



BALL STATE UNIVERSITY

Fall 2024

ENG 103: Rhetoric and Writing

The Indiana Academy for Science, Mathematics, and Humanities

BSU Credits	3 credit hours	College of Science and Humanities	Department of English
Instructor	Dr. Sarah Bertekap	Office Location	Elliot B027A
Email	sarah.bertekap@bsu.edu	Office Hours	Mon: 2pm-4pm Tu: 8am-11am Wed: 2pm-4pm Th: 1pm-3pm Fri: 10am-11am *if these times don't work for you, email me to set something up*
Meeting Times	Mon/Wed/Fri 12pm-1pm	Meeting Location	Burris 215
Prerequisite(s)	Appropriate placement.		
Course Description	Introduces and develops understanding of principles of rhetoric; basic research methods; elements, strategies, and conventions of persuasion used in constructing written and multi-modal texts.		
Core Transfer Library Course	English Composition 1		
Textbook and/or Course Materials	Digital Handbook: Ballpoint. Password: chirp103. All other readings are available on Canvas.		
Course Learning Outcomes	<ul style="list-style-type: none"> • Understand that persuasion—both visual and verbal—is integral to reading and composing • Understand how persuasive visual and verbal texts are composed for different audiences and different purposes • Develop effective strategies of invention, drafting, and revision for different rhetorical situations and individual composing styles • Compose texts in various media using solid logic, claims, evidence, creativity, and audience awareness • Integrate primary and secondary research as appropriate to the rhetorical situation • Develop strategies for becoming more critical and careful readers of both their own and others' texts • Demonstrate a professional attitude towards their writing by 		

	<p>focusing on the need for appropriate format, syntax, punctuation, and spelling</p> <ul style="list-style-type: none"> • Take responsibility for their own progress • Develop the ability to work well with others on composing tasks.
Important Deadlines	<p>If you wish to drop your class(es), you must do so by the first Friday of the starting week of the official Ball State term.</p> <p>If for any reason you need to leave a class you registered for, you can withdraw. However, there are certain deadlines that need to be met in order to receive a refund for the withdrawn class or classes. Withdrawal deadlines are determined by the Registrar's office and are published each school semester.</p> <p>Dropping/Withdrawing from a class at your high school does not drop/withdraw you from your BSU Dual Credit class. You must email dualcredit@bsu.edu to request a drop or withdrawal from a course(s).</p>

How BSU Grade will be Calculated	<table border="1"> <thead> <tr> <th>Assignment</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Rhetorical analysis essay</td> <td>15%</td> </tr> <tr> <td>Discourse analysis essay</td> <td>15%</td> </tr> <tr> <td>Argumentative essay</td> <td>15%</td> </tr> <tr> <td>Podcast project</td> <td>15%</td> </tr> <tr> <td>In-class reflective writing, journal assignments, and reading annotations, and peer review participation</td> <td>25%</td> </tr> <tr> <td>Presence and participation</td> <td>15%</td> </tr> </tbody> </table>		Assignment	Percentage	Rhetorical analysis essay	15%	Discourse analysis essay	15%	Argumentative essay	15%	Podcast project	15%	In-class reflective writing, journal assignments, and reading annotations, and peer review participation	25%	Presence and participation	15%
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How High School Grade will be Calculated (if different from BSU)	See high school grading scale below.															
BSU Grading Scale	A: 94-100%	C: 74-76%														
	A-: 90-93%	C-: 70-73%														
	B+: 87-89%	D+: 67-69%														
	B: 84-86%	D: 64-66%														
	B-: 80-83%	D-: 60-63%														
	C+: 77-79%	F: 59% or lower														
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	B-: 80-83%	Click or tap here to enter text.														
C+: 77-79%	Click or tap here to enter text.															

Schedule of Assignments	Week 1: 8/12-8/16		
	Mon:	Welcome! Syllabus day, introductions	
	Wed:	In-class writing: anecdotes	Read: <i>Ballpoint</i> : Intro to ENG 103 Read: <i>Ballpoint</i> : "Reading and Notetaking"
	Fri:	Intro to rhetoric (anecdotes as examples) Intro to Young article Overview of Rhetorical Analysis Project	Read: <i>Ballpoint</i> : Definition of Rhetoric; Understanding Rhetoric Write: Written anecdotes assignment (finish what you wrote in class on Wed + submit on Canvas)
	Week 2: 8/19-8/23		
	Mon:	Identifying Young's logos, pathos, and ethos	Read: "Should Writers Use Their Own English?" Annotate: Complete annotations of the reading in Perusall.
	Wed:	Identifying Young's aims, methods, and materials	Read: <i>Ballpoint</i> : The Rhetorical Tetrahedron
	Fri:	Mini peer review of homework Choosing your anecdote	Write: Translating a text into your own terms journal (submit on Canvas)
	Week 3: 8/26-8/30		
	Mon:	Degrees of otherness in quotation; Assembling quotes for Rhetorical Analysis Project Building outlines	Read: "Quotation: Some Terms of Art"
Wed:	In-class workshoping of introductions	Write: draft the introduction to your Rhetorical Analysis Project	
Fri:	In-class writing time + group conferences	Submit: 1 st draft Rhetorical Analysis Project (11:59pm)	
Week 4: 9/2-9/6			
Mon:	Labor Day		
Wed:	Peer review of Project 1 Observations of the drafts		
Fri:	Key Terms Activity Part 1	Read: <i>Ballpoint</i> : Feedback	
Week 5: 9/9-9/13			
Mon:	Collecting + curating activity	Submit: Final draft Project 1 Annotate: 2 short Steinmetz articles, "Was Stonewall a Riot..." and "War of Words" in Perusall	
Wed:	Intro to discourse analysis + visual rhetoric	Read: <i>Ballpoint</i> : Applying Rhetoric: Visual Analysis	

Fri:	Social media platform analysis	Write: media platform analysis journal
Week 6: 9/16-9/20		
Mon:	Preliminary research & planning for Discourse Analysis Project	Read: <i>Ballpoint:</i> Multimodality: Visual
Wed:	Choosing a visual platform for Discourse Analysis Project Discussion of writing with visual rhetorics in mind	Read: <i>Ballpoint:</i> Visual Design Tips Write: Discourse analysis research plan journal
Fri:	Analyzing the visual rhetorics in popular sources on your topic In-class: Read & discuss <i>Ballpoint:</i> Credibility of Sources	Write: 1 st Post Project 2 journal
Week 7: 9/23-9/27		
Mon:	Finding patterns, keywords, and interpreting visual rhetoric	Find 2 nd post & bring to class
Wed:	Creating your analysis section	Work on project 2 draft
Fri:	Peer review & mini-conferences	Submit: 1 st draft Discourse Analysis Essay
Week 8: 9/30-10/4 (midterm week)		
Mon:	Key Terms Activity Part 2 Observations on Discourse Analysis Drafts	Work on revisions
Wed:	Introduction to project 3 (Argumentative Essay) (with a brief preview of 4) Key Terms Activity Part 3	Read: <i>Ballpoint:</i> What is Research? Work on revisions
Fri:	Extraordinary research activity Introduce “You’re Wrong About”	Submit: Final draft Discourse Analysis Project Read: “On Going Down the Rabbit Hole”
Week 9: 10/7-10/11		
Mon:	Fall Break	
Wed:	Theorizing activity	Listen: Stonewall episode of “You’re Wrong About” (about half)
Fri:	Discussion on outside sources in podcasts vs. popular sources vs. academic essays	Listen: Finish Stonewall episode of “You’re Wrong About” Write: Podcast listening notes journal

Week 10: 10/14-10/18		
Mon:	Information literacy & academic research best practices Using the library website	Listen: Podcast episode of your choice (keep it to 10-20 minutes) Read: <i>Ballpoint:</i> The Research Process Decide on your research topic for Argumentative Essay.
Wed:	Library activity: finding print sources	Begin looking at sources on your topic
Fri:	Contextualizing activity	Find 1 academic source & bring to class
Week 11: 10/21-10/25		
Mon:	Putting your sources' arguments into your own words Outlining your essay	Finish & submit Contextualizing activity from Friday's class Find 2 nd & 3 rd academic sources & bring to class
Wed:	Structuring body paragraphs In-text citation practice	Read: <i>Ballpoint:</i> Incorporating Research Draft summaries of your sources
Fri:	Synthesis vs. theorizing: examples + discussion	Finish your outline & develop a plan/schedule for completing it Begin writing body paragraphs
Week 12: 10/28-11/1		
Mon:	Synthesis + theorizing mini peer review Drafting conclusions	Write: Synthesis & Theorizing journal
Wed:	Drafting introductions	Write: Draft your conclusion & bring it to class
Fri:	In-class writing time + group conferences	Write: Draft your introduction
Week 13: 11/4-11/8		
Mon:	Peer review	Submit: 1 st draft of Argumentative Essay
Wed:	Observations on drafts Editing and Formatting discussion + examples	Read: <i>Ballpoint:</i> Editing and Formatting
Fri:	Introduce Podcast Essay Prompt	Revise Argumentative Essay Read: <i>Ballpoint:</i> Multimodality: Aural
Week 14: 11/11-11-15		
Mon:	Turning your essay into a script Generating questions for your co-host	Submit: Final draft of Argumentative Essay (Project 3)

	Wed:	Introducing sources and establishing credibility in podcasts	Listen: Podcasting in 3 Easy Steps – Episode #48 Write: Podcast genre analysis journal
	Fri:	Mini-peer review: podcast script Revising scripts	Write: Draft of podcast script
Week 15: 11/18-11/22			
	Mon:	Storyboarding Experimenting with podcasting software	Revise podcast script
	Wed:	Experimenting with podcasting software Gathering assets	Write: Gathering assets journal Choose which recording software you want to use for the project
	Fri:	Rehearsing with your co-host	Gather all assets for the project and save them!
Week 16 – Thanksgiving			
Week 17: 12/2-12/6			
	Mon:	Recording podcasts	Recording podcasts
	Wed:	Recording podcasts	Recording podcasts
	Fri:	Peer review	Submit project 4: 1 st draft of podcast
Week 18: 12/9-12/13			
	Mon:	Feedback on podcast drafts	Revise podcast
	Wed:	Revise & re-record podcasts	Revise podcast
	Fri:	Revise & re-record podcast + Final class celebration	Revise podcast
Week 19: 12/16-12/19 (Finals week) Submit final draft of podcast during finals.			
Classroom Policies & Information	<p>Wireless Device Policy</p> <p>We will often do in-class writing as well as participation in collaborative documents, slides, and Padlet posts. Because of this, I encourage you to bring a laptop or tablet daily along with a notebook and pen/pencil. Your phone should remain silenced and out of sight throughout class. Part of our course will be helping you realize what study habits work best for you, so use this as an opportunity to try out different methods. If I see too many tech distractions during class, I will not hesitate to revoke laptop/tablet privileges. Our course requires <i>responsible</i> use of technology. All students are subject to the Academy’s policy below:</p> <p>Pursuant to Indiana Code 20-26-5-40.7, The Indiana Academy for Science, Mathematics and Humanities prohibits student use of wireless</p>		

communication devices for non- instructional purposes in the classroom. As such, any and all portable wireless devices, that have the capability to provide voice, messaging, or other data communication between two or more parties, must only be used for academic purposes directly tied to the classroom activity or related educational task. Exceptions to this wireless device policy are eligible through academic accommodations, individualized education programs, or with instructor approval permitting the use of a wireless device for justification related to health, safety, and/or well-being.

The improper use of a wireless device in an active classroom setting is subject to disciplinary action including but not limited to; a verbal warning, temporary seizure of said device by a school official, an unexcused absence for the class in question, written communication to parent/guardian, among other elevated consequences for repeated improper use.

Multilingual Scholarship

This classroom is a multilingual and translingual space, and we speak and write across languages. I encourage you to speak to me about any concerns you have with language use (reading, speaking, and/or writing) in this course, and I ask that you be respectful of your peers and their ways of communicating in this multilingual space.

Mutual Respect & Classroom Environment

Throughout the semester, we will read texts and engage with media that introduce complex, diverse, and sometimes controversial subjects. I want this class to be a space in which we all feel safe and comfortable to share our thoughts, ideas, and opinions. Each of you should regularly remind yourself that your thoughts and ideas are important and valuable. We must consider that each one of us comes into the classroom with our own histories, experiences, identities, values, etc. and each one of us deserves respect, care, and thoughtfulness in listening and communicating our ideas in a shared space. I will never ask you to change your mind, but I will expect your mind to remain open in this course. That being said, I will not tolerate disrespectful or inappropriate comments in this classroom, and those students found to be making such remarks will be asked to leave immediately and will forego participation for that day. I will also issue warnings before we discuss sensitive topics, and if you need to leave the room during an upsetting conversation, you may do so.

Use of AI and LLM Technology

Humanities Division Statement

The Humanities Division recognizes that artificial intelligence (AI) provides some exciting new tools for academic work. However, AI also poses significant dangers for academic integrity. Passing off as your own

	<p>any research, words, or ideas which you did not create is plagiarism. That is always the case whether the source is print, internet content, or generated by AI. It is vital to read the policies your individual humanities instructors have regarding AI, and ask them any questions you may have about the use of AI in their course.</p> <p>Instructor Statement The purpose of this course is to deepen the skills, habits, and knowledge that AI chatbots offer convenient shortcuts through. In the process of generating writing for you, AI typically erases character and identity from the voice of your writing and pulls from uncredited, uncompensated sources of information. Under no circumstances should you use AI this semester to create writing that you claim as your own. If you have any questions about this, I am happy to chat with you about what I mean and what my expectations are.</p>
<p>Attendance Policy</p>	<p>It is the policy of the Indiana Academy that any absence from class is unexcused, except for illness, death in the family, college or school-related activities, and extenuating circumstances. When a student is absent from a class, the instructor reports the student absence to the Faculty Attendance Coordinator in the Office of Academic Affairs. Unless the absence is excused by a school official, it is considered unexcused. The decision as to whether an absence is excused is not determined by the instructor. Four or more unexcused absences in any particular class a student takes will lead to academic and residential consequences to be determined by the Office of Academic Affairs and the Office of Residential Life that may include detention, residential groundings, parent/principal conference, among others.</p> <p>If you are not in class when it officially begins, you will be marked as tardy. If you show up to class ten minutes or more late, you will be counted as absent.</p>
<p>Late Work Policy</p>	<p>The work you produce in this course is part of our collaborative inquiry, and as such your writing is not a transaction between student and instructor alone. Because we will all participate in and support one another's work, timely completion of work is key to a productive experience for all. If something affects your ability to complete work on time, please let me know so we can talk through options. Persistently late work means you penalize yourself by losing out on the opportunity to gather feedback from a test audience; it also means other students will lose the benefit of your input on their work.</p> <p><i>Late Final Drafts</i> If you anticipate handing in your final draft late, you are required to email me at least 24 hours in advance of the submission date so that I am informed of the situation and can</p>

	<p>help you figure out a plan for getting the work done without penalty to your grade. Failure to email me about late final drafts will result in me deducting 1 step of a letter grade each day it is past due (so, an A paper would automatically become an A minus, then a B plus, etc.).</p> <p><i>Late/Incomplete First Drafts</i> Deadlines for first drafts are tricky since your lack of a draft will impact your ability to benefit from peer reviews in class. Because of this, late first drafts will reduce your grade on the final draft by 1 step of a letter grade (so, an A paper would automatically become an A minus if the draft was submitted late or incomplete).</p> <p>If you are going to be late or incomplete on submitting a first draft (which you should avoid as much as you can!), email me at least 24 hours before the submission date so I can instruct you on how to proceed with participating with peer review. Just because you don't have a draft to share in peer review does not mean that you can't help others with their work and learn from the workshopping experience. You can still get participation credit for doing peer review even if you are missing your own draft or only have an incomplete draft to be reviewed.</p> <p><i>Late Short Assignments</i> I do not grant extensions on late short assignments (in-class reflective writing, journals, and annotations). If your submission is not in on time, it will be marked as a zero.</p> <p>Revision Policy In order to pass the course, you must submit a first draft and a <i>significantly</i> revised final draft of each of the 4 major projects (rhetorical analysis essay, discourse analysis essay, argumentative essay, and podcast project). I will not accept unrevised final drafts, nor will I accept a final draft without a first draft. We will discuss in class what constitutes "significant revision," and I am happy to discuss this one-on-one at any stage in your writing process.</p>
<p>Make-up/Re-take Exam Policy</p>	<p>Because each major writing project undergoes significant revision with opportunities for feedback from me and your peers, I do not typically encourage re-writes or revisions after the grade for that project is returned to you. However, if this is an avenue you want to pursue, please come to my office hours so we can discuss your options.</p>
<p>Dual Credit-High School Credit Policy Statement</p>	<p>Students may choose to enroll in Ball State's Dual Credit Program to earn college credit for ENG 103, Rhetoric and Writing, from Ball State at a reduced rate of tuition (\$25 per credit hour of \$75 total). Students who are</p>

	<p>eligible for free or reduced lunch this academic year may enroll at no charge if verified by the school. Free and reduced lunch students will still be responsible for any textbook costs associated with the dual credit course.</p> <p>To enroll in Ball State’s Dual Credit Program, students should have a 3.0 GPA on a 4.0 scale and complete the application & registration process <u>before the given deadline</u>. Ball State will bill students via postal mail; no money should be submitted to the high school. College credit can only be earned during the semester (or, in the case of year-long classes, during the academic year) in which the student is enrolled. Late enrollments are <u>not</u> permitted.</p> <p>Whether college credit earned through dual credit courses will be accepted by another institution of higher education is determined by the college or university to which a student is seeking admission. Before enrolling through Ball State’s Dual Credit Program, students should check directly with that institution to determine if a course will be accepted and how it will be counted toward graduation requirements. <i>Refunds will not be issued if Ball State credits are not able to be transferred.</i> In most cases, students will need to earn a C or better to transfer credit from Ball State to another institution. Grades of D or lower earned in Ball State Dual Credit courses are recorded on a student’s Ball State transcript but may not be able to transfer.</p> <p>The rigor of this course will be periodically reviewed by Ball State University faculty in an effort to maintain the high quality of education that each student receives. To learn more about Ball State’s Dual Credit Program, visit bsu.edu/dualcredit, call 765-285-1581 or email dualcredit@bsu.edu.</p>
<p>BSU Student Rights and Responsibilities</p>	<p>While enrolled in Ball State’s Dual Credit Program, you are expected to abide by the academic rules of behavior befitting a university student. You should read the <i>Dual Credit Student and Parent Handbook</i>, located at bsu.edu/dualcredit. In particular, review the Code of Student Rights and Responsibilities, focusing on the policies regarding student rights and responsibilities, behavior, academic integrity, and related procedures.</p> <p>The <i>Dual Credit Student and Parent Handbook</i> includes information regarding student qualifications, prerequisites, available courses, responsibilities, financial aid stipulations, transferability, withdrawal, refund and billing policies and more. It is important that you review the information contained in it.</p>
<p>Student Academic Ethics Policy</p>	<p>Actions which include but are not limited to cheating, plagiarism, falsely claiming to have completed work, cooperating with another person in academic dishonesty, knowingly destroying or altering another student's work, or attempting to commit an act of academic dishonesty that violates the Student Academic Ethics Policy (http://www.bsu.edu/associateprovost/academicethics).</p>

	The consequences of academic dishonesty are determined on a case-by-case basis by each instructor and may include but are not limited to one or more of the following academic sanctions: informal meeting, removal from dual credit course, dismissal from the university, or other appropriate consequence.
Policy on the Americans with Disabilities Act (ADA)	If you need course adaptations or accommodations because of a disability, please contact the Office of Disability Services . The Office of Disability Services coordinates services for students with disabilities; documentation of a disability needs to be on file in that office before any accommodations can be provided. Disability services can be contacted at 765-285-5293 or dsd@bsu.edu .
Title IX – Sexual Misconduct	<p>Ball State University is committed to establishing and maintaining an effective, safe, and nondiscriminatory educational environment in which all individuals are treated with respect and dignity. For information about Ball State University’s Interim Title IX Policy and Procedures, please visit our website. Please note that the University’s policy and procedures have undergone significant revisions starting with the 2020-21 school year and ongoing.</p> <p>Consistent with the University’s Notice of Nondiscrimination and in accordance with the U.S. Department of Education’s implementing regulations for Title IX of the Education Amendments of 1972 (“Title IX”), Ball State University prohibits sexual harassment that occurs within its education programs and activities. This prohibition extends to all applicants for admission or employment and to all students (any status) and all employees (any status). An individual who is found to have committed sexual harassment in violation of this policy is subject to the full range of University discipline, up to and including termination of employment or expulsion. The University will provide persons who have experienced sexual harassment with ongoing remedies as reasonably necessary to restore or preserve access to the University’s education program and activities. Inquiries concerning the specific application of Title IX at Ball State should be directed to Ms. Katie Slabaugh, Associate Dean of Students/Title IX Coordinator in the Frank A. Bracken Administration Building, room 238, 765-285-1545, kslabaugh@bsu.edu. Persons can also contact the U.S. Department of Education Office for Civil Rights, Washington, D.C. 20202-1328, 1-800-421-3481, ocr@ed.gov.</p>
Diversity Statement	Ball State University aspires to be a university that attracts and retains a diverse faculty, staff, and student body. We are committed to ensuring that all members of the community are welcome, through valuing the various experiences and worldviews represented at Ball State and among those we serve. We promote a culture of respect and civil discourse as expressed in our Beneficence Pledge and through university resources found at http://cms.bsu.edu/campuslife/multiculturalcenter .
The Learning Center	The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. Students can make appointments for online (Zoom)

	<p>or in-person (NQ 350) appointments. Unvaccinated students are required to wear masks and practice physical distancing in the Learning Center.</p> <p>To make an appointment, visit my.bsu.edu and click on “Navigate.” You can also download the “Navigate Student” app for Apple or Android, or visit https://bsu.navigate.eab.com.</p> <p>Testing accommodations for students with disabilities are available for students who have received the appropriate documentation from Disability Services. Tests may be administered in the Learning Center.</p> <p>Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information the first week of school regarding weekly study sessions.</p> <p>For more information about all of our programming, visit bsu.edu/learningcenter or call 765-285-1006.</p>
The Writing Center	<p>All writers improve with practice and feedback, so as a student in this course, you are encouraged to use the Writing Center (in Robert Bell 295, Bracken Library, or online) to get additional feedback on your writing. To schedule a free appointment to discuss your writing, go to www.bsu.edu/writingcenter. Online and in-person appointments are available seven days a week; however, plan ahead because appointments book quickly!</p>
Syllabus Change Policy	<p>This syllabus is a guide to the course and may be subject to change with reasonable advanced notice as course needs arise.</p>