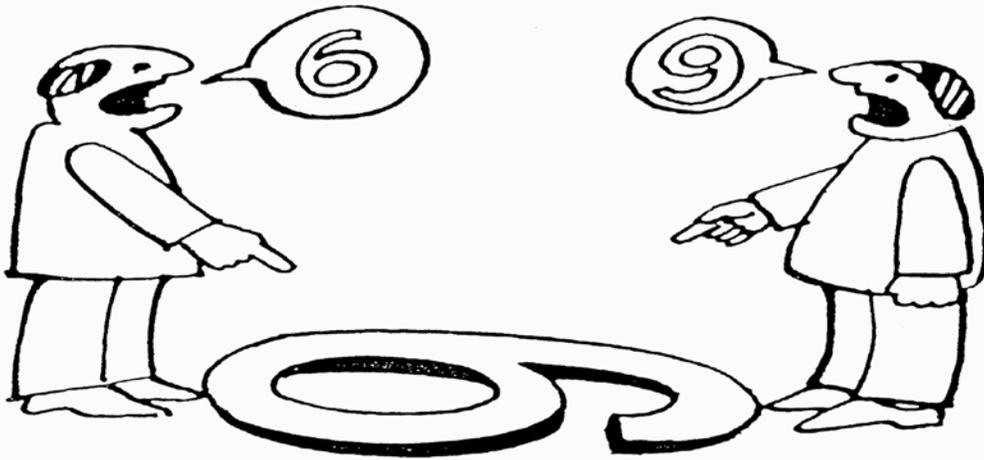


ENGL 1030-Composition and Rhetoric
Section 033 MWF 12:20-1:10
Daniel 207
Instructor: Geveryl Robinson
Email: geveryr@clemson.edu
Office: Strode 311 Office hours:
MWF 11:00-12:00 and by appointment



If you look at the photo above, you will see that both men see a different number based on their perspectives and where they are positioned; however, instead of one of them going to the other side to see WHY the other person sees a different number, they both remain on their opposite sides yelling at each other because each wants to be right.

That's where this course comes in.

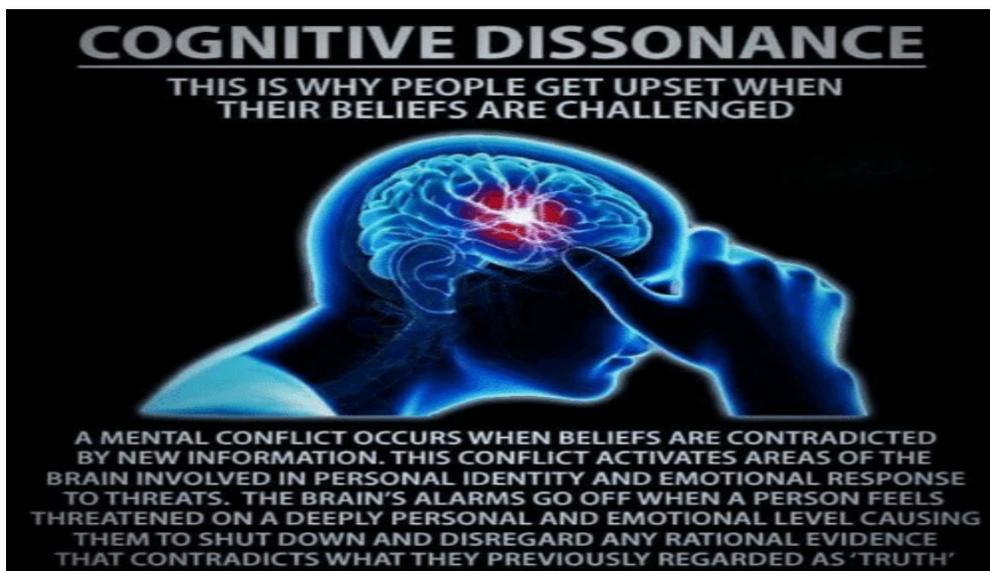
See, in this course, the goal is to get all of you to not only express what you see, think, and believe, but also to walk around to the other side to understand why someone else sees, thinks, believes differently. It is just as important to understand **why** you think the way you think, as it is to understand what you think. As a matter of fact, it's **more important** to understand why or how you came to believe the things you believe.

Now, how do you go through the process of figuring out why you believe what you believe? Glad you asked because the answer is simple...

CRITICAL THINKING.

Critical thinking is a self-aware process of thinking in a clear and systematic way in order to gain a deeper understanding. To do so requires engaging in something called **metacognition**, which simply means reflecting on your own thinking by recognizing your own biases (and we all have them), assumptions, and considering how to create knowledge. Now, this does not necessarily mean you will change your way of thinking. As a matter of fact, Aristotle once said, "It is the mark of an educated mind to be able to entertain a thought without accepting it." But what it does mean is that you'll be able to digest information in an unbiased, impartial, non-prejudiced way.

In addition to metacognition, you'll also need to understand cognitive dissonance. What's cognitive dissonance? Glad you asked.



But wait, there's more!



This class is a Clemson Thinks2 (CT2) seminar developed to increase and enhance your critical thinking skills. Listen, over the summer, I participated in the (CT2) institute for faculty, and it was life-changing. I learned many new critical thinking strategies, and I can't wait to get started with this class. Also, as part of the critical thinking process, you will be required to complete the

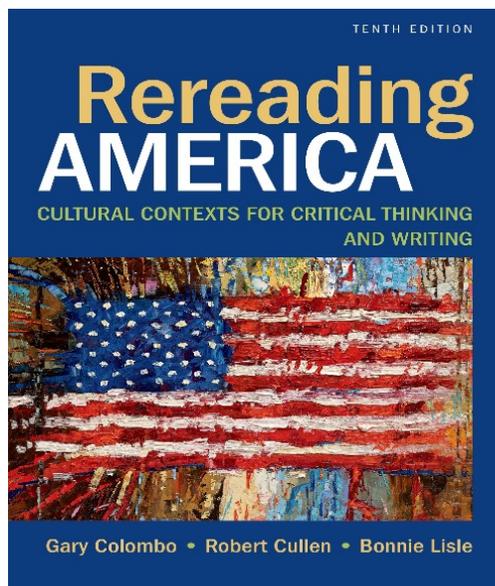
California Critical Thinking Skills Test (CCTST) at the beginning and end of the course in order to assess how this class impacts your critical thinking. To take the test, please go to <http://www.insightassessment.com> when instructed.

Username: f8en103c
PW: clemson2018

Now, let's get started!

COURSE OBJECTIVES: By the completion of this course, students will be able to proficiently do the following:

- Read, understand, and interpret a broad range of written and visual texts from a variety of genres.
- Develop skills in all the tools necessary for effective argumentation and critical thinking.
- Develop facility with the whole writing process from invention through revision.
- Understand and employ a variety of rhetorical modes and techniques of persuasion.
- Incorporate and document additional textual materials to strengthen and support argument.
- Integrate their own ideas with those of others
- Understand the relationships among language, learning, and power.
- Learn to critique their own and others' works
- 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 internet sources



REQUIRED MATERIALS: *Rereading America: Contexts for Critical Thinking and Writing*, 10th edition, by Gary Colombo, Robert Cullen, and Bonnie Lisle.

Of all of the texts I've used in my English classes, this is the one book that students tell me they do not sell at the end of the semester. Every myth about America and what it means to be an American is explored in this text. *Rereading America* is updated to include the most current events and includes visual portfolios that provide additional context.



Thinking

ASSIGNMENTS: In addition to the assigned readings, quizzes, oral presentations, and essays, students are required to submit two (2) three (3) page response papers on the required readings for the week. The papers can focus on an actual essay/article, the visual portfolio, or both. In these papers, you are to use critical thinking skills to analyze, and in some instances critique, the readings/visuals. These papers will be the basis for class discussion on the Friday of every week readings are assigned, so in addition to submitting your response paper on Canvas, bring a copy to class with you as well.

BREAKDOWN OF GRADES:

12 Response papers @ 25 points each =	300 points
PowerPoint Oral Presentation	200 points
Quiz 1	50 points
Quiz 2	50 points
Mid-term	50 points
Final Exam	50 points
Research Paper	<u>300 points</u>
	1000 points

Final Grade: A = 900—1000; B = 800—899; C = 700—799; D = 600-699; F = 599 or below

TECHNOLOGY AND COMMUNICATION:

*You will need to be able to access Canvas for assignments, and discussions.

*Check your email at least once a day for any class updates.

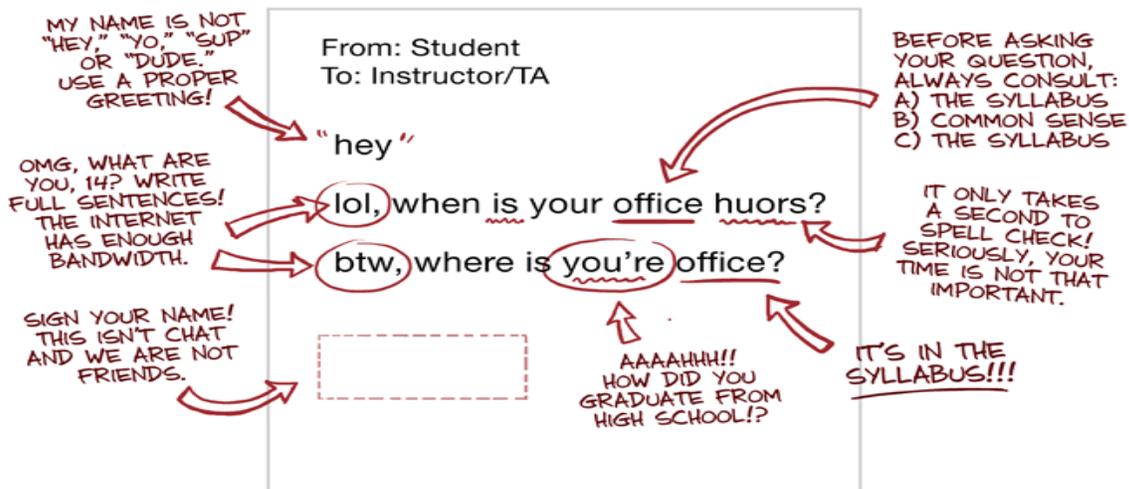
*If/when you email me, use email etiquette (subject, address the recipient-that's me- use complete sentences, etc.)

*I will respond to any email as quickly as possible, but I will always respond within 24 hours (except on the weekends). If you email after 8 pm, I will not respond to your email until the following day, unless I'm not very busy that evening.



Speaking of email, I'm just going to put this right here.

HOW TO WRITE AN E-MAIL TO YOUR INSTRUCTOR OR T.A.



Now, let's talk about...



RESPECT – Obviously, everyone in this class is to be treated with respect. Beyond that, though, understand that we each come with our own backgrounds and beliefs, and will likely have differing viewpoints at times. Some of the topics that we will cover are a bit controversial, so it is essential that this class remains a safe and open-minded area for discussion. Therefore, you **must** use appropriate language and respect in discussions in class.

Now that we're clear about that, let's move forward to the policies and rules of the course. This section contains not only university-wide statements on your legal rights and campus resources, but also useful information on the ways I, as your instructor, can try to help you achieve your goals at Clemson. I would like to affirm my personal commitment to helping you get the access to learning that you deserve.

STUDENT NEEDS: Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and believes this may affect their performance in the course, is urged to contact the Dean of Students for support. The Clemson Paw Pantry is also a resource for food and hygienic supplies. Furthermore, please notify me or your advisor if you are comfortable in doing so. This will enable us to provide any resources that they may possess.

ATTENDANCE POLICY: Attendance is expected at all classes and exams. According to the Undergraduate Announcements, 2017-2018 "The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students

should attend scheduled courses regularly if they are to attain their academic goals.” In this course, you are only allowed 3 unexcused absences. All additional unexcused absences will result in a 5% reduction from the **final** grade. Excused absences are those that result from: 1. University authorized activities 2. Death in the immediate family 3. Participation in legal proceedings 4. Serious illness 5. Religious holiday 6. Going to a job interview or visiting a graduate/medical school (one absence) In the event of a scheduled absence or emergency, you should contact me as soon as possible and preferably before a class or an exam takes place, so we can develop a plan for make-up work. It is the student’s responsibility to secure documentation of absences. Any issue regarding absences must be handled within one week of the absence in question; if not, the date in question will stand as an absence. A student with an excessive number of absences may be withdrawn at my discretion. If you are absent (excused or unexcused), you are responsible for making up lost work. For instructional materials, check Canvas’s “Weekly Content”, or see me during office hours. For collaborative projects, follow up with your group. I will only accommodate you for excused absences.

In case of inclement weather, power outages, etc., we’ll follow the suggestion of the **Scholastic Policies Committee**: “Any exam that was scheduled at the time of a class cancellation due to inclement weather will be given at the next class meeting unless contacted by the instructor. Any assignments due at the time of a class cancellation due to inclement weather will be due at the next class meeting unless contacted by the instructor. Any extension or postponement of assignments or exams must be granted by the instructor via email or Blackboard within 24 hours of the weather related cancellation.”

STUDENT ACCESSIBILITY SERVICES POLICY: Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campuslife/campus-services/sds/>

******SPECIAL NOTE:** If you have a medical condition that requires you to be absent often, please let me know at the beginning of the semester, and please provide a medical excuse. In addition, if you are able to send an email to let me know of your absence due to said condition, please try to provide information within 24 hours of the potential absence.

LATE WORK: I expect all assignments to be turned in on the due date. ALL assignments MUST be turned in ON TIME, or they will NOT be graded. I repeat, ALL assignments must be turned in ON TIME, or they will NOT be graded.

***** If you need an extension, it must be approved 24+ hours before the assignment is due. If Canvas is experiencing technical difficulties, we will resort to email and alternative file sharing tools.**



CLASS CELL PHONE/ELECTRONIC DEVICE POLICY:

You are to turn off all disruptive electronic devices (cell phones, tablets, eReaders, etc.) before class. If a student's cell phone rings during my class, then they will suffer class participation grade reduction and be marked late that day.

LAPTOP POLICY:

Clemson is obviously a laptop-oriented university. As such, you will need to use your laptops for some of the in-class assignments or discussions. That said, laptops are to remain closed and put away at all other times during class **unless otherwise decreed by me**. Any nonsensical internet usage during class will result in the student being marked absent for the day **without notification**.

THE WRITING CENTER:

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 ENGL 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/>), calling them at 864656-3280, or simply stopping by.

TARDINESS POLICY:

If a student is late to class more than three times, then he/she will be marked absent for one day. After those initial three, each *additional* tardy will result in an absence. So, if you are late six times, you will have earned four absences. *You are considered late if you arrive to class more than 15 minutes after the official class time has started.*

Likewise, it is your responsibility to approach me after class to make sure that I have marked you as present, as I will likely have already marked you as absent. If you leave class early, then that counts as a tardy. If somehow, I, the instructor, am more than 15 minutes late for class, students may be dismissed without penalty.

COPYRIGHT STATEMENT:

The materials in this course are copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. For more info, refer to the Use of Copyrighted Materials and “Fair use Guidelines” policy on the Clemson University website: <http://www.lib.clemson.edu/copyright>.

CLEMSON UNIVERSITY TITLE IX (SEXUAL HARASSMENT) Policy:

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 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. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.565.0899 (TDD).

EMERGENCY PROCEDURES:

Emergency procedures are posted in all buildings and elevators. Review these procedures for your safety.

CLEMSON UNIVERSITY ACADEMIC INTEGRITY POLICY:

“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.

When, in the opinion of a faculty member, there is evidence that a student has committed an act of academic dishonesty, the faculty member shall make a formal written charge of academic dishonesty, including a description of the misconduct, to the Associate Dean for Curriculum in the Office of Undergraduate Studies. At the same time, the faculty member may, but is not required to, inform each involved student privately of the nature of the alleged charge. If you have any question whatsoever about what constitutes plagiarism, see your instructor before you turn in final drafts of your work. Students are not allowed to submit work from other classes for credit in this course.” Violations of this policy will result in course failure.

Before we get to the schedule of classes, here’s one final and important note.

The policies and regulations in this syllabus are subject to change as the class moves and evolves throughout the semester. I may add, remove, or reorganize this syllabus as needed.

SCHEDULE OF CLASSES

Week 1 **Introductions, Course overview**

Week 2 **Diagnostic Essay, Grammar Overview, Critical Thinking Lecture (RA pgs. 1-14)**

Week 3 **Logical Fallacies Lecture Handout; In-class writing assignment. Pre-writing**

Week 4 **Readings-Chapter 6 Created Equal: The Myth of the Melting Pot pg. 567**
Coates, “The Case for Reparations” pg. 572; Holtzman and Sharpe, “Theories and Constructs of Race” pg. 599; Alexie, “Gentrification” pg. 615; Harris and Carbado, “Loot of Find: Fact or Frame?” pg. 620 **Visual Portfolio pgs. 637-643**;
Treuer, “*From Rez Life: An Indian’s Journey Through Reservation Life*” pg. 651.
Response Papers due, Friday, September 14.

Week 5 **Readings- Chapter 5 True Women and Real Men: Myths of Gender pg. 463**
Kincaid, “Girl” pg. 469; **Visual Portfolio, pgs. 515-520**; Devor “Becoming Members of Society: Learning the Social Meanings of Gender” pg. 471;
Kilbourne, “Two Ways a Woman Can get Hurt”: Advertising and Violence, pg. 488; Solnit, “The Longest War” pg. 522 Morgan, “From Fly Girls to Bitches and Hos” pg. 533; Kimmel, “Bros Before Hos”: The Guy Code pg. 540. **Response Papers due, Friday, September 21; Essay 1 assigned.**

Week 6 **Readings-Chapter 2 Learning Power: The Myth of Education& Empowerment pg. 99 Education Lecture.**
Gatto, “Against School” pg. 114; Rose, “I Just Wanna be Average” pg. 123;
Anyon,” From Social Class and the Hidden Curriculum of Work,” pg. 136; **Visual**

Portfolio pgs. 154-159; Malcolm X, "Learning to Read" pg. 161; Kozol, "Still Separate, Still Unequal" pg. 170; Deresiewicz, "Don't Send Your Kids to the Ivy League," pg. 200. **Response Papers due, Friday, September 28.**

Week 7 Essay 1 due, Monday, Feb. 12.

Readings-Chapter 3 The Wild Wired West: Myths of Progress on the Tech Frontier pg. 213

Schmidt and Cohen "Our Future Selves" pg. 219; Turkle, "Growing Up Tethered" pg. 236; Witt, "Love Me Tinder," pg. 270; **Visual Portfolio, pgs. 283-287;** Seife, "The Loneliness of the Interconnected," pg. 289; Boyd, "Inequality: Can Social Media Resolve Social Divisions?" pg. 303; Andrews, "George Orwell...Meet Mark Zuckerberg," pg. 322; Karoliszyn, "Precognitive Police," pg. 336.

Paper 2 assigned; Response Papers due, Friday October 5.

Week 8 Peer reviews rough draft of Paper 2 due Wednesday, October 10; Mid-term, Friday, October 12

Week 9 Readings- Chapter 1 Harmony at Home: The Myth of the Model Family pg.

15 Soto, "Looking for Work," pg. 19; Coontz, "What We Really Miss Bout the 1950s," pg. 25; Dixon, "Aunt Ida Pieces a Quilt," pg. 41; **Visual Portfolio, pgs. 54-59;** Beam, "*From To the End of June: The Intimate Life of American Foster Care,*" pg. 61; Boxer, "Why are All the Cartoon Mothers Dead?" pg. 86.

Paper 2 due (Monday, October 15); Oral Presentation Lecture; Oral Reports Assigned; Response papers due, Friday October 19

Week 10 Oral Reports (Monday/Wednesday/Friday October 22, 24, 26)

Week 11 Readings- Chapter 4 Money and Success: The Myth of Individual Opportunity pg. 345

Packer, "Sam Walton/Jay-Z," pg. 350; Ehrenreich, "Serving in Florida," pg. 363; Reich, "*From Beyond Outrage,*" pg. 399; **Visual Portfolio, pgs. 409-413;** Kendall, "Framing Class, Vicarious Living, and Conspicuous Consumption," pg. 424; Bales and Soodalter, "Slavery in the Land of the Free," pg. 443.

Response Papers due, Friday, November 2.

Week 12 (Monday No Class/Fall Break) Lecture: Writing a Research Paper; Quiz 2 (Wednesday, November 7); Research Paper Assigned

Week 13 In-class group exercise; Guest lecturer TBA

Week 14 THANKSGIVING BREAK!

Week 15 Peer reviews Research Paper (Legible draft- Monday, Nov. 26); Teacher review of Research papers (Wed. Nov. 28) Research Papers Due, Friday, Nov 30;

Week 16 **Student Conferences December 3/5 December 7 Last day of classes!**

Week 17 **FINAL EXAMS!!** The final exam schedule is found here:
<https://www.registrar.clemson.edu/html/fallExam.htm>