textual Analysis).
See *Insider's Guide*, pp. 173, for assignment. Make sure you select a text related to citizenship to analyze.
Be prepared to discuss at least two paragraphs of your essay.
- 13 October: Class canceled for individual conferences on Zoom.
Be prepared to discuss at least the first four paragraphs of your paper.
- 18 October: Essay #2 due on Canvas at 5:30 pm. Introduction to Literature Review Essay.
- 20 October: Csikszentmihalyi and Hunter, excerpt from *Happiness in Everyday Life: Insider's Guide*, pp. 211-217.
- 25 October: Information Literacy: Library Visit.
Meet at the entrance to Greenwood Library at 4:00 pm.
Be prepared to ask the librarian at least one question about research related to your paper topic.
- 27 October: Writing a Literature Review: *Insider's Guide*, pp. 217-226.
Be prepared to discuss the topic and at least three sources you plan to use for your Literature Review Essay.

- 1 November: Writing workshop for Essay #3 (Literature Review).
See *Insider's Guide*, pp. 216-217, for assignment. Make sure your topic is related to citizenship in some way.
Be prepared to discuss at least two paragraphs of your essay.
- 3 November: Class canceled for individual conferences on Zoom.
Be prepared to discuss at least the first four paragraphs of your paper.
- 8 November: Essay #3 due on Canvas at 5:30 pm. Introduction to final essay.
- 10 November: Hagerty, "Inside a Psychopath's Brain: The Sentencing Debate"; Chettiar, "The Many Causes of America's Decline in Crime": *Insider's Guide*, pp. 417-419; 423-429.
- 15 November: Conquergood, "Lethal Theatre: Performance, Punishment, and the Death Penalty": *Insider's Guide*, pp. 434-457.
- 17 November: Be prepared to discuss the topic and at least three sources you plan to use for your final essay. Be prepared to discuss, in a specific way, your response to one of those sources.
- 22 November: Writing workshop for Essay #4 (Contributing to a Scholarly Conversation).
See *Insider's Guide*, pp. 414-415, for assignment. Make sure your topic is related to citizenship in some way.
Be prepared to discuss at least two paragraphs of your essay.
- 29 November.: Class canceled for individual conferences on Zoom.
Be prepared to discuss at least the first four paragraphs of your paper.
- 1 December: Essay #4 due on Canvas at 5:30 pm. Preparation for final exam.

6 December, 6:30-9:00 pm: FINAL EXAM. Bring a blue book to class.

Grading Scale: 94-100 = A; 90-93 = A-; 87-89 = B+; 84-86 = B; 80-83 = B-; 77-79 = C+; 74-76 = C; 70-73 = C-; 67-69 = D+; 64-66 = D; 60-63 = D-; 0-59 = F

Grading Rubric: <http://www.longwoodshakespeare.net/grading/WritingRubric.pdf>