COURSE DESCRIPTION
Rhetoric teaches us how we might persuade others, and whether to be persuaded ourselves. This course will pay particular attention to cultural and individual assumptions, and how rhetoric and language work to provide effective arguments. You will learn to read texts critically and to recognize the different purposes, audiences, and appeals for arguments. Our course assignments will give you extensive practice in thinking critically and writing according to the rhetorical conventions of an argumentative essay using the full range of writing processes: invention, arrangement, drafting, revising, editing, and proofreading. You will also learn how to make an extended, multimodal argument.

In addition to sharpening your research and writing skills for academic purposes, this course will allow you to put rhetorical theory in praxis and compose in a real-world context. Your final major assignment will be a collaborative project: together you will launch a book series to be published by Clemson University Press in partnership with Liverpool University Press, in consultation with the series editor. As a class you will design a series logo, develop a social-media campaign, design publicity materials (postcards and flyers for broad circulation), draft a press release, and produce a multimedia presentation announcing the series and inviting book proposals for the Clemson University Press website. The full-scale campaign for the book series will engage you in research, analysis, and in making an extended argument in written, visual, and multimodal texts.

COURSE OBJECTIVES/LEARNING OUTCOMES
During this course, there will be five key learning outcomes that will guide our learning (established by the Council of Writing Program Administrators):

• Rhetorical Knowledge
  By the end of this course, you should:
  o Focus on a purpose
  o Respond to the needs of different audiences
  o Respond appropriately to different kinds of rhetorical situations
  o Use conventions of format and structure appropriate to the rhetorical situation
  o Adopt appropriate voice, tone, and level of formality
  o Understand how genres shape reading and writing
  o Write in several genres

• Critical Thinking, Reading, and Writing
  By the end of this course, you should:
o Use writing and reading for inquiry, learning, thinking, and communicating
o Understand a writing assignment as a series of tasks, including finding, evaluating, analyzing, and synthesizing appropriate primary and secondary sources
o Integrate your own ideas with those of others
o Understand the relationships among language, knowledge, and power

• Processes of Composing
By the end of this course, you should:

o Be aware that it usually takes multiple drafts to create and complete a successful text
o Develop flexible strategies for generating, revising, editing, and proofreading
o Understand writing as an open process that permits writers to use later invention and rethinking to revise their work
o Understand the collaborative and social aspects of writing processes
o Learn to critique your own work and the work of others
o Learn to balance the advantages of relying on others with the responsibility of doing your part
o Use a variety of technologies to address a range of audiences

• Knowledge of Conventions
By the end of this course, you should:

o Learn common formats for different kinds of texts
o Develop knowledge of genre conventions ranging from structure and paragraphing to tone and mechanics
o Practice appropriate means of documenting your work
o Control such surface features as syntax, grammar, punctuation, and spelling

• Composing in Electronic Environments
By the end of this course, you should:

o Use electronic environments for drafting, reviewing, revising, editing, and sharing texts
o Locate, evaluate, organize, and use research material collected from electronic sources, including scholarly library databases, other official databases (e.g., federal government databases), and informal electronic networks and web sources
o Understand and exploit the differences in the rhetorical strategies and technologies/software for composing different kinds of texts in an electronic environment

CLEMSON THINKS²
This is a Clemson Thinks² (CT²) course. Our class discussions, course readings, and assignments are designed to increase your critical-thinking skills. In the context of our course, critical thinking refers to an understanding of how ambiguity in texts can be variously interpreted and how to make use of this ambiguity to develop an argument; to the ability to evaluate arguments and parse fact from interpretation; to the ability to compare and contrast texts; to the ability to analyze texts as well as our own responses to them; and to the ability to develop and communicate arguments effectively in classroom discussions, in formal writing, and in multimodal texts.

As a part of the CT² initiative, you will be required to take an online critical-thinking test at the beginning and at the end of the semester to gauge your progress. While this test is mandatory, your score will not factor into your final course grade.
REQUIRED TEXTS AND SUPPLIES
Laptop computer with the most recent version of InDesign and Photoshop installed
You must print and annotate all readings and handouts available via Canvas (your course pack)

COURSE POLICIES & GRADING PROCEDURES

Attendance
Your attendance in class is mandatory. You are given a total of two (2) absences without any penalty to your final grade. Please note that these absences are not wild cards to be used in addition to absences resulting from medical emergencies, illness, bereavement, late alarms, or any other reason that you may miss class. These absences are allocated for those purposes only and each absence beyond two will result in the reduction of your overall course grade by five percent (5%). If you anticipate missing more than two course periods during the semester for any reason whatsoever, please speak with me after class, during office hours, or by appointment as soon as possible. Please also note that two late arrivals (after I have taken attendance) count as an absence. An absence from class on the day that an assignment is due does not give you permission to submit the assignment late. You will need to make arrangements to deliver the work or it will be subject to late submission penalties. Please note that excessive absences may result in a grade of F in this course, even if you have turned in all the required papers on time.

Note: If I see your cell phone or the use of any electronic device for non-classroom related purposes (e.g. Facebook), I reserve the right to mark you as absent without direct notification regardless of how much time is left in the class period.

Inclement Weather Cancellations / Absence of Professor
Any exam or assignment due on a day when class is cancelled due to inclement weather will be given/due at the next class meeting. In the event that I cancel class due to weather, you will be notified via email and via an announcement on Canvas. If I’m ever fifteen minutes late to class, you are dismissed without penalty.

Plagiarism and Academic Dishonesty
The following is Clemson’s official statement on “Academic Integrity”: “As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a ‘high seminary of learning.’ Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

A simple definition of plagiarism—one that we will expand upon this semester—is when someone presents another person’s words, visuals, or ideas as his/her own. The instructor will deal with plagiarism on a case-by-case basis. The most serious offense within this category occurs when a student copies text from the web or from a collective file. *This type of academic dishonesty is a serious offense that will result in a failing grade for the course as well as the filing of a formal report to the University.*

See the Clemson site below for information about Academic Integrity and procedures regarding the violation of Clemson policies on scholastic dishonesty: [http://www.clemson.edu/academics/academic-integrity/](http://www.clemson.edu/academics/academic-integrity/)

The Writing Center (307 Academic Success Center building)
The Writing Center is a free tutoring service available to the entire student body, regardless of major or academic standing. It provides students opportunities to discuss questions or problems related to academic writing—from generating a topic and thesis to organizing a draft and integrating appropriate citations. The Writing Center’s goal is to help Clemson students become confident and effective writers. As an English 1030 student, you should feel free to utilize the Writing Center to receive additional help or
feedback on any course assignments or projects. You can make an appointment with a tutor by visiting the Writing Center’s website (http://www.clemson.edu/centers-institutes/writing/), by calling them at 864-656-3280, or by simply stopping in.

Accessibility
It is University policy as well as my own personal policy to provide, on a flexible and individualized basis, reasonable accommodations to students who require them. You are encouraged to contact Student Accessibility Services to discuss your individualized needs for accommodation. For more information visit: http://www.clemson.edu/campus-life/campus-services/sds/index.html

Title IX (Sexual Harassment) Statement
Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran’s status, genetic information or protected activity (e.g., opposition to prohibited discrimination or participation in any complaint process, etc.) in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at http://www.clemson.edu/campus-life/campus-services/access/title-ix/. Mr. Jerry Knighton is the Clemson University Title IX Coordinator and is also the Director of Access and Equity. His office is located at 111 Holtzendorff Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Technology Requirements
This course requires the use of computer technologies in and out of class. Students are expected to bring their laptops to class with batteries fully charged. While some class time is provided for computer literacy instruction, the instructor will either provide additional help on an individual basis or recommend other support for advanced applications. Cellular phones must be both turned off and stored away during class.

Office Hours
Please note my regular office hours above. If you intend to drop in during office hours, please let me know via email. As I also direct Clemson University Press, I’m often in and out of my office but still around Strode. If I know to expect you, I’ll stay put! We can also arrange to meet at other times—again, please send a request via email.

Professor Email Policy
I usually respond to email promptly. However, the volume of email I receive at times prevents me from responding immediately. Please wait two business days to follow up on any email.

Due Dates
All assignments are due within the first five minutes of class on the due date. You must request an extension for any assignment via email twenty-four hours in advance; please note that a request for an extension does not guarantee that I will grant one. Please note that I do not accept late submissions or offer extra-credit opportunities to compensate for late work. All work may be turned in early for evaluation and/or pre-planned absences.

Periodically, I may revise our tentative course schedule; you are responsible for documenting any formally announced changes in our schedule.

Grading Policy
In addition to your major assignment grades (see below), you will receive grades on smaller assignments throughout the semester. These miscellaneous grades will be factored into your course preparedness grade at the end of the semester, as they illustrate your level of engagement in the course.
While each writing situation may call for some adjustment in the overall criteria based on the rhetorical situation, the following descriptive rubric is consistent with the values of first-year composition at Clemson and describe very general indicators that we all may take into consideration when assessing work and progress in the course. While the final interpretation and assessment of your grade remains my responsibility, the work that earns the grade falls entirely to you.

A: Represents **excellent** participation in all course activities (including attendance and promptness); all assigned work completed on time, with very high quality in all work produced for the course. Evidence of **significant** and **sustained** development across the five learning outcomes.

- Responds fully to topic and thoroughly addresses issues.
- Shows unusual or substantial depth and complexity of thought, including strong analysis.
- Demonstrates clarity, focus, organization, and unity throughout.
- Thoroughly investigates the topic; shows full development with supporting detail.
- Documents ideas, information, and questions according to convention.  
- Demonstrates superior control of diction, shows appropriate variety of sentences, and incorporates smooth, well-integrated transitions.
- Evidences mastery of mechanical and technical aspects of writing.

B: Represents **good** participation in all course activities (including attendance and promptness); all assigned work completed on time, with consistently high quality in course work. Evidence of **marked** and **above average** development across the five learning outcomes.

- Clearly and directly responds to topic and to issues.
- Shows depth and complexity of thought; investigates issues and addresses basic counterarguments.
- Demonstrates effective organization and adequate development.
- Incorporates a wide range of sources; uses plenty of detail to support ideas and conclusions.
- Documents sources correctly, with occasional minor errors.
- Contains only minor mechanical errors and exhibits no pattern of errors.

C: Represents **average** participation in all course activities; all assigned work completed, with generally good quality overall in course work. Evidence of **some** development across the five learning outcomes.

- Addresses question or topic and explores issues but draws no clear conclusion.
- Shows clarity of thought and organization but fails to show sufficient complexity or depth of thought.
- Uses only a few basic sources.
- Attempts to include adequate detail and development but may leave out obvious counterarguments.
- Attempts to document correctly.
- Demonstrates competence in mechanics; avoids major errors.

D: Represents **weak and uneven** participation in course activities; some gaps in assigned work completed, with inconsistent quality in course work. Evidence of development across the five learning outcomes is partial or unclear.

- Consistently strays from topic; is oblique or irrelevant.
- Reflects simplistic, reductive, or stereotypical thinking; relies heavily on generalization; shows little evidence of research.
- Shows poor or confusing organization; is too short.
- Contains garbled paraphrases; words or passages are nearly plagiarized.
- Documentation is careless, incorrect, or missing in some cases.
- Exhibits consistent flaws in language, syntax, or mechanics.
- Exhibits inadequate research or reading.

F: Represents minimal participation in course activities; serious gaps in assigned work completed, or very low quality in course work. Evidence of development is not available.

- Distorts topic or assignment; fails to address assignment; fails to establish topic.
• Provides no development.
• Contains obvious or deliberate plagiarism; lacks documentation of some or all sources.
• Displays gross technical or mechanical incompetence and repetitive errors.
• Exhibits inadequate research or reading.

MAJOR ASSIGNMENTS
NOTE: ALL assignments must be submitted in ELECTRONIC format either via Canvas or via a shared Box folder (TBA); however, I may also ask that some assignments be turned in to me in hardcopy.

Visual Rhetorical Analysis
This assignment requires students to develop proficiency in rhetorical analysis and argument by writing a paper that examines visual texts: logos (for commercial goods, government agencies, etc.). The aim of your argument is to support a thesis—using the rhetorical tools of persuasion—concerning how your logo(s) offer persuasive argument(s). This assignment is an integrated textual and visual essay that utilizes visual images and the rhetorical elements of composition, presentation, intended audience, and argument. This assignment should be around 1,000 words (+/- 10%) and include a list of works cited, formatted consistently. You should consider the presentation of your essay carefully to ensure that it projects the intended rhetorical position: you should consider all aspects of presentation—font, margins, image size, color v. black-and-white text, etc.

15% of Final Grade

Research Proposal
This assignment requires you to shift from rhetorical analysis of one text to broader cultural, social, or political issues and multiple modes of authoring. Your research needs to focus on a type of “conflict,” a multivalent term with implications for peace and war, the past and the present, fact and fiction, etc. We will first brainstorm possible types of conflict as a class; you will then select one interpretation of this term and research/locate a rhetorical example of it. Before delving too deeply into your subject, you will need to provide justification for why the research is important. Write a detailed proposal that discusses your topic, planned method, and purpose in depth for your Researched Argument. Be sure to cover your topic, your hypothesis, your potential sources and problems, and the significance of the proposed project. You will present a recapitulation of the proposal to the class for feedback. The written version of the assignment should be a minimum of 500 words.

5% of Final Grade

Draft of the Researched Argument
This assignment will exercise your rhetorical knowledge and develop an extended argument with evidence found through research to support your claims. Remember not to neglect possible objections to your argument. However, this is not a compare/contrast essay where you present multiple sides of an issue: the goal is not to achieve consensus, but to put forth a well-reasoned and well-supported argument that helps your audience move toward understanding your point of view. Your draft should be approximately 2,000 words (+/- 10%) and have a list of works cited (at least ten sources, formatted consistently).

10% of Final Grade

Project Four: The Researched Argument
We will workshop your drafts in class; I will also read your draft and provide feedback. This assignment requires you to account for feedback about your work to revise (sometimes substantively) your argument, correct all issues of presentation, proofread, and present a fully polished, final essay.

20% of Final Grade

Arguing in Multimedia: the Rhetorics of Conflict book series, edited by Prof. Cynthia Haynes
As a class, you will develop a campaign to launch a new book series, to be published by Clemson University Press in partnership with Liverpool University Press. Your work will contribute directly to the acquisition of new research, which will be distributed worldwide and bear the imprimatur of Clemson University. You will
draft a press release and produce a logo for the series. You will then use the logo we adopt to develop postcards, flyers, and digital advertisements, some of which may be published and circulated in print and/or online. In small groups, you will create a digital trailer for the series, presenting the series editor’s vision and announcing the call for book proposals for the Clemson University Press website. You will need to follow strictly copyright laws—there is a real audience for your work (prospective authors, librarians, scholars around the world), and education allowances/exemptions do not apply. Accordingly, we will need to consult with Professor Cynthia Haynes, the series editor, and hold regular class critiques to determine the most effective/aesthetically appealing designs and how to improve them.

With the exception of the multimodal trailer, everyone in the class will design/write each aspect of the campaign. We will then decide as a class (in consultation with the series editor) which draft/mockup to move forward. You do not need to produce the selected draft or design to earn the highest grade on any component of this assignment; if your draft or design is selected, you will be required to make adjustments as requested.

Breakdown:
pRESS RELEASE DRAFT: 10%
LOGO DESIGN: 10%
FLYER OR POSTCARD: 10%
VIDEO TRAILER: 10%
40% OF FINAL GRADE

Course Preparedness (including participation and miscellaneous minor assignments)
Your participation grade involves contributing to our discussions in class, showing up prepared for conferences, and so on. In other words, participation is measurable and represents your commitment to this course. You will have regular assignments, some of which are listed on the schedule below and others that will be announced at the end of the previous class. These assignments will invite you to reflect on your learning, process as a writer, or to curate content for our course discussion.

10% OF FINAL GRADE
**ITINERARY** (subject to change)
Assignments listed are due by the next class period unless otherwise noted. Please note that some minor assignments will be assigned at the end of class and are not listed under the homework column—these minor assignments will be engineered to clarify/address challenges that arise in class or to clarify our subject matter (e.g. additional reading on a topic, a draft of a paragraph demonstrating organizational logic discussed in class, etc.)

**Notes:** January 17: Last day to register or add a class | January 24: Last day to drop or withdraw from the University without a W (withdraw) grade

<table>
<thead>
<tr>
<th>Date</th>
<th>In Class</th>
<th>Homework</th>
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<tbody>
<tr>
<td>Thursday, Jan 11, 2018</td>
<td>Introductions</td>
<td>Read &quot;Arguments are Everywhere&quot; (on Canvas under &quot;files&quot;) and draft a response to the final “Talk about it” topic (p. 106 of the reading assignment). Your response should be 200 words; be prepared to present your analysis.</td>
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<tr>
<td>Tuesday, Jan 16, 2018</td>
<td>Discuss how we are surrounded by rhetoric, including visual rhetoric. Campus tour (weather permitting)</td>
<td>Read &quot;Writing on Paintings” (on Canvas under “files”)</td>
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<td>Thursday, Jan 18, 2018</td>
<td>“Troubling Beauty” by Yvette Cummings exhibit at Lee Gallery (Lee Hall). Meet outside the gallery, in the hallway.</td>
<td>Write a one-paragraph analysis of how one work of art from the Cummings exhibit showcases an argument about motherhood, abuse, or any other theme you discern in Cummings’s art.</td>
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<tr>
<td>Tuesday, Jan 23, 2018</td>
<td>Discuss Visual Rhetoric Analysis assignment and research company, government, etc. logos.</td>
<td>Read article on logo design: <a href="http://bit.ly/Telegraph_logos">http://bit.ly/Telegraph_logos</a>. Choose two logos and write a paragraph about each, critiquing the design.</td>
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<tr>
<td>Thursday, Jan 25, 2018</td>
<td>Discuss formulating a strong thesis statement; Workshop preliminary thesis statements based on the paragraphs that prepared for class.</td>
<td>Read copyright infringement case study and peruse the comment forum in response to it: <a href="http://bit.ly/copyreasonableness">http://bit.ly/copyreasonableness</a>; Also consider the complexities of homage and inspiration by comparing songs from different artists/eras: <a href="http://www.thesongsoundslike.com/">http://www.thesongsoundslike.com/</a></td>
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<tr>
<td>Tuesday, Jan 29, 2018</td>
<td>Discuss plagiarism, academic honesty, copyright, and free and fair use; in-class debate of case study</td>
<td>Develop an honor-code statement for Clemson University that upholds all of ideals of academic integrity; print it and sign it.</td>
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<td>Thursday, Feb 01, 2018</td>
<td>Discuss topic sentences and paragraphing / outlining; share techniques previously used to develop the structure of arguments</td>
<td>Outline your Visual Rhetoric Analysis assignment</td>
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<tr>
<td>Date</td>
<td>Task</td>
<td>Notes</td>
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<tr>
<td>Tuesday, Feb 06, 2018</td>
<td>Discuss introductions</td>
<td>Polish final draft of Visual Rhetoric Assignment; due in class, in hardcopy</td>
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<tr>
<td>Thursday, Feb 08, 2018</td>
<td>Individual conferences with Dr. Morgenstern on drafts of Visual Rhetoric Assignment</td>
<td>Revise Visual Rhetoric Assignment; final, polished draft due at the start of class on Tuesday (use proofreading checklist)</td>
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<tr>
<td>Tuesday, Feb 13, 2018</td>
<td>Develop a definition for conflict; discuss Researched Argument assignment</td>
<td>Draft research proposal</td>
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<td>Thursday, Feb 15, 2018</td>
<td>Discuss sources: fake news</td>
<td>Locate and critique a piece of fake news from an online source. Draft a one-page critique of the article/story explaining how you knew that it was fake news.</td>
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<tr>
<td>Tuesday, Feb 20, 2018</td>
<td>Guest lecture on locating library resources</td>
<td>Go to the library and spend at least several hours locating and reading sources for your Researched Argument assignment</td>
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<tr>
<td>Thursday, Feb 22, 2018</td>
<td>Dr. Morgenstern at a conference (no class)</td>
<td>Work on your Researched Argument Assignment</td>
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<tr>
<td>Tuesday, Feb 27, 2018</td>
<td>Discuss thesis statements for researched arguments</td>
<td>Draft introduction to Researched Argument assignment, including your thesis statement</td>
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<tr>
<td>Thursday, March 01, 2018</td>
<td>Workshop introductions for Researched Argument</td>
<td>Revise introduction and begin drafting the body of your Researched Argument assignment</td>
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<td>Tuesday, March 06, 2018</td>
<td>Discuss integration of resources; discuss summarizing and paraphrasing</td>
<td>Draft Researched Argument assignment</td>
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<tr>
<td>Thursday, March 08, 2018</td>
<td>Workshop drafts in class</td>
<td>Draft of Research Argument due</td>
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<tr>
<td>Tuesday, March 13, 2018</td>
<td>Individual conferences with Dr. Morgenstern on Draft of Researched Argument</td>
<td>Revise Researched Argument assignment; bring the fully polished, final draft to class in hardcopy on Thursday</td>
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<td>Thursday, March 15, 2018</td>
<td>Discuss Arguing in Multimedia assignment</td>
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<td>Tuesday, March 20, 2018</td>
<td>Spring Break (no class)</td>
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<td>Thursday, March 22, 2018</td>
<td>Spring Break (no class)</td>
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<tr>
<td>Tuesday, March 27, 2018</td>
<td>Discuss press releases; begin drafting press release for book series in class</td>
<td>Proof and polish press release</td>
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<td>Date</td>
<td>Event Description</td>
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<td>Thursday, March 29, 2018</td>
<td>Adobe training</td>
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<td>Administrator</td>
<td>Press Release due</td>
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<td>Tuesday, April 03, 2018</td>
<td>Discuss logo concepts for the Rhetorics of Conflict series</td>
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<tr>
<td>Thursday, April 05, 2018</td>
<td>Logo concept critique</td>
<td>assign flyers / postcards</td>
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<td>Tuesday, April 10, 2018</td>
<td>Flyers / postcards critique in class; assign groups for video trailer</td>
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<tr>
<td>Thursday, April 12, 2018</td>
<td>Dr. Morgenstern at a conference (no class)</td>
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<tr>
<td>Tuesday, April 17, 2018</td>
<td>Develop a social-media strategy/network for the series featuring the logo, select text from the press release, etc.</td>
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<td>Thursday, April 19, 2018</td>
<td>Class time allocated to video trailer editing</td>
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<td>Tuesday, April 24, 2018</td>
<td>Video trailer critique in class</td>
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<td>Thursday, April 26, 2018</td>
<td>Course evaluations at the start of class: bring your laptop!</td>
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<tr>
<td></td>
<td>Closing arguments</td>
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