

ENGL 1030 CT²: Composition and Rhetoric – Fall 2019

Instructor: Professor Johnson	Class Days: MWF, 8:00-8:50 am, 9:05-9:55 am
Office: Strode 517	Location: Daniel 201
Email: tarevaj@clemson.edu	Office Hours: MW 10:30-12:30 pm and by appt

Course Description (3 Credit Hours)

This course focuses on writing and critical thinking by using an approach that teaches rhetorical strategies for reading and composing arguments in both print and digital environments. Students will learn to read texts critically and to recognize the different purposes and audiences for arguments. Students will compose five writing projects based on issues and research raised in the reading assignments and class discussions during the semester. The writing assignments will give students 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—for multiple assignments. We will explore the uses of rhetoric as a tool of persuasion in written, visual, and multimodal texts. We will learn how rhetoric works through attention to persona, audience, and persuasive appeals (such as pathos, logos, ethos, kairos). Rhetoric teaches us how we might persuade others, and whether to be persuaded ourselves. To these ends, we will pay particular attention to cultural and individual assumptions, and how rhetoric and language work to provide effective arguments. These approaches build a foundation for learning strategies of writing about the world in which we all work and live.

This course is being offered as a Clemson Thinks² (CT²) seminar course. The CT² initiative at Clemson University is part of the university's strategic plan ("2020 Roadmap") to promote engaged learning environments that encourage critical thinking skills among students throughout their 4-year Clemson Experience. In particular, we will develop critical media literacies in this section of ENGL 1030. This means we will "read" the world around us as reported by major publications, analyzed by historians, and known by what we do and do not experience in our daily lives.



"A Teenager with Promise" from *Counternarratives* by Alexandra Bell, 2017.

<<http://www.alexandrabell.com/public-work>>

Student Learning Outcomes and Competencies + Assignments Used to Achieve & Demonstrate Them

Student Learning Outcomes <i>(established by the Council of Writing Program Administrators)</i>	Clemson Thinks Outcomes	General Education Competencies	Corresponding Assignments
Apply rhetorical knowledge to focused writing assignments that respond to different audiences and requirements of multiple genres	Explore complex challenges	Learn to present logical, well-reasoned arguments in written and oral forms	<ul style="list-style-type: none"> • Major Assignments (see pp. 4-6) • Discussion Posts • In-class discussion
Use critical thinking, reading, and writing to pose questions about the world, understand course assignments, locate sources, and understand the relationships among language, knowledge, and power	Analyze multi-dimensional problems	Demonstrate an understanding of the arts and humanities in historical and cultural contexts; learn practices of close reading and interpretation applicable to literary work; engage in the highest levels of analysis, reasoning, critical thinking, and problem solving; explain how aspects of culture are integrated into a comprehensive worldview; and then demonstrate how culture influences human behavior; and demonstrate an ability to identify, comprehend, and deal with ethical problems and their ramifications in a systematic, thorough, and responsible way.	<ul style="list-style-type: none"> • Major Assignments that ask students to identify the historical, cultural, social, economic, and political developments that have shaped (and, in some instances, continue to shape) American news reporting, recorded histories, and public spaces • Discussion Posts • In-class discussion
Learn the many steps of the composing process which are recursive and collaborative	Communicate complex ideas effectively	Learn to present logical, well-reasoned arguments in written and oral forms	<ul style="list-style-type: none"> • Writing and revising multiple drafts of major assignments using feedback from peer review and teacher conferences
Apply knowledge of writing and documentation conventions to composing and refining writing	Communicate complex ideas effectively	Learn to present logical, well-reasoned arguments in written and oral forms	<ul style="list-style-type: none"> • Major Assignments • Discussion Posts • Peer Review
Use electronic environments for composing, researching for, and sharing texts in rhetorically appropriate and savvy ways	Communicate complex ideas effectively	Learn to present logical, well-reasoned arguments in written and oral forms	<ul style="list-style-type: none"> • Annotations in Perusall • Canvas discussions • Multimodal Final Project



Clemson Thinks² (CT²)

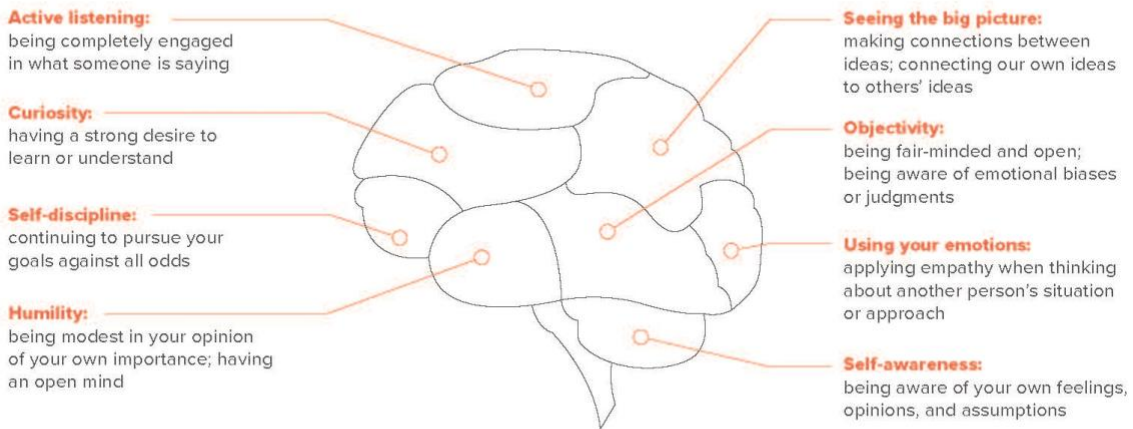
This course is a Clemson Thinks² Critical Thinking Seminar. CT² is a campus-wide initiative developed to increase and enhance students' critical thinking skills.

Critical thinking is the “intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection,

reasoning, or communication, as a guide to belief and action. In its exemplary form, it is based on universal intellectual values that transcend subject matter divisions: clarity, accuracy, precision, consistency, relevance, sound evidence, good reasons, depth, breadth, and fairness” (National Council for Excellence in Critical Thinking, 1987)

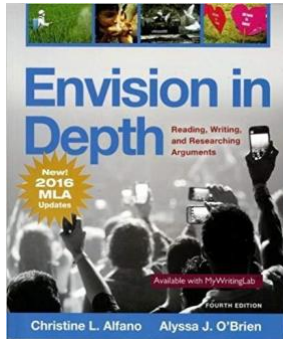
More simply, critical thinking is a self-aware process of thinking in a clear and systematic way in order to gain a deeper understanding. To do so it requires engaging in metacognition, which means reflecting on your own thinking by recognizing your biases, assumptions, and considering how you create knowledge. Critical thinking does not come naturally to most people; therefore, you must practice critical thinking – which is the goal of this course. While in-class activities, discussions of readings, and other assignments may help you practice critical thinking, the visual rhetorical analysis and research paper used in this course are being used as critical thinking artifacts.

BEHAVIORS OF A CRITICAL THINKER



Source: Clemson University, Critical Thinking Tiger Training Online Course

Required Texts and Supplies



Envision In Depth: Reading, Writing, and Researching Arguments 4th Ed.

Author: Christine L. Alfano and Alyssa J. O'Brien

ISBN: 9780134679426

Publisher: Pearson Longman

Publication Year: 2014

REQUIRED The 4th edition is required. All other editions are different. **We will access the textbook using the Perusall app.** Purchase directly from the app (accessible via Canvas) or an access key from the Clemson's bookstore.

Parable of the Sower

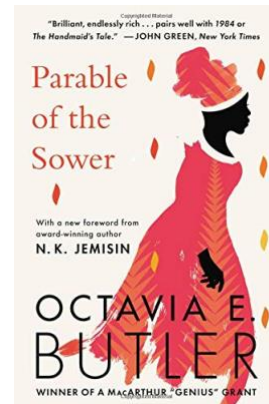
Author: Octavia E. Butler

ISBN: 9781538732182

Publisher: Grand Central Publishing

Publication Year: 2019

REQUIRED Hard copy can be found at Clemson's bookstore, at book retailer locations, or online.



In addition to the required books, I will post web links or pdfs for you to read.

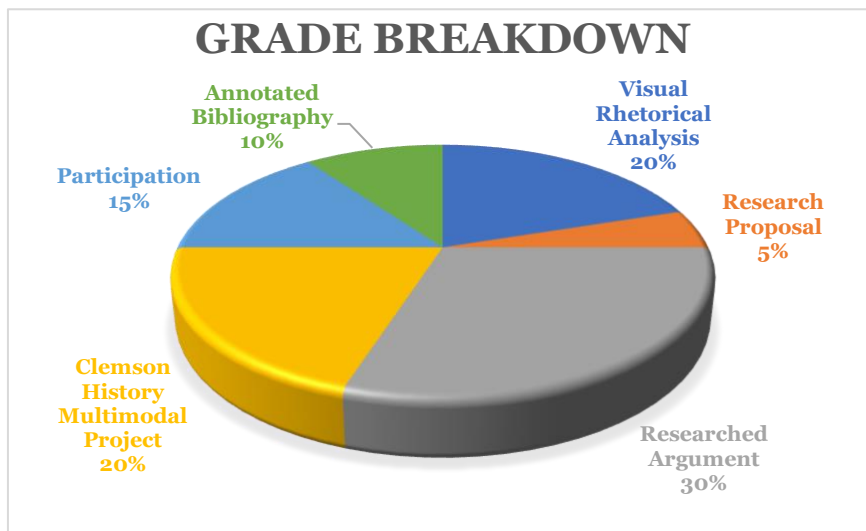
You will need a laptop computer/tablet for access of Perusall annotation, in-class writing and peer review assignments.

Major Assignments

NOTE: ALL assignments must be in an ELECTRONIC format; however, I may also ask that some assignments be turned in to me in hard copy.

Project One: Visual Rhetorical Analysis of Print Journalism (20% of Final Grade)

This assignment requires students develop proficiency in rhetorical analysis and argument by writing a paper that examines a newspaper article/page as visual text. The aim of your argument is to support a thesis—using the rhetorical tools of persuasion—concerning how your chosen visual text offers a persuasive argument. Using the assigned readings in *Envision in Depth*, make an argument that persuades readers of your thesis. The form of 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 include a Works Cited page, formatted according to MLA standards, and be a minimum of **1200** words.



Project Two: Research Proposal (5% of Final Grade)

This assignment requires you to shift from rhetorical analysis of one text and author to broader cultural, social, or political issues and multiple modes of authoring. Before doing any research, you should 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 (Project Four). Be sure to cover your topic, your hypothesis, your potential sources (see more on this below and in the forthcoming Canvas assignment) and problems, and the significance of the proposed project. This assignment should include a preliminary Works Cited page, formatted according to MLA standards, and be a minimum of **250-500** words. You will submit your proposal to me and pitch it to a board of surprise research specialists able to help fund your project. Be ambitious and cite 1-2 sources you would want to consult if you had unlimited funds, time, and clearance to access them. Be practical with identifying 3 additional sources or types of sources you might consult. Imagination and invention are put to good use in this assignment. However credibility is key to this assignment. Do your research, so you sound like you've done your research. Establish ethos.

Project Three: Annotated Bibliography (10% of Final Grade)

After identifying potential sources for your Research Argument (Project Four), compile a list of **10** sources into an Annotated Bibliography. This is a **team project** and requires you to work in research teams of varying sizes (preferably 2-4 members) according to your potential research topics. List your sources in alphabetical order, provide complete identifying information for each source, and collaborate to compose concise annotations for at least six (6) sources. Each individual member should contribute 1-2 sources that pertain to their research papers more specifically. We'll discuss this more in class. All annotations should include summaries, possibly quotations from your source, and definitely supplementary information about the source (how helpful is it, what is the authors ethos and stance, does it provide background information, etc.). Format according to MLA standards. Each student will submit a copy of the document with their solo contribution(s) bolded.

Project Four: The Researched Argument (30% of Final Grade)

This assignment requires students to practice your rhetorical knowledge and develop an extended researched argument using multimodal composition strategies. Write an argumentative essay on a topic that really matters to you. Remember you are writing an argument to a general and diverse audience, so in order to be persuasive and effective it is necessary to support your claims with evidence from a variety of sources. Remember to incorporate possible objections to your argument (i.e., rebuttals to those objections) with a goal of helping to mediate opposing sides of an issue (rather than offer mere opinions). 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, rather than conflict. Your essay should be at least **2000 words** and have a Works Cited of at least 10 sources (formatted using MLA guidelines). This project will have a First Draft and a Final Draft. The First Draft will have detailed feedback and a provisional grade but will not count towards your final grade. It is important to complete the First Draft as thoroughly and completely as possible in order to receive helpful feedback for producing the final draft.

Project Five: History of Clemson University Diversity Multimodal Argument (20% of Final Grade)

This assignment requires students to develop an **extended argument** using **multimodal composition** strategies (visual, textual, audio, tactile) about the history of Clemson University. We will all complete videos created using Adobe Premiere Rush. Students will create group videos arguing an idea about Clemson's diversity and individual videos documenting your creative process. It will be important to decide on your approach to this topic, create a plan, then organize, and structure your project according to effective argumentative writing and design principles you are learning in this course. The project also requires a Works Cited, or video credits, etc., that documents all sources used. Projects will be evaluated on the overall quality of the argument, the production quality, as well as the creativity and effort needed to produce a final product **comparable to a 2000-word traditional essay**. [NOTE: This does NOT mean your project needs to include 2000 words, but it should represent an equal amount of work (research, designing, writing). **Group Projects will be presented in class** the final week of class (see schedule for due dates) as well as turned in to instructor. Individual video footage may be used in the group video but a separate submission is required of an edited 5-10 minutes of shots that detail the creative process. This project is being completed as part of the Creative Faculty Workshop in partnership with Adobe. Students will be supported in learning Adobe Rush Premiere and their final products will be submitted to workshop organizers. Signed permission forms should be signed by all willing submitters. **20% of Final Grade**

Participation, EID Annotations and Discussions, and Canvas Discussions (15% of Final Grade)

Your participation grade involves contributing to our discussions in class, reading quizzes (see more on p. 9), showing up prepared for class and teacher conferences, and not engaging in disruptive behaviors or distractions. In other words, participation is measurable and represents your commitment to this course. You will also summarize, analyze and pose questions about the content of our textbook's chapters in small groups. On your assigned day, your group will lead class discussion of the text. We will keep regular blogs (or frequent response writings) of more informal writing than the five main projects using Canvas discussions. These posts encourage students to make both the process of writing and the act of critical reflection a habit. You should write a minimum of 300 words for each of the **assigned 10 discussion posts**. Posts are due when assigned, not in a cluster of posts at the end of the semester. The point is to write frequently, thoughtfully, and informally about the readings and discussions in this class.

Course Policies, Procedures & Grading

Attendance

Students are allowed up to **TWO (2)** unexcused absences without penalty. Absences will be excused in the following cases:

- Documented medical emergency (self or family member)
 - Bereavement
 - Documented participation in authorized University-sponsored activities, not including practice for the activities
 - Religious observances
 - Documented participation in court-imposed legal proceedings
 - Required participation in military obligations as certified by the student's commanding officer
 - Interviews for jobs, co-op assignments, internships, graduate school, or professional school.
- Students should make every effort to schedule appointments around their class obligations and will provide documentation beforehand to verify a class conflict.

Whenever possible, students should provide advance notice of an absence. When advance notice is not possible, students must provide documentation and/or make arrangements for making up missed work **within one week** of returning to class.

Note: After two unexcused absences, your overall grade for the course will be lowered by one letter grade for each additional unexcused absence (documented *extended* illnesses notwithstanding). These penalties cannot be made up in any way. The instructor will determine what to do in case of extended illness or personal crisis on a case-by-case basis. *However, excessive absences are an adequate reason for being failed in first-year composition, even if students 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.

Instructor Tardiness

If the instructor is more than 10 minutes late to class, the class is officially cancelled.

Technology Policy

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 phone ringers must be both turned off during class and cellphones should be stowed away if not in use for course-specific purposes. You may be asked to "crack your lid" or put away your laptop midclass if they become a hindrance to instruction.**

Classroom Conduct

Appropriate academic conduct means maintaining a safe learning environment based on mutual respect and civility. All participants in Clemson courses are expected to behave professionally by adhering to these standards of conduct:

- Never use harassing, threatening, embarrassing, or abusive language or actions.
- Respect the community of learning we are fostering together.

In person or online communication that fails to meet these standards of conduct will be addressed directly. Repeated misconduct may be reported to officials for appropriate action in accordance with University policy. **If you ever encounter inappropriate behavior or online content in our course, please contact your instructor with your concerns.**

Professional Communication

Please draft any emails to me with a subject line including ENGL 1030-[your section number, either 12 (8 am) or 14 (9:05 am)], proper greeting, body, and closing. Try to be both clear and to the point and avoid asking questions answered in the syllabus or easily answered online. Emails that fail to meet these standards may go unanswered. Please be mindful that I will respond to emails within 24 hours on weekdays and not until Sunday evening on weekends.

Subject- ENGL 1030-12 Project One Citation Question

Dear Prof. Johnson,

How do I cite this source, x, not covered by Purdue Owl's MLA Guide?

Best,

[Your Name]

Writing Format Requirements

All written work should adhere to current MLA guidelines for formatting and citation. Use 1" margins and a 12-point serif typeface (Times New Roman, Book Antiqua, Cambria, etc.), **not** Calibri (the default font in Microsoft Word), Arial, Helvetica, or any other sans-serif typeface. Sans-serif fonts are hard on the reader's eyes.

Feedback

I am always happy to offer you feedback on your work in progress. As you're drafting, feel free to send quick questions about theses, introductions, organization, etc. via email, but keep in mind that it takes time to offer detailed comments on full drafts and this work might best be completed in person during office hours. If you would like me to review your draft online, please allow at least a 24-hour turnaround period. Be sure to factor in the time it will take you to revise after you receive my comments.

If you have questions about MLA citation or format, please try to find the answer on your own before contacting me. (After all, if you can type your question into an email message to me, you can also type it into the search engine of your choice!)

Grading Questions

If you have a question about your grade, please wait twenty-four hours after the assignment is returned and contact me via email. I require a 24-hour "cool down" period before I answer questions about your graded work. Please be as specific as possible in your email or office hour visit so that I can address your questions and concerns in a timely manner.

Grading Policy

Your major assignments will receive individual grades, as well as individual attention from your classmates and me. These various assignments will be assigned a separate grade. These assignments help to track your progress as we move through the semester. They indicate your willingness to be a part of the course, and to collaborate with others in the class. As with any course, you will get out of it what you put into it. Your goal is to demonstrate your development toward mastery of the five learning outcomes for this course. These goals will be discussed throughout the course. You may revise any submitted essay one time within two weeks of receiving feedback. Your final grade will be the average score of your original and revised submissions.

I will try to return graded assignments within two weeks of receipt.

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 both you and your instructor may take into consideration when assessing your work and progress in the course. While the final interpretation and assessment of your grade remains the responsibility of your teacher, the work that earns the grade falls entirely to you the student.

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.

Due Dates

All assignments are due within the first five minutes of class on the due date, unless otherwise specified. Any extensions need to be documented in writing. Late work without a valid excuse will negatively affect your grade by a letter grade for each day it is late. If a paper is turned in after the due date, its lateness will be taken into consideration when assessing the grade. The instructor determines the validity of excuses for late work, **NOT** the student.

All work may be turned in early for evaluation and/or pre-planned absences. Periodically, the instructor might revise the tentative course schedule; students are responsible for documenting any formally announced changes in the schedule.

Reading Quizzes

I may elect to give quizzes on the readings and class discussions/lectures if I feel that all students are not completing the assigned work satisfactorily. The best way to avoid quizzes is to complete the assignments and participate in the class discussions.

Copyright

All materials found in this course are strictly for the use of students enrolled in this course and for purposes associated with this course; they may not be retained or further disseminated. Clemson students, faculty, and staff are expected to comply fully with institutional copyright policy as well as all other copyright laws.

Privacy Policy

This course is designed with your privacy in mind. If, however, you feel that an assignment or technology tool undermines your right to privacy, please contact me immediately. We will work together to determine an alternative assignment that will help you achieve the course learning outcomes.

Course Resources

Clemson offers multiple resources to help you succeed, and I encourage you to take advantage of them.

Instructor Email and Office Hours

Please contact me as soon as possible with any questions or concerns that you have about the course or your academic performance in the course. The best way to get in touch with me is Canvas message or by email at tarevaj@clemson.edu. I'm always happy to help, so don't be a stranger! Please note my regular office hours above in Strode 517. You also can arrange to see me at other times that are mutually convenient. I request that you make appointments with me at least 24 hours in advance. Office hours belong to you just as much as our class time. Don't hesitate to take advantage of my availability and the help I am ready to offer.

Academic Success Center

The Academic Success Center provides free services, including tutoring, academic coaching, and academic skills workshops, for all Clemson students. Visit the [Academic Success Center website \(Links to an external site.\)](http://www.clemson.edu/asc) (www.clemson.edu/asc) for more information on their services and workshops.

The Writing Center (307 Academic Success 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 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.

Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian](http://clemson.libguides.com/ask) (<http://clemson.libguides.com/ask>) for more information or to get in touch with a librarian.

Technical Support

If you are having hardware or software problems, CCIT's Service Desk may be able to help you. Contact them at ITHELP@clemson.edu with a detailed description of your problem.

Students Accessibility Services

Wondering if you are disabled? To me, disability encompasses folks with physical disabilities, people with chronic illness, folks who are mentally ill, neurodivergent people, deaf and hard of hearing people, and those of us who are some or all of the above. So if you are disabled, hello and welcome! If you require accommodations due to barriers in the structures of facilities, course design, technology, or other resources, please let me know, and make an appointment with Student Accessibility Services (ph. 864-656-6848; studentaccess@lists.clemson.edu; Suite 239 in Academic Success Center).

It is university policy to provide, on a flexible and individualized basis, reasonable accommodations to students who have disabilities. Students are encouraged to contact Student Accessibility Services to discuss their individualized needs for accommodation. For more information visit <http://www.clemson.edu/campus-life/campus-services/sds/index.html>.

University Policies

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 Internet 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/>.

Non-discrimination and 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 Holtzendorrf Hall, 864.656.3181 (voice) or 864.565.0899 (TDD).

Active Shooter response advice from Clemson University Police

In the event of an active shooting incident:

- **Call 911** and report what information you know.
- **Plan ahead:** familiarize yourself with locations of stairwells and exits.
- Clemson University promotes the Department of Homeland Security's model of **Run, Hide, Fight**. Any available option will fall into one of these three categories:
 - **RUN** away from the area if it is safe to do so, time allows, and the assailant is not nearby.
 - **HIDE** if the assailant is too close to your location; find a safer place, lock and barricade doors, turn lights out, and silence cell phones.
 - **FIGHT** as a last resort, resolve to fight the intruder with everything you have at your disposal, including books, laptops, fire extinguishers, chairs, etc.

For more information, visit the Department of Homeland Security's website at: <https://www.dhs.gov/active-shooter-preparedness>.

Academic Continuity Plan

Clemson has developed an Academic Continuity Plan for academic operations. Should university administration officially determine that the physical classroom facility is not available to conduct classes in, class will be conducted in a virtual (online) format. The University issues official disruption notifications through email /www /text notification/Social Media.

When notified, use one of the following links to navigate to Clemson Canvas where you will find important information about how we will conduct class:

- Primary access link: www.clemson.edu/canva
- Secondary access link, if needed: <https://clemson.instructure.com/>
- You can also use the Canvas Student App.

Our activities for teaching and learning will occur through our Canvas course. Please check Canvas in the event of This includes:

information on preferred method(s) of teaching and learning. Refer to the Clemson Online sheet “teaching in a planned/unplanned event” to create your plans.

On E-Learning Day, August 29, 2019, a real-time test of the Academic Continuity Plan will be conducted. This plan will not affect our MWF course.

The image shows a screenshot of a Twitter thread. The thread is titled "Thread" and contains three tweets by Lois Beckett (@loisbeckett). The first tweet, posted 29 minutes ago, discusses how the terms "racist" and "white supremacist" were used in American newspapers. The second tweet, also 29 minutes ago, quotes a 1956 profile of Georgia Sen. Herman Talmadge. The third tweet, posted 24 minutes ago, discusses a 1964 report on "racially tinged explosions" at the University of Alabama. The tweets include engagement metrics such as replies, retweets, and likes.

Thread

Lois Beckett @loisbeckett · 29m
Replying to @loisbeckett
As historian @LarryGlickman writes, the terms racist and white supremacist were once used in a matter-of-fact way in American newspapers.

"A 1956 profile of Georgia Sen. Herman Talmadge called him 'an advocate of White Supremacy' and noted that 'he makes no bones about this.'"

2 replies 4 retweets 10 likes

Lois Beckett @loisbeckett · 29m
"When Strom Thurmond filibustered the 1957 Civil Rights Act, an article about it in the San Rafael Independent Journal was surrounded by pieces with the headlines "Racists Hit Rights Bill as 'Vicious'" and "Racists Rally in Nashville." bostonreview.net/race/lawrence-...

2 replies 5 retweets 9 likes

Lois Beckett @loisbeckett · 26m
As opponents of racial integration changed rhetoric, Glickman writes, "journalists began to mirror the 'color-blind' language being adopted by white-power activists."

In 1957, @AP reports on "the 'racially tinged' actions of the "Segregationist League of Central High Mothers."

1 reply 3 retweets 8 likes

Lois Beckett @loisbeckett · 24m
1964: @AP reports on "racially tinged explosions" which were set off "near the recently desegregated campus of the University of Alabama" and "across town near a Negro cafe" bostonreview.net/race/lawrence-...

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Guardian Senior Reporter, Lois Beckett's Twitter Thread, July 17, 2019. Example of recent debates about language, objectivity, history, and power in journalism.

Syllabus Itinerary (subject to change)

Assignments are due by the next class period unless noted otherwise.

Notes: Aug. 21: Classes Begin | Aug. 27: Last day to register or add a class | **Sept. 3: Last day to drop or withdraw from the University without a W (withdraw) grade**

	In Class	Homework
Wednesday, August 21, 2019	Intro to course, assignments, instructor, students	Review syllabus on Canvas; Record any question(s) to pose in class on Friday
Friday, August 23, 2019	Continue Discussing Course Policies and Tools: Syllabus, Canvas, Perusall. Discuss visual rhetoric. Discuss plagiarism and academic integrity and Visual Rhetorical Analysis Assignment. Read and Discuss excerpts from Benjamin's "The Storyteller" (PDF available on Perusall/Canvas and hard copy in class) Writing Activity: How to write a good question?	Ch 1 (pp 2-39) and "What Your Selfies Say About You" on pp 383-387; Complete EID Annotations in Perusall Please read Bell's website: http://www.alexandrabell.com/public-work/ and look at #IfTheyGunnedMeDown on Twitter and Google. [Note: Visual Rhetorical Analysis assignment due on Fri, Sept 13]
Monday, August 26, 2019	Discuss Ch 1. How is rhetoric is all around us? Last day to register or add a class is Tuesday, August 27, 2019.	Read Ch 2 (pp 42-87); Complete EID Annotations in Perusall Discussion Post #1: Discuss an article you might use for Project One.
Wednesday, August 28, 2019	Discuss Ch 2 on Strategies of Persuasion and Rhetorical Appeals. Discuss Cooper Library ENG 1030 resource page (http://clemson.libguides.com/engl1030).	Read Ch 3 (pp 89-131). See especially pp 102-105 of Ch 3 on Toulmin model. Complete EID Annotations in Perusall Discussion Post #2: Please watch Chimamanda Adichie's "The Danger of the Single Story" TED Talk . Please analyze her argument using what we've read so far in <i>EiD</i> : Draft a persuasive, cohesive claim about how the writer/speaker deliberately crafted her speech to be persuasive. Use concepts learned in EiD. Work on Visual Rhetorical Analysis Assignment due Sept 13.
Friday, August 30, 2019	Discuss Ch. 3 (in class focus on Toulmin model pp 102-105).	Complete a 1,000 word draft of Project One. Please bring two hard copies to class on Wednesday.

<p>Monday, September 2, 2019</p>	<p>Writing Activity: Writing Arguments that are Arguable.</p>	
	<p>TBD Last Day to drop a class without a W grade is Sept 3.</p>	<p>TBD</p>
<p>Wednesday, September 4, 2019</p>	<p>Peer Review of Project One</p>	<p>Continue to work on Project One using peer feedback.</p> <p>Read Larry Glickman’s “The Racist Politics of the English Language” (Linked article available on Perusall/Canvas). Complete Annotations in Perusall</p> <p>Discussion Post # 3: Oxford English Dictionary (OED) Assignment: Locate a topic or article for Project One. Write one paragraph (5-7 sentences; from any part of your draft -- can be a potential intro, body paragraph, or conclusion) that begins to note some of your observations (what’s strange, interesting, revealing? why?) about the use of a single word or phrase that you define using the OED and your own analysis of the word’s use in context. Be able to present/discuss both the article and the paragraph in class.</p>
	<p>Critical Media Literacies Unit: In Class Screening and Discussion of <i>True Justice: Bryan Stevenson’s Fight for Equality</i>.</p> <p>Writing Activity: In class writing and targeted revision.</p>	<p>Read Rachel Kaadzi Ghansah, “A Most American Terrorist: The Making of Dylan Roof” (Linked article on Perusall/Canvas). Complete EID Annotations in Perusall</p> <p>Discussion Post #4: Analyze Ghansah’s logos, ethos, pathos, and overall persuasiveness.</p>
<p>Monday, September 9, 2019</p>	<p>Images and Symbols: In Class Screening and Discussion of <i>True Justice: Bryan Stevenson’s Fight for Equality</i>.</p> <p>Discussion of Roof’s use of symbols and ahistoricity using <i>Charleston Syllabus</i>.</p> <p>In class writing and targeted revision.</p>	<p>Read Scott McCloud’s <i>Understanding Comics</i>, Chapter 1 (PDF available on Perusall/Canvas). View Selected Images, Art, and Iconography (PDF available on Perusall/Canvas). Complete EID Annotations in Perusall</p>
	<p>Wednesday, September 11, 2019</p>	<p>Contextualization: In Class Screening and Discussion of <i>True Justice: Bryan Stevenson’s Fight for Equality</i> and scenes from Ava Duvernay’s <i>The 13th</i>.</p>

<p>Friday, September 13, 2019</p>	<p>In class reading of Natasha Trethewey's poems from <i>Domestic Work</i> and <i>Thrall</i>.</p> <p>Discuss Researched Argument Assignment: Proposal</p> <p>Visual Rhetorical Analysis Due</p> <p>Writing Activity: Avoiding common mistakes</p>	<p>Read Ch 4 (pp 136-163). Discussion Post #5: Consider preliminary topics and create a research log (see p 143).</p>
<p>Monday, September 16, 2019</p>	<p>Discuss Ch. 4</p> <p>Brainstorm Research Topics</p>	<p>Choose a topic (see p 142) and present it in groups on Thursday.</p> <p>Begin drafting your research proposal (see pp 154-163).</p> <p>Discussion Post #6: Add to your research log - see discussion post instructions.</p> <p>Work on Research Proposal Assignment due Sept 23.</p>
<p>Wednesday September 18, 2019</p>	<p>Online group discussions of topics with feedback to each other and graphic brainstorming, free-writing about topic (see pp 144-154). In-class conferences on research proposal topics.</p> <p>Assignment of <i>EiD</i> Chapter Presentations</p>	<p>Work on Research Proposal Assignment due Sept 16.</p> <p>Read Ch 5 (pp 166-208) and take some reading notes. Complete EID Annotations in Perusall. Prepare one open ended question about the chapter to share in class.</p> <p>Work on Research Proposal Assignment.</p>
<p>Friday, September 20, 2019</p>	<p>Discuss Ch 5 on Finding and Evaluating Sources and the Iceberg of Research (p 168). Review Cooper Library ENG 1030 resource page (http://clemson.libguides.com/engl1030) - in class or on your own.</p> <p>Discuss Researched Argument Assignment: Annotated Bibliography - review assignment details in class or on your own for HW; bring any questions to class.</p> <p>Writing Activity</p>	<p>Use what you learn from the library resource page (http://clemson.libguides.com/engl1030) to locate a range of sources for your paper.</p> <p>Work on Research Proposal Assignment due Sept 23.</p> <p>Canvas Discussion #7: Please read the assignment description for the Annotated Bibliography on Canvas and review pp. 202-207 in <i>Envision in Depth</i>. Complete annotated bibliography entries for two possible sources (150+ words each).</p>
<p>Monday, September 23, 2019</p>	<p>Continue discussion of sources - primary, secondary, credibility</p> <p>Library Presentation.</p>	<p>Read Ch 7 (pp 265-293). Complete EID Annotations in Perusall.</p>

Wednesday, September 25, 2019	Research Proposal Due.	
	Discuss Ch 7 on Documenting Sources and Avoiding Plagiarism.	Read Ch 6 (212-262). Complete EID Annotations in Perusall. Work on Annotated Bibliography Assignment.
Friday, September 27, 2019	Discuss Ch 6 on Organizing and Writing Research Arguments. Work in class on visualizing your research argument (see Fig.6.2 on p 215). Create a visual map of your paper. Writing Activity	Read <i>They Say / I Say: The Moves That Matter in Academic Writing</i> excerpts (PDF available on Perusall/Canvas) Work on Annotated Bibliography.
	Discuss Ch 6 on Organizing and Writing Research Arguments. Watch contemporary movie trailers in class as examples of outlines and organizational strategies.	Read Supplemental Readings - <u>Thomas Article</u> . Practice integrating your sources with direct quotes, paraphrasing, and summarizing (review p. 230-238). Work on Annotated Bibliography Assignment.
Monday, September 30, 2019	Discuss Ch 6 on Organizing and Writing Research Arguments. Watch contemporary movie trailers in class as examples of outlines and organizational strategies.	Read Supplemental Readings - <u>Thomas Article</u> . Practice integrating your sources with direct quotes, paraphrasing, and summarizing (review p. 230-238). Work on Annotated Bibliography Assignment.
	Work in class on visualizing your research argument (see Fig.6.2 on p 215). Create a visual map of your paper. Discuss drafting the research argument (pp 226-238). In-class free-write on paper.	Add the visual map to your research log. Work on Annotated Bibliography Assignment.
Wednesday, October 2, 2019	Work in class on visualizing your research argument (see Fig.6.2 on p 215). Create a visual map of your paper. Discuss drafting the research argument (pp 226-238). In-class free-write on paper.	Add the visual map to your research log. Work on Annotated Bibliography Assignment.
	Annotated Bibliographies Due. Create outline for Peer Review in class on Thursday. Writing Activity	Complete Research Paper Outline. Work on draft of Research paper. First draft due Oct 11.
Friday, October 4, 2019	Write Peer Review of research paper outlines. Discussion of revision techniques and elevating style; in-class writing on first draft of Research Argument assignment.	Work on draft of Research paper. First draft due Oct 11. Read Ch 8 (pp. 296-338) <i>Focus on format of multimedia assignment. Complete EID Annotations in Perusall.</i>
	First Draft of Research Argument due on Oct 11.	
Monday October 7, 2019	Write Peer Review of research paper outlines. Discussion of revision techniques and elevating style; in-class writing on first draft of Research Argument assignment.	Work on draft of Research paper. First draft due Oct 11. Read Ch 8 (pp. 296-338) <i>Focus on format of multimedia assignment. Complete EID Annotations in Perusall.</i>
	First Draft of Research Argument due on Oct 11.	
Wednesday, October 9, 2019	Write Peer Review of research paper outlines. Discussion of revision techniques and elevating style; in-class writing on first draft of Research Argument assignment.	Work on draft of Research paper. First draft due Oct 11. Read Ch 8 (pp. 296-338) <i>Focus on format of multimedia assignment. Complete EID Annotations in Perusall.</i>
	First Draft of Research Argument due on Oct 11.	Work on drafting and revising Researched Argument Assignment. Bring in revised electronic version of Researched Argument for Thursday's class.

Friday, October 11, 2019	Discuss Ch 8 on Designing Arguments; Discuss Arguing in Multimedia Assignment.	
	Peer Review of drafts in class.	
	Discuss Copyright. Discuss strategies/software for completing the Arguing in Multimedia Assignments. Midterm Evaluations Provided Writing Activity	Work on Researched Argument Assignment; Final draft due Oct 30.
Monday, October 14, 2019	Fall Break. No Class.	Continue Working on Researched Argument
Wednesday, October 16, 2019	Discuss Coherence and Flow in Research Papers	Continue Working on Researched Argument
Friday, October 18, 2019	Individual Conferences	Continue Working on Researched Argument
Monday, October 21, 2019	Individual Conferences	Continue Working on Researched Argument
Wednesday, October 23, 2019	Discuss Delivering Presentations In-class group brainstorming for Arguing in Multimedia Assignment. Discuss Organizing strategies - storyboards, scripts, etc.	Please read Taskforce Recommendations PDF (see Module) and complete a storyboard for a fairytale.
Friday, October 25, 2019	In-class group conferences	Work on Multimedia Assignment.
Monday, October 28, 2019	In-class group conferences with instructor on Arguing in Multimedia Assignment topic and media chosen for project.	Review pp 334-339 on writing for multimedia presentations
Wednesday, October 30, 2019	Researched Argument Due Discuss pp 334-339 on writing for multimedia presentations; Work on Arguing in Multimedia Assignment.	History of Clemson Readings (available in Canvas Module) and Discussion Board Post #7.

Friday, November 1, 2019	Discuss Arguing in Multimedia Assignment. Writing Activity	History of Clemson Readings (available in Canvas Module) and Discussion Post #8 . Begin reading <i>Parable of the Sower</i> (Foreword and Ch. 1-3).
Monday, November 4, 2019	Discuss Arguing in Multimedia Assignment.	History of Clemson Readings (available in Canvas Module) and Discussion Post #9 . Read <i>Parable of the Sower</i> (Ch. 4-6).
Wednesday, November 6, 2019	History of Clemson Guest Lectures	History of Clemson Readings (available in Canvas Module) and Discussion Post #10 . Read <i>Parable of the Sower</i> (Ch. 7-8).
Friday, November 8, 2019	History of Clemson Guest Lectures Writing Activity	Read <i>Parable of the Sower</i> (Ch. 9-11).
Monday, November 11, 2019	Historiography Lecture	Read <i>Parable of the Sower</i> (Ch. 12-14). Complete Historiography Exercises, Part 1.
Wednesday, November 13, 2019	Historiography Exercises, Part 2	Review Exercises. Read <i>Parable of the Sower</i> (Ch. 15-17).
Friday, November 15, 2019	Historiography Exercises, Part 3 Writing Activity	Review Exercises. Read <i>Parable of the Sower</i> (Ch. 18-20).
Monday, November 18, 2019	Work on Multimedia Assignment.	Read <i>Parable of the Sower</i> (Ch. 21-23). Work on Multimedia Assignment.
Wednesday, November 20, 2019	Work on Multimedia Assignment.	Read <i>Parable of the Sower</i> (Ch. 24-25). Work on Multimedia Assignment.
Friday, November 22, 2019	Work on Multimedia Assignment. Writing Activity	Work on Multimedia Assignment.
Monday, November 25, 2019	Work on Multimedia Assignment.	Work on Multimedia Assignment.
Wednesday, November 27, 2019	Thanksgiving Holiday. No Class.	Work on Multimedia Assignment.

<p>Friday, November 29, 2019</p>	<p>Thanksgiving Holiday. No Class.</p>	<p>Work on Multimedia Assignment.</p>
<p>Monday, December 2, 2019</p>	<p>In-class presentations of Arguing in Multimedia Assignments Due.</p>	<p>Work on Multimedia Assignment.</p>
<p>Wednesday, December 4, 2019</p>	<p>In-class presentations of Arguing in Multimedia Assignments Due.</p>	<p>Work on Multimedia Assignment.</p>
<p>Friday, December 6, 2019</p>	<p>Last day of class! Course evaluations. In-class presentations of Arguing in Multimedia Assignments Due. Final Writing Activity</p>	