

PENN STATE

WILKES-BARRE

THE COMMONWEALTH COLLEGE

**ENGLISH 015 (1)
RHETORIC & COMPOSITION
9-9:50 a.m. M W F
Fall, 2003**

Texts: 75 Readings Plus, 7th edition – Buscemi & Smith

**Keys for Writers, 2nd edition - OPTIONAL
Ann Raimes**

**Nickel and Dimed: Ehrenreich, Barbara
Bobos in Paradise: Brooks, David
Studies of Class in American Society**

Purpose: To develop and enhance students' rhetorical abilities and writing skills, especially in persuasion/argumentation.

To enhance students' knowledge and understanding of the various aspects of multiculturalism.

Means: Instruction in principles of rhetoric
-Unity
-Emphasis
-Coherence
-Grace/Style

Instruction and practice in various writing types/forms
-Narration
-Description
-Process Analysis
-Definition
-Classification/Division
-Comparison/Contrast
-Example/Illustration
-Cause and Effect Analysis

-Analogy
-Argumentation/Persuasion
Reading, Discussion & Writing on Class and other Multicultural Areas

Review (as necessary) of rules of grammar, usage, punctuation
Assignments: Weekly (almost) in class writing exercises and revision on a variety of topics
(instructor/or self - chosen) using techniques listed above. The revision will be graded and returned for
the student's portfolio.

Readings (basis for class discussion) assigned as semester progresses.

Two major writing assignments of 5 pages or more: outside research, reading and analysis
required.

- Essay in praise of a living person (Description/Narration)
- Essay-proposal to stimulate action (persuasion) - Letter
- Essay-final piece of argumentation-topic and approach agreed to by student
and instructor
- All revised essays due one week after draft returned

Attendance: Follow College policy. (3 cuts maximum) Grade lowered for cuts
beyond 3 (unless excused).

Grading: Based on these factors

- In-class essays
- Class participation (quality as well as quantity)
- Major essays

(Final grade will be based on student's level of writing achievement at the end of semester.)

***PLAGIARISM** is intellectual and academic dishonesty. Students must properly and fully cite all uses of other's material. First time offenders lose one full letter grade; second time offenders fail.*

(See English Department's statement.)

We will follow this schedule as closely as possible: however, we won't let the schedule interfere with pursuing learning interests and enjoying ourselves while learning.

English 15 (1)
Rhetoric and Composition
M-W-F 9 AM
Fall, 2003

<u>Rhetorical Form</u>	<u>Readings From...</u>	<u>Tentative Dates</u>
Narration	George Orwell Langston Hughes Maya Angelou Maxine H. Kingston Malcolm X David Sedaris	Week 1 & 2
Multicultural Areas: Race, Language		
Description	James Baldwin Virginia Woolf N. Scott Momaday E. B. White Joan Didion Judith Ortiz Cofer	Week 2 & 3
Multicultural Areas: Race, Immigration, Gender Relationships		
“In Praise Of”	See Narration & Description	Week 3
Process Analysis	Alex Petrunkevitch Diane Ackerman Jessica Mitford Richard Marius	Week 4
Multicultural Areas: Death		
Definition	Susan Sontag Jo Goodwin Parker Gloria Steinem Nancy Mairs Ellen Goodman Gloria Naylor	Week 5

Multicultural Areas: Women’s Rights, Poverty/Class, Disabilities, Language

Students will also read, discuss and write about **Nickel and Dimed** Week 6

Classification/Division Gail Sheehy Week 7
Donald Hall
Kesaya E. Noda
Judith Viorst
William Lutz

Multicultural Areas: Race, Immigration, Language

Comparison/Contrast May Sarton Week 8
Bruce Catton
Deborah Tannen
Mark Twain
Scott R. Sanders

Multicultural Areas: Gender Relationships, Race, Identity

Example/Illustration Robertson Davies Week 9
Edward T. Hall
Barbara Huttman
Brent Staples
Franz Kafka

Multicultural Areas: Race, Manners/Customs, Parent/Child Relationships

Cause & Effect Norman Cousins Week 10
Shelby Steele
Barbara D. Whitehead
Calvin Trillin

Multicultural Areas: Race, Parent/Child Relationships, Aging

Students will also read, discuss and write about **Bobos in Paradise** Week 11

Analogy

Plato
Albert Camus
Alice Walker
Nicols Fox

Week 12

Multicultural Areas: Class

Argumentation/Persuasion

Week 13 & 14

Argument Barbara Ehrenreich
Garrett Hardin
Nat Hentoff
Wendy Kaminer
Camille Paglia
Susan Jacoby

Multicultural Areas: Class/Economics, Language, Gender Relationships

Persuasion Jonathan Swift
Martin Luther King
Richard Rodriguez
Naomi Shihab Nye
Judy Brady
Andrew Sullivan

Multicultural Areas: Poverty, Race, Language, Religion/Terrorism

Grading Standards

These grading standards establish four major criteria for evaluation at each grade level: purpose, reasoning and content, organization, and expression. Obviously, every paper will not fit neatly into one grade category; it may, for instance, have some characteristics of B and some of C. The final grade it receives depends on the weight the instructor gives each criteria.

The A Paper

1. The A paper has not only fulfilled the assignment, but has done so in a fresh and mature manner. It has effectively met the needs of the rhetorical situation; it makes a substantial contribution to the situation; it is fully accommodated to its audience(s) and is likely to move them to act as the writer desires.
2. The evidence is detailed; the sources of information or persuasion have been used creatively and cited appropriately. The evidence presented is appropriate to the audience. The reasoning is valid. Beyond that, the paper is thoughtful, showing hard work, good judgment, and sensitivity to the complexities of the situation or issue.
3. The organization is effective for this audience and purpose. The introduction establishes the context and purpose of the communication. Segments, whether sections or paragraphs, are fully developed and follow logically from what precedes them. Headings and subheadings are appropriately used. The conclusion is suitable in tone and strategy.
4. The prose is not only clear and readable but occasionally apt and memorable. It contains few errors, none of which seriously undermines the effectiveness of the paper for educated readers.

The B Paper

1. The assignment has not just been followed but fulfilled. In taking its stand, the paper shows a clear sense of audience and purpose. It shows more awareness of the implications of what it is saying and of its assumptions about the audience than the C paper does.
2. The writer has not settled for the most obvious evidence, the B paper is characterized by thoroughness. The reasoning is more than adequate. Not only does it make no mistakes, but it shows thoughtfulness and some awareness of complexities and other points of view.

3. The B paper has an effective introduction and conclusion. The order of information is logical, and the reader can follow it because of well-chosen transitions. The paragraph divisions are logical, and the paragraphs use enough specific detail to make their point tellingly.
4. The expression is competent. More ambitious than that of the C paper, less felicitous than that of the A paper. Not only is sentence structure correct, but it also uses subordination, emphasis, sentence length and variety, and modifiers effectively. It would be surprising to find serious sentence errors – comma splices, fragments, or fused sentence – in a B paper. Word choice is idiomatic, vocabulary precise. Punctuation, grammar, and spelling conform to the conventions of edited American English.

The C Paper

1. The assignment has been followed. The paper develops its points with a sense of audience.
2. The information or degree of persuasion in a C paper is appropriate. That means that there is evidence, and though the evidence is perhaps obvious and easily accessible, it has been gathered honestly and used reasonably. The C paper may exhibit some minor imperfections or inconsistencies in mapping out the arguments, but it commits no major flaws in reasoning.
3. The organization is clear. The reader could easily outline the presentation. Paragraphs may have adequate development and are divided appropriately. Transitions may be mechanical, but they foster coherence.
4. The expression is competent. Sentence structure is generally correct, although it may show limited competence with such elements as subordination, emphasis, sentence variety, and length, and modifiers. It relies instead on simple and compound sentences. The paper is generally free of comma splices, unintentional fragments, and fused sentences. Word choice is correct though limited. It may contain errors in spelling, mechanics, and grammar that reveal unfamiliarity with the conventions of edited American English.

The D Paper

1. A D paper attempts to follow the assignment, even if the choice of topic or situation is poor, whether too broad, too narrow, or inappropriate. A D paper often shows a poor sense of audience and purpose. For example, it may over or under-estimate the audience's prior knowledge or assumptions. Or it may correctly assess the situation, but add little of substance to it.
2. Necessary evidence may be missing, irrelevant evidence may be present, or the interpretation or evaluation of that evidence may be inadequate. The reasoning may be

seriously flawed, resting on insufficient understanding of the situation or the audience. Or it may rely too heavily on the evidence from published sources with out adding original analysis.

3. Organization may be significantly flawed in any of the following ways: relevant segments may be missing; topic sentences may be absent or inappropriate to the content of the paragraph; paragraphs are not well developed or divided or arranged; transitions are missing or incorrect; introductions or conclusions are missing or incomplete.
4. A D paper may have numerous and consistent errors in grammar, spelling, and punctuation. The syntax or diction in some sentences may be so flawed that they are incomprehensible. Lack of proofreading can turn an otherwise adequate paper into a D paper.

The F Paper

1. It is off the assignment, even if it is correctly and coherently written. (Many instructors require that such papers be rewritten before assigning any grade.)
2. It relates to the assignment but has no clear purpose, or goes off in several directions. It is missing essential elements of the assigned form of communication
3. It falls seriously short of the minimum length requirements.
4. It may be plagiarized – either it is someone else’s paper or it has used sources improperly or without documentation.
5. It is plagued by more than one of the organizational deficiencies of the D paper.
6. Numerous and consistent errors of grammar, spelling, punctuation, diction, or syntax seriously hinder communication.

