

Composition & Rhetoric

Instructor

Michael David Measel
"David"

Contact

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Office Location & Hours

Daniel Hall 402
MW 9-10am @ online by appt.

Course

ENGL 1030-003
CRN 10307

Semester

Spring 2021
Jan 6, 2020 - Apr 30, 2021

Meeting Times & Location

MWF 10:10 am -11:00 am
Brackett Hall 438

Course Prerequisite

None

University Phone

(864)656-6311

Description

This course is writing-intensive. Composition and rhetoric are part of our daily experiences and they affect all of our choices, even what media we consume. This course explores writing across the modes and in multiple genres from academic to entertainment. You will participate in weekly Canvas discussions in which you will respond to course readings and topics as well as ask questions. Course activities are project-based with opportunities to focus on arguing with sound, images, and text, as well as opportunities for multimodal argument. We will approach rhetoric and composition in an interdisciplinary manner, learning to recognize and perform rhetoric not only in the academic context but in all contexts.

This course is listening-intensive. We will be considering all course materials through the heuristic of Musical Listening. The tenets of Musical Listening are that 1) we are musical instruments, 2) music shapes the messages we absorb and produce, and 3) our understanding of the music that pervades us and our communication shapes *how we listen*.

Required Materials

Required Texts

Kepka, Jenn. *Oregon Writes: Open Writing Text*. Open Oregon, 2020. <https://openoregon.pressbooks.pub/oregonwrites/>

Additional readings will be provided via pdf and hyperlinks.

Required Supplies

Laptop featuring Microsoft Office (specifically Word and PowerPoint), and Adobe Acrobat; both software collections are available to you for free via your association with Clemson. If you are not capable of running the Adobe software suite on your computer, including Premiere Pro and Audition, be prepared to use campus resources to utilize this software.

Course Learning Outcomes

Critical Thinking

Understand and practice critical reading and critical writing. Identify and employ rhetorical strategies for approaching texts and treat texts as sources for information and grounds for discussion. Perform rhetorical analysis on multiple forms of argument and think critically about compositions while they are in the drafting process.

Clarity

Develop strategies for writing efficiently according to the guidelines of Standard Written English while being aware of changing trends in language and communication. Use multiple modes of communication to convey ideas effectively including images, voice and text, and video.

Genre Awareness & Document Design

Recognize and compose in various genres, employing design techniques appropriate to each. Understand genre theory and compare multiple genres based on the affordances and contextual significance of each.

Audience Awareness

Develop an understanding of audience as varied, complex, and nuanced. Identify the audiences of various compositions and genres. Compose written, oral, and multimodal arguments appropriately for various audiences according to their needs.

The Writing Process

Understand the writing process as unique to each individual and learn to describe and compose effectively in conjunction with one's own writing process. Write and review work with peers in stages, drafting and incorporating peer and instructor comments until the composition achieves its rhetorical purpose.

Writing Across the Modes

Compose and analyze arguments with individual media including text, images, and sound. Compose and analyze multimedia arguments and understand the how the rhetoric of each medium affects the rhetoric of each other medium and the overall message in a multimedia argument.

Musical Listening

Apply the tenets of Musical Listening to critical reading and writing, with an emphasis on oral and multimodal composition. The tenets of Musical Listening are that 1) we are musical instruments, 2) music shapes the messages we absorb and produce (including technical communication), and 3) our understanding of the music that pervades us and our communication shapes *how we listen*.

Assignments

Participation (10%)

You are expected to complete all assigned readings. Reading assignments are listed in the class schedule. Readings are subject to change to meet the needs of the class. I will keep you abreast of any updates through Canvas Announcements. **For Online Sections: I will post weekly video lectures in Canvas to introduce assignments, discuss theory, and highlight important**

ideas, examples, and rhetorical devices in course readings. You are also expected to participate in all discussions. Weekly discussion posts are the basis of your Participation score. Discussions will be based on course topics and will challenge you to reflect on readings. In the discussions you will post comments and questions regarding class readings and I will respond to your posts. You are also encouraged to read and respond to your peers' comments and questions. Discussion posts must be at least 150 words in order to receive full credit. You have until Sunday at 11:59 of each week to submit your discussion question or comment. Each week on Monday, the previous week's discussion will close for comments. If you need to make up discussion posts, contact me in Canvas or via email.

Collaborative Rhetorical Analysis (10%)

Working with your partner, choose one from a list of articles from course readings. I will assign partners and provide a list of readings. Perform a formal rhetorical analysis of your chosen article based on various elements of the rhetorical situation including medium, genre, audience, author, argument, voice, tone, arrangement, design, and appeals. You are encouraged to refer to Kepka and notes from class. We will discuss the rhetorical situation and perform several rhetorical analyses across the semester. Consider in-class analyses as practice for this project. Submit your rhetorical analysis in the form of a multimodal presentation which you will deliver with your partner in class. Recommended software include PowerPoint and Spark.

Submissions TBA, see "Student Analyses" dates in Schedule

Scavenger Hunt (10%)

To get a foothold in Musical Listening, perform a scavenger hunt based on a list of aural figures that I will share with you and we will discuss in class. You are encouraged to begin with "Letter from Birmingham Jail" and "Encomium of Helen," then move on to other classroom readings or readings you find on your own for sources.

Submit by 11:59 p.m. Feb 8, 2021

Visual Argument (10%)

Based on our classroom analyses of visual arguments, compose a visual argument of your own. This can be an advertisement, PSA, infographic, or another visual argument genre of your choice. Consider your researched argument when determining your topic. Cite your sources in MLA format. Be prepared to present your visual argument to the class and answer questions. Recommended software for this project includes Adobe Photoshop and Microsoft Publisher. Submit as jpg or png.

Presentations Feb 17 and 19, 2021

Submit by 11:59 p.m. Feb 22, 2021

Research Proposal (10%)

Compose a research proposal that provides justification for your research topic of choice. Your proposal will be an in-depth discussion of your topic including background, significance, method, purpose, potential sources, and issues that may come up in your research. Define your topic and provide background information so your audience understands what you are writing about. Pose a question and hypothesis. Establish the significance of your question. Why does your proposed research matter, and to what audience(s)? Justify your research by making an argument for inquiry. Submit as docx.

Submit by 11:59 p.m. Mar 1, 2021

Annotated Bibliography (10%)

After identifying potential sources for your Researched Argument, compile a list of ten sources into an Annotated Bibliography. List your sources in alphabetical order, provide complete references for each in MLA style, and briefly summarize both what each source is about (the topic and author's thesis) and what information you will be borrowing from that source. Finally, note how you wish to use that information: quote, summary, or paraphrase. Recommended software for this project include Microsoft Word and Microsoft Excel. Submit as docx.

Submit by 11:59 p.m. Mar 12, 2021

Researched Text Argument (10%)

Using the Toulmin model, compose an extended argument using at least eight of the ten sources listed in your Annotated Bibliography. Demonstrate critical thinking about your sources and about your claim. Flesh out your thesis and each of your claims with qualifications. Support claims with reasons and evidence. Recognize counterarguments and respond with rebuttals of your own. Your argument should be 1250-1750 words, not including Works Cited. Follow the Purdue OWL guidelines for a student paper in MLA format, including MLA style for Works Cited and in-text citations. Submit as docx.

Submit Draft by 11:59 p.m. Mar 24, 2021

Submit Complete by 11:59 p.m. Apr 2, 2021

Musical Listening:

Consider the rhythms of your prose when composing your argument. What spatial and temporal rhythms do you establish from the introduction, and how do these play out across the document. Are you balancing your own voice with your sources, and balancing voices on both sides of the issue you are covering? How do paragraphing and shifting perspectives create flow and balance?

Podcast (10%)

Using audio recording software, produce a podcast on the topic of your researched text argument with your multimedia argument in mind. Discuss the importance of your topic and both sides of the issue. What led you to your topic and thesis? What has been your experience interacting with your research? How was your hypothesis been challenged and supported or disproven? How are you affected by your research and the writing process? Use audio editing software to clear your recording of background noise, clicks and pops, and clipping. Audio recording should be five to seven minutes in length and free of background noise.

Recommended tools for this project include Adobe Audition and Audacity. Submit as wav or mp3.

Submit Draft by 11:59 p.m. Apr 9, 2021

Submit Complete by 11:59 p.m. April 16, 2021

Musical Listening:

Consider your rhythm, pitch, tone, and pacing when delivering your podcast. Listen to podcasts, especially about topics similar to your own, in your invention process. Consider the rhetorical affordances of sound and how you can make the best use of them to effectively communicate your message in sound. How can you apply what you learned from the scavenger hunt to your podcast?

Musical Argument (10%)

Interpret your argument using the rhetoric of instrumental music alone. Using audio composition and editing software and/or recording your own instrumentation, layer at least three voices in a two-to-three-minute piece of instrumental music. One of these voices may be your own, but do not apply lyrics. Factors to consider when expressing your argument include topic, perspectives, tone, appeals to pathos, counterarguments and the voices behind those counterarguments. Recommended tools for this project include Flat, Soundation, and Adobe Audition.

Presentations Apr 21 and 23, 2021

Submit by 11:59 p.m. Apr 26, 2021

Musical Listening:

How do altering voices and progressions in your piece reflect various elements of your argument? Consider your topic, claim, evidence, audience, and counterarguments. Does continuity and conflict between musical styles reflect the nuanced character of your argument and its rhetorical context?

Multimedia Argument (10%)

Produce a video argument in which you address your topic, claim, evidence, and counterarguments. Layer your vocal narrative over an instrumental audio file to set an appropriate tone for your multimedia argument. You may produce this audio yourself or harvest it from a source, which you will cite. Videos should be five to seven minutes in length. Recommended tools for this project include Adobe Premiere Pro and Adobe Audition. Submit as link or wmv, mp4, or mk4.

Submit by 11:59 p.m. Apr 30, 2021

Musical Listening:

How is the rhetoric of each of your audio contributions (narration and instrumental music) likely to affect your audience? Consider the pacing, tone, volume, and pitch of your narration. How is it affected by the volume and tempo, etc. of the instrumental track? Is the instrumental track distracting? Is the musical style of the instrumental track appropriate to the content? You may want to research similar videos.

Citation & Formatting Guidelines

You are encouraged to utilize the resources at the Purdue Online Writing Lab (OWL, https://owl.purdue.edu/owl/purdue_owl.html) to assist with citation and other formatting elements. We will review the Purdue OWL on the first day of class and use it throughout the semester as necessary during course discussions.

Schedule

*****Schedule will be made available to you via email as a Google Sheet document in Excel format.**

Key Dates

Jan 4, Mon - Jan 5, Tue
Jan 4, Mon

Late Enrollment
Orientation

Jan 6, Wed	Classes begin
Jan 12, Tue	Last day to register or add a class or declare Audit
Jan 18, Mon	Martin Luther King, Jr. holiday
Jan 20, Wed	Last day to drop a class or withdraw from the University without a W grade
Jan 27, Wed	Last day to apply for May commencement
Feb 26, Fri	Last day for instructors to issue midterm evaluations
Mar 12, Fri	Last day to drop a class or withdraw from the University without final grades
Mar 15, Mon - Mar 19, Fri	Spring Break
Apr 3, Sat - Apr 10, Sat	Honors and Awards Week
Apr 12, Mon	Registration for Fall and Summer terms begins
Apr 22, Thu - Apr 23, Fri	Classes meet; exams permitted in labs and one-hour courses only
Apr 26, Mon - Apr 30, Fri	Examinations
May 3, Mon	9:00 a.m. - Deadline to submit candidate grades
May 5, Wed	9:00 a.m. - Deadline to submit other grades
May 5, Wed	Candidates for graduation may access grades
May 6, Thu - May 7, Fri	Doctoral Hooding at the Brooks Center
May 6, Thu	Graduation

Policies & Procedures

Late Assignments

All assignments due dates are available in the course syllabus and in Canvas Assignments. Unless otherwise noted by instructor, all assignments must be submitted by the day and time indicated in the syllabus and in Canvas in order to receive full credit. All late assignment submissions are subject to a penalty of one (1) point per day. I will work with you to draft projects until they are complete and professional. If you are instructed to redraft a project, you will receive a new due date. The draft and subsequent draft(s) will not incur a late penalty unless they are submitted past the new due date(s).

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.

Office Hours

Please note my regular office hours above. You also can arrange to see me at other times that are mutually convenient. Office hours belong to you just as much as our class time. Do not hesitate to take advantage of my availability and the help I am ready to offer. If you need to contact me outside of class time or office hours, it is best to communicate with me by email. Please contact me any time via my email at mmeasel@clemsun.edu or phone at (501)580-6096 for questions or to discuss any matter regarding class. It is my job to listen and to help you to success in whatever way that I can. Again, please reach out if you have questions or difficulties, or just need clarification of course materials.

Course & University Policies

Attendance

You may accrue a total of three (3) absences without a change to your final grade. All absences contribute to the same pool; there are no “excused” or “unexcused” absences. Any additional absences beyond three can result in the dropping of the final grade by 10%, or one letter (A, B, C, D, F). While class meetings are being conducted online due to restrictions which result from COVID-19, this policy applies to online meetings as opposed to face-to-face instruction. **Online students are expected to attend meetings synchronously with f2f students.**

Special Pandemic Clause

In the event of a regional or national emergency (e.g., pandemic, hurricane, etc.), students missing classes may not be charged with unexcused absences if the nature and extent of the emergency is defined and disseminated by the Provost (or designee).

Punitive grading for student absences cannot be issued while the pandemic is in effect.

Because privacy regulations stipulate that faculty and staff communicate with students through authorized University channels, use your University email account or Canvas's messaging system to contact me.

Canvas allows you as a student to quickly notify instructors of an absence from class and provides set categories (e.g. court attendance, illness, family illness or death, military duty, hospitalization, university function, religious observance). This does not serve as an excuse from class but allows students to communicate with instructors (all or some, of their choice). Consult with instructors when discussing absences. The Dean of Students' office can also be of assistance.

Inclement Weather

Any exam that was scheduled at the time of a class cancellation due to inclement weather, University power outage, etc. 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 the instructor contacts students. Any extension or postponement of assignments or exams must be granted by the instructor via email or Canvas within 24 hours of the weather-related cancellation.

Notification of Student Contraction of COVID-19

For a student who reports testing positive or is being asked to quarantine/isolate because of exposure to the virus, it will be up to the student to inform the instructor that they will be moving to online only instruction for at least the next two weeks. Students are directed to use the Notification of Absence module in Canvas to initiate this notification. (For courses where Canvas is not used, the direct link to the Notification of Absence form can be found through the Division of Student Affairs site.) Additional communication via email is encouraged; students should follow up with their instructor to develop a continued plan of study for each course. Students cannot be penalized in their grade for needing to move to online instruction.

Face Coverings Protecting against COVID-19

While on campus, face coverings are required in all buildings and classrooms. Face coverings are also required in outdoor spaces where physical distance cannot be guaranteed. Please be familiar with the additional information on the Healthy Clemson website, such as the use of wipes for in-person classes. If an instructor does not have a face covering or refuses to wear

an approved face covering without valid accommodation, students should notify the department chair. If a student does not have a face covering or refuses to wear an approved face covering without valid accommodation, the instructor will ask the student to leave the academic space and may report the student's actions to the Office of Community & Ethical Standards as a violation of the Student Code of Conduct. If the student's actions disrupt the class to the extent that an immediate response is needed, the instructor may call the Clemson University Police Department at (864)656-2222.

Student Accessibility Services

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 a 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 or by emailing studentaccess@lists.clemson.edu. 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/campus-life/campusservices/sds/>.

Title IX 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 (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.

The University is committed to combatting sexual harassment and sexual violence. As a result, you should know that University faculty and staff members who work directly with students are required to report any instances of sexual harassment and sexual violence, to the University's Title IX Coordinator. What this means is that as your professor, I am required to report any incidents of sexual harassment, sexual violence or misconduct, stalking, domestic and/or relationship violence that are directly reported to me, or of which I am somehow made aware.

There are two important exceptions to this requirement about which you should be aware: Confidential Resources and facilitators of sexual awareness programs such as "Take Back the Night and Aspire to be Well" when acting in those capacities, are not required to report incidents of sexual discrimination.

Another important exception to the reporting requirement exists for academic work. Disclosures about sexual harassment, sexual violence, stalking, domestic and/or relationship violence that are shared as part of an academic project, a research project, classroom discussion, or course assignment, are not required to be disclosed to the University's Title IX Coordinator. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Ms. Alesia Smith is the Executive Director for Equity Compliance and

the Title IX Coordinator. Her office is located at 223 Holtzendorff Hall, phone number is 864.656.3181, and email address is alesias@clemson.edu.

Email Policy / Response Time

You can expect a response to your email inquiries within 36 hours, excluding weekends and university holidays.

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.

Online Conduct

Appropriate online 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 transmit or promote content known to be illegal.
- Respect other people's privacy as well as your own.
- Forgive other people's mistakes.
- Never use harassing, threatening, embarrassing, or abusive language or actions.

Online communication that fails to meet these standards of conduct will be removed from the course. Repeated misconduct may result in being blocked from online discussions, receiving a grade penalty, or being dismissed from the course. Such misconduct in the online environment may also be reported to officials for appropriate action in accordance with University policy. If you ever encounter inappropriate content in our course, please contact me with your concerns.

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 is when someone presents another person's words, visuals, or ideas as his or her own. The instructor will deal with plagiarism on a case-by-case basis. I will use, at my discretion, the Plagiarism Resolution Form. All infractions of academic dishonesty will be reported to Undergraduate Studies for resolution through that office.

See the [Undergraduate Academic Integrity Policy \(Links to an external site\)](#). website for additional information about academic integrity at Clemson.

Academic Grievances

Students are advised to visit the [Ombuds' Office \(Links to an external site\)](#). prior to filing a grievance. After discussion with the undergraduate academic ombudsman, students should contact Undergraduate Studies (656-3022) for assistance filing official paperwork.

Non-Discrimination

Clemson University is committed to providing a higher education environment that is free from sexual discrimination. Therefore, if you believe you or someone else that is part of the Clemson University community has been discriminated against based on sex, or if you have questions about Title IX, please contact the Title IX Coordinator, Alesia Smith, who also serves as the Executive Director of Equity Compliance, at 110 Holtzendorff Hall, 864-656-3181 (voice) or 864-656-0899 (TDD). The Title IX Coordinator is the person designated by Clemson University to oversee its Title IX compliance efforts. Please consult the [University's Title IX policy \(Links to an external site\)](#). for full details.

Student Support Services

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 \(links to an external site\)](#) for more information on their services and workshops.

Writing Center

Clemson University's Writing Center offers free one-on-one tutoring for all Clemson students. Visit the [Writing Center's website \(links to an external site\)](#) for more information about their services or to make an appointment.

Cooper Library

Reference librarians are available in person and via text, phone, email, and chat to answer your research questions. Visit [Ask a Librarian \(links to an external site\)](#) 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.

Academic Advising

[Academic advising \(links to an external site\)](#) is an ongoing educational process that connects the student to the University. Academic advising supports the University's mission of preparing the student for learning beyond the confines of the academy. Academic advisors represent and interpret University policies and procedures to the student and help the student navigate the academic and organizational paths of the institution.

Registrar

The [Registrar's office \(links to an external site\)](#) provides information about important deadlines, degree and program requirements, and other key information, including use of iROAR to add, drop, or withdraw from courses.