

# RC-1000: Expository Writing

## Professor

Dr. David Measel

## Email & Phone

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## Office Location & Hours

Sanford Hall 329  
MW 10am-12 pm

## Course

RC-1000-101

## Semester

Spring 2022  
Jan 10 - May 5, 2022

## Meeting Times & Location

Sanford Hall 504  
MWF 8-8:50 am

## 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 expository writing across several genres and contexts. You will participate in weekly ASULearn 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. 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

### Rental Text

Hacker, Diana and Sommers, Nancy. *A Writer's Reference*, Ninth Edition.

## Readings

Some readings are found in *A Writer's Reference*. I will provide PDF's and links for additional readings in ASULearn.

## Goals and Outcomes

Goal 1: Students exhibit increasing rhetorical knowledge.

*Draft with a clear purpose in mind.*

*Analyze and respond appropriately to different kinds of rhetorical situations.*

*Write with strong voice and authority.*

Goal 2: Students exhibit increasingly critical thinking, reading, and writing skills.

*Use writing and reading for learning, thinking, and communicating.*

*Locate, evaluate, analyze, synthesize, and document primary and secondary sources.*

*Demonstrate critical thinking, in part by understanding that personal investments and cultural perspectives are woven into language and knowledge.*

Goal 3: Students exhibit increasing understanding that writing is a process.

*Generate ideas and draft, revise, edit, and proofread recursively, consciously, and effectively.  
Participate actively and collaboratively in a writing community.  
Reflect upon semester writing, in part by evaluating their own work and that of writing community members.*

Goal 4: Students gain increasing ability to research and write in various environments, including electronic environments.

*Use a variety of technologies to produce and share writing.  
Use a variety of technologies in conducting research.*

All RC 1000 students will produce a semester-ending portfolio that demonstrates fulfillment of the above goals and outcomes.

### Assignments

*Final grades will be based on your fulfillment of the following assignments.  
Grades will be calculated based on the percentages outlined below.*

Weekly Discussions	10%
Practical Practice	10%
Peer Review	15%
Listening Definition Essay	15%
Literature Review	15%
Researched Argument	15%
EPortfolio	20%

### Weekly Discussions

You are expected to keep up with all class readings and be fully prepared to participate in all discussions. Discussions will be based on course topics and will challenge you to reflect on readings. In weekly discussions you will post comments and questions regarding class readings. You are also encouraged to read and respond to your peers' comments and questions. **Discussion posts but 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.** If you need to make up discussion posts, contact me via ASULearn or Gmail.

### Practical Practice

You will complete several lower-stakes writing assignments across the semester, some of which will require you to work collaboratively with classmates. These assignments are subject to change throughout the semester based on the learning needs of students and the flow of the course. Like Weekly Discussions in ASULearn, Practical Practice assignments are vital not only to your mastery of course subject matter - and thereby your overall success in this course - but your score as well. Don't forget about these. They add up.

### Listening Definition Essay

Compose an essay in which you reflect on the meaning of the term *listening*. Be sure to consider the term from a plethora of perspectives. How do you see and hear it defined around you by others in your life and in literature? What does it mean to you personally? How do we listen and what effects does listening manifest? Construct your own comprehensive, qualified definition of listening and explore your definition in detail. Unpack your definition and defend your choices through reflection on your

own experiences and your research. 750-1000 words, not including Works Cited. At least three sources. Submit as docx.

### **Literature Review**

With your multimodal research project in mind, choose a topic for research. This must be a specific topic on which scholars and experts assume several positions. You will need to incorporate 8-10 appropriate, well-vetted sources within the discourse surrounding your topic that were published within the past ten years. Then, tell a story of other people's research. In a literature review, you don't make an argument about your own position. Instead, you explain what other scholars are saying about your topic, including who agrees and who disagrees, and for what specific reasons. This means detailing each author's unique position and argument independently, then grouping them according to like ideas and discussing how they are similar and different. 750-1250 words, not including Works Cited. At least 8–10 sources. Submit as docx.

### **Researched Argument**

Develop a claim in the form of a call-to-action [x individual(s) need to perform y action]. Flesh out your claim and each of your reasons, etc. with qualifications. The individual(s) should be specific and the action should be substantial, i.e. beyond thought and speech. Respectfully recognize counterarguments and respond with substantial rebuttals of your own. Your argument should be 1250-1750 words, not included works cited. Follow the Purdue OWL guidelines for a student paper in MLA format, including all citation guidelines. You have the option of submitting an audio recording of your voice rather than a text document. Audio files must be 5-7 minutes in length and be clear of flubs, background noise, and any other distracting sounds. Audio files must also be accompanied with a full Works Cited in the form of a document file. Submit as Word document or mp3.

### *Musical Listening:*

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

### **Peer Review**

Peer Review will be performed in the Weekly Discussions module. I will give you instructions with each Peer Review assignment indicating where and when to post and review drafts. Share your work! Reflect on others' compositions and offer your thoughts on how they can be improved. Compare notes and discuss how drafts do or do not meet the expectations listed under "Requirements" and "Rubric" in each assignment prompt. Your peer review performance is based on your participation and the depth of your review.

### **Portfolio**

Design a digital portfolio to house your writing throughout the semester, in which you include your major projects from across this semester (Listening Definition Essay, Literature Review, and Researched Argument). Your portfolio should appear in the form of a website which identifies you as a student and writer at ASU and in this course. Include additionally a multimodal reflection (described below) in which you discuss your experience in this course and your progress as a writer over the semester. Your portfolio should be well organized and easy to explore: consider your audience, navigability, and accessibility. Your recommended and ASU-sponsored tool for this project is APortfolio. If you are familiar with other web design software, feel free to use a website builder of your choice. *You are in no way required to purchase a URL or subscription to any webpage builder.* SUBMIT LINKED URL TO YOUR PORTFOLIO WEBSITE.

## Multimodal Reflection

Using audio recording software, produce a multimodal presentation in which you reflect on your experience in RC1000 this semester. Feel free to touch up individual assignments. Use your Practical Practice reflections on major course assignments to help answer some or all of the following questions, or other questions of your choosing, in your multimodal reflection: *What led you to your topics and theses? What has been your experience interacting with your research? How were your original theses challenged and supported or disproven? How are you affected by your research and the writing process? Specifically, how has your research, whether your original thesis was proven or disproven, fostered your growth as a critical thinker? Consider not only your skills as a writer but what you have learned about yourself and your place in a societal context. Who are you as a student, and what does your work mean to the community? What have you learned about yourself of which you were formerly less aware? How has interacting with your research strengthened changed your attitude about being a student at Appalachian State? How will you change in your future research or activities as a student and/or professional?*

Include and cite background instrumental music of your choosing. Use audio editing software to clear your recording of background noise, clicks and pops, and clipping. Recommended tools for this project include Adobe Audition, Adobe Premiere Pro, Adobe Spark, Audacity, PowerPoint, and Google Slides. Submit as mp4 or pptx.

### *Musical Listening:*

*Consider how the rhythm, pitch, tone, and pacing of your audio. 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?*

## 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](https://owl.purdue.edu/owl/purdue_owl.html)) to assist with citation and other formatting elements. We will review the Purdue OWL in the first week of class and use it throughout the semester as necessary during course discussions.

## Policies & Procedures

### Attendance

Your attendance in class meetings is vital to your success in this course. You must attend in order to receive points for in-class activities including peer review and practical practice, keep up with class discussions, and master course concepts. I will keep attendance. However, your attendance record will not negatively affect your grade.

You will be allowed two excused absences for religious observances. You are responsible for requesting excused absences for religious observances in writing no later than three weeks after the first class day of the term. For purposes of this policy, the term "religious observances" shall include religious holidays or holy days or similar observances that require absence from class. You will be afforded the opportunity to make up tests or other work missed due to an excused absence for a religious observance. Specific arrangements to make up work will be made upon receipt of your written request.

Because privacy regulations stipulate that faculty and staff communicate with students through authorized University channels, use your University email account or ASULearn to send me a message. ASULearn 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.

### **Participation in Class and on ASULearn**

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 ASULearn Announcements. For Online Sections: I will post weekly video lectures in ASULearn 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. You must come to class having read and prepared to discuss the reading assigned for that class meeting.

Weekly discussions in ASU Learn 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 but 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.

### **Collaboration & The University Writing Center**

The University Writing Center (UWC) is located in room 204 of the Belk Library & Information Commons, the UWC is here to help you with any writing assignment. Consultants will work with you one-on-one and provide assistance with style, organization, content, voice, documentation, and grammar. In addition to your draft and/or any pre-writing notes, bring your assignment to your UWC session. To make an appointment, go to <https://appstate.mywconline.com/> to register and access the scheduling system. Current Writing Center hours, updates, and handouts can all be found on the UWC's website.

### **Technology**

You are expected to bring your laptop to each class meeting. Texting/Cell phones are not to be used unless you inform me in advance of the emergency situation.

### **Diversity and Inclusion**

Education is transformative, and open intellectual inquiry is the foundation of a university education and a democratic society. In the spirit of shared humanity and concern for our community and world, the Department of English faculty celebrate diversity as central to our mission and affirm our solidarity with those individuals and groups most at risk. In line with our departmental goals, we disavow all racism, xenophobia, homophobia, sexism, Islamophobia, anti-Semitism, classism, ableism, and hate speech or actions that attempt to silence, threaten, and degrade others.

The Appalachian State University General Education Rhetoric and Composition program utilizes current pedagogical practices that encourage students and faculty to undertake the serious work of critical thinking and reflection; research and evidenced interpretation; and knowledge production as we engage and create texts across multiple genres, disciplines, modes, and contexts. When grounded in rhetorical ethics, the study of literacies, rhetorics, and writing can empower students to be responsible and reflective local and global citizens. Recognizing that rhetorical awareness is essential to social justice, sustainability, and community engagement, we cultivate a spirit of equity, diversity, inclusion, and accessibility in the RC gen-ed program.

## Indigenous Land Acknowledgement

Native peoples—including the DᎠᎩᎦᎵ (Cherokee)<sup>2</sup> and the yeh is-WAH h'reh (Catawba)—lived, hunted, and traded in this region long before the colonization of North America. The English Department recognizes the Indigenous peoples of the land now called North Carolina and acknowledges their displacement, dispossession, and continuing presence.<sup>3</sup> Their influence echoes in the words that name the places we live and learn in: *Watauga*, Cherokee for “village of many springs” or “beautiful water”; *Catawba*, “people of the river”; and *Appalachian*, Muscogee for “other side of the river” or “dwelling on one side.” This statement stands as a reminder to reflect on our interconnected pasts while we contemplate our path forward and to register our gratitude and appreciation for those on whose territory, a place rich with stories, ceremony, and spiritual significance, we reside today.

## Drafts and Deadlines

All assignments must be submitted by the due date and in the proper submission format indicated in the syllabus and on ASULearn in order for you to receive full credit. There are two exceptions: 1) All drafts which constitute a substantial effort at approaching the assignment as outlined in its description will result in full credit, as long as they are submitted BEFORE the due date of the subsequent draft, final or otherwise. However, a late draft may result in you not receiving feedback from me in time to apply that feedback to your next draft; 2) Major writing assignments may be revised until the final week of classes. I will issue a hard deadline as the course progresses. Each major writing project will require multiple drafts. If your final draft of a composition still needs revision, you will have the opportunity to revise until it is completed to the best of your ability. In the event that you turn all of your drafts for a given assignment, including the final, in on time, your score will not be lowered for subsequent revision, but can instead be risen according to the increasing quality of your composition.

## Peer Review

All major project drafts as well as some Practical Practice assignments will require your participation in peer review, which involves sharing your compositions with classmates and your constructive criticism of others' writing. In-class peer reviews cannot be made up. Your lack of participation during a peer review session negatively hinders the ability of your fellow students to learn from you. For this reason, missing a peer review results in a reduction of your overall Peer Review score.

## Inclement Weather Policy

When poor weather conditions exist, the University will post any cancellation announcements on its website. Additionally, please keep an eye on your email on inclement weather days, as I will be sure to post an announcement via email if I am unable to travel to campus.

## Submission Guidelines

Time management is crucial to success in a college writing course. You must turn in all writing assignments on time.

- Budget your time for the potential technical hiccup.
- Always make sure to schedule visits to the University Writing Center several days before the assignment is due. The UWC is popular and books early; plus, you will want ample time to make revisions between your UWC visit and the assignment's due date.
- Please submit work in a consistent format (in the case of RC 1000, we'll be sticking to MLA formatting), using a 12-point and double-spaced academic or professional font (e.g., Times New Roman, Arial, Cambria, Georgia, etc.). For multimodal projects, please consider stylistic consistency as a rhetorical move that keeps the reader/user in mind.

- You are responsible for maintaining duplicate copies of all work submitted in this course and retaining all returned, graded work until the semester is over.
- When working in Google docs or Google Drive, you will want to make sure you save drafts and iterations along the way. Demonstration of your process is crucial to the final portfolio, so you will want to make sure you have saved drafts in order to demonstrate your changes and growth as a composer.

### **Academic Integrity**

As expressed in ASU's student code of conduct, plagiarism is the passing off of another person's work as if it were one's own, by claiming credit for something that was actually done by someone else. An unacknowledged use of words, ideas, information, research, or findings not your own, taken from any source is plagiarism. Academic dishonesty can be as basic as someone else writing your paper for you, and it extends to the practice of turning in work that has been edited for grammar by someone other than yourself (the University Writing Center will know how to assist you and your work without treading on dishonest ground). At a minimum, plagiarism will result in a 0 for the assignment and quite possibly an F for this class. For more information, visit <http://studentconduct.appstate.edu>.

### **Accommodations**

Appalachian State University is committed to making reasonable accommodations for individuals with documented qualifying disabilities in accordance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973. Those seeking accommodations based on a substantially limiting disability must contact and register with The Office of Disability Services (ODS) at <http://www.ods.appstate.edu> or 828-262-3056. Once registration is complete, individuals will meet with ODS staff to discuss eligibility and appropriate accommodations.