



BALL STATE
UNIVERSITY

GENG 103-Rhetoric and Writing

Spring 2026 Syllabus

1. Course Basics

- Course: ENG 103-07: Rhetoric and Writing
- CRN: 20060
- Semester: Spring 2026
- Institution: Ball State University
- Meeting Times: Monday, Wednesday, Friday
- Location: Available on Canvas

1. • **Course Dates: January 5, 2026 – May 1, 2026** **Course Dates: January 5, 2026 – May 1, 2026** **Instructor Information**

- Professor: Reza Panahi, PhD, Assistant Teaching Professor of English
- Email: Available on Canvas
- Office Hours: Monday, Wednesday, Friday
- Office Location: Available on Canvas

2. Course Information

(From the Ball State University Catalog) ENG 103 introduces and develops understanding of principles of rhetoric, basic research methods, and the elements, strategies, and conventions of persuasion used in constructing written and multimodal texts.

Prerequisites: None.

Course Objectives Upon successful completion of this course, students will be able to:

- Analyze rhetorical situations by identifying audience, purpose, context, and constraints
- Compose written and multimodal texts using appropriate rhetorical strategies
- Integrate primary and secondary research ethically and effectively
- Revise texts through drafting, peer feedback, and reflection
- Evaluate sources for credibility, relevance, and rhetorical effectiveness
- Apply genre conventions and digital composing practices

Course Modality and Structure This course is delivered in a face-to-face format with regular in-class meetings. Course content is organized into weekly units supported by Canvas modules. Assignments, readings, submission links, due dates, and grading criteria are posted on Canvas. Students are expected to check Canvas regularly.

Meanings for students and instructors. For additional information, [explore more details on writing student learning outcomes.](#)

Course Modality/Structure

This course is delivered in a face-to-face format with regular in-class meetings. Course content is organized into weekly units supported by Canvas modules. Assignments, readings, submission links, due dates, and grading criteria are posted on Canvas. Students are expected to check Canvas regularly.

3. Course Materials

Required Texts and Materials

- *BallPoint, Volume 1* (Ball State Writing Program handbook)
- Access to Canvas and a word-processing program (Microsoft Word recommended)

Additional readings, media, and supplemental materials will be provided through Canvas.

4. Course Goals

- 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 focusing on the need for appropriate format, syntax, punctuation, and spelling
- Take responsibility for their own progress
- Develop the ability to work well with others on composing tasks

5. Course Content and Format

The content and format of ENG 103 are designed to enable students to achieve the course goals:

- Discuss, analyze, and respond to a variety of visual and verbal texts to identify rhetorical elements, strategies, and conventions, including those from diverse cultural traditions
- Discuss, analyze, and respond to the persuasive logics by which various visual and verbal texts achieve, or fail to achieve, their purposes
- Collaborate in developing ideas, analyzing visual and verbal texts, and providing peer feedback
- Compose persuasive texts through multiple drafts, revising based on peer feedback, self-reflection, instructor's written comments, and teacher-student conferences
- Reflect (orally and textually) on the rhetorical choices and decisions they are required to make as authors to shape a text for a specific audience and purpose
- Reflect (orally and textually) on the rhetorical choices and decisions they are required to make to construct meaning out of another's text
- Complete a variety of writing assignments for multiple purposes, audiences, and contexts, using various media, and including primary and secondary research
- Evaluate and incorporate sources from digital platforms (databases, reputable websites, blogs, and government sources)
- Explore genre conventions and how they vary across disciplines and cultures

6. Requirements

As an outcome of the course content and format, which enable the accomplishment of the course goals, students in ENG 103 are required to complete:

- Three main projects: two writing-focused projects (approximately three to four pages each) and one multimodal project (with a one-page written reflection), each addressing different rhetorical situations
- Reading assignments for discussion, analysis, and response
- Minor writing assignments (such as journals, reading reflections, in-class writings, or smaller pieces that lead to the major projects)

7. Grade Requirement & Repetition Policy

To fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C; a grade of C- is not considered acceptable. Writing Program courses may be repeated as many times as necessary to meet the requirement, but:

- The first and all other grades will show up on the transcript
- All grades except the first will be used to compute the GPA
- A grade of W will not replace a previous grade
- Course credit hours apply only once to graduation requirements

(Please see BallPoint for a more complete explanation of these policies.)

Evaluation Method and Grading Criteria Student performance will be evaluated based on:

Assessment Component	Weight	Details
Major Writing Projects	60%	Three projects (20% each), evaluated on rhetorical effectiveness, clarity, genre awareness, use of research, and revision
In-Class Participation	20%	Includes attendance, discussions, peer reviews, and group work
Discussion and Class Activities	20%	Includes reading reflections, journals, discussion boards, and drafting materials

Rubrics will be shared for major projects. All grades will reflect attention to the writing process (drafting, revision, feedback), rhetorical decisions, audience awareness, genre conventions, and writing quality. Assignment details, instructions, readings, due dates, and grading rubrics will be posted on Canvas. Students are responsible for checking Canvas regularly for updates.

Course Engagement and Discussion Board Participation Learning is a collaborative process, and active participation is essential for your success in ENG 103. Engagement accounts for 20% of your grade (10% in-class, 10% online), including:

- **In-Class Participation:** Contributing to class discussions, peer reviews, and in-class writing activities
- **Online Participation:** Engaging in discussion boards and completing online activities

Key Requirements:

- **Timeliness:** Discussion board posts must be submitted by the due date; late posts receive no credit, except for excused absences per university guidelines (e.g., medical, religious observance)
- **Quality:** Provide thoughtful, well-developed responses demonstrating critical thinking and engagement with course concepts
- **Peer Interaction:** Offer meaningful replies, questions, or constructive feedback to peers' posts or in-class contributions

8. Course Assignments and Assessments

Course Assignments Course grades are based on the following components:

- Major Writing Projects (three total, including one multimodal project)
- In-class participation and engagement
- Informal and minor writing assignments

Assignment details, instructions, readings, due dates, and grading rubrics will be posted on Canvas. Students are responsible for checking Canvas regularly for updates.

Course Grading Scale

Letter Grade	Range
A	100% - 94%
A-	<94% - 90%
B+	<90% - 87%
B	<87% - 84%
B-	<84% - 80%
C+	<80% - 77%
C	<77% - 74%
C-	<74% - 70%
D+	<70% - 67%
D	<67% - 64%
D-	<64% - 61%
F	<61% - 0%

A minimum grade of C is required to satisfy the University Core Curriculum writing requirement.

10. Required University Statements and Policy

University Statement

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.

Disability Statement

If you need course adaptations or accommodations because of a disability, please get in touch with the instructor of record as soon as possible. Ball State's Disability Services Office 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.

Attendance

Writing is a social process, and regular attendance is essential for success in ENG 103. 20% of your grade (200 points) is based on in-class participation, including discussions, peer reviews, and in-class writing. You have three unexcused absences without penalty; each additional unexcused absence will result in a one-third letter grade deduction (e.g., B to B-).

Absences will be excused for the following, per university policy: funeral and bereavement leave, jury duty, late course addition, military absences, observance of religious holidays, pregnancy leave, student-athletes participating in university- or department-approved activities, and university advisories. Students may encounter other circumstances (e.g., car accidents, job interviews) that result in course absences; only faculty members can excuse these absences, and adjustments are at the discretion of the instructor. Where possible, and with sufficient documentation, faculty should support student educational activities.

In general, students are expected to notify all their instructors when they anticipate being absent for any reason (e.g., a funeral) or as soon as possible after the absence begins (e.g., an unexpected injury or illness). The student may need to provide documentation (with confidential information redacted when appropriate) to each instructor if requested.

For excused absences, provide documentation and complete the assigned make-up work as designated by the instructor. Unexcused absences may not be made up. Communicate with the instructor promptly if you anticipate multiple absences.

I will take attendance in all classes to verify students' attendance and provide the last date of attendance for a student in association with financial aid requirements. In addition, I will submit attendance verification and midterm progress reports on EAB Navigate.

11. Recommended Statements, Policies, and Information

Freedom of Expression

In this course, we are committed to fostering a learning environment that values intellectual diversity, encourages free expression, and promotes open inquiry. As members of the Ball State Community, we treat each person with civility, courtesy, compassion, and dignity and respect, and learn from differences in people, ideas, and opinions. Please review Ball State University's Statement on Freedom of Expression, the resources on Ball State's Freedom of Expression webpage, and Ball State's Beneficence Pledge.

Title IX

Ball State University is committed to providing a safe and inclusive learning environment for all students. If you or someone you know has experienced sexual harassment—including sexual assault, dating violence, domestic violence, or stalking, please know that you are not alone. The University offers support services and resources. For more information or to report an incident, please visit [bsu.edu/titleix](https://www.bsu.edu/titleix) or contact the Title IX Coordinator at 765-285-1545 or at titleix@bsu.edu.

As your instructor, I am a mandatory reporter under the Title IX policy and required to report any information I receive about possible sexual harassment. This includes information shared in class discussions, assignments, or private conversations.

What happens after I report? The Title IX Coordinator will email the person who experienced sexual harassment (complainant) and invite them to schedule a meeting. If the complainant chooses to meet with the Title IX Coordinator:

- Title IX Coordinator will offer supportive measures (e.g., counseling, extensions on deadlines, course-related adjustments, changes to work or class schedules, and/or referrals to campus offices), review the policy, and discuss options to move forward.
- If the complainant or the University files a complaint, an investigation will begin following University policy.

University Grade Appeal Policy

If you believe you received a final course grade that does not reflect your performance due to fairness or a procedural issue, you have the right to file an appeal within five school days after the Office of the Registrar posts final grades. Review the [University Grade Appeal Policy and Process](#).

Student Academic Ethics Policy

Honesty, trust, and personal responsibility are fundamental attributes of the university community. Academic dishonesty and other forms of academic misconduct threaten the foundation of an institution dedicated to the pursuit of knowledge and will not be tolerated. To maintain its credibility and reputation and to assign evaluations of scholastic and creative performance equitably, Ball State University is committed to maintaining a climate that upholds and values the highest standards of academic integrity. Visit the VPAA's academic integrity website (Students tab) for resources on understanding academic integrity, citing sources properly, and avoiding inadvertent academic dishonesty. To learn about BSU's academic integrity expectations and students' rights, please read the [University Student Academic Ethics Policy](#).

Academic integrity violations include giving or receiving an unfair academic advantage (cheating), presenting someone else's ideas or work as your own (plagiarism), and falsifying academic records. Unless otherwise indicated, you must work independently. Check with me if you are unsure whether something constitutes academic dishonesty. Examples of academic integrity violations include, but are not limited to:

- Using resources not authorized by the faculty member (including devices, AI tools, hidden notes, and open books)
- Using commercial study websites to find answers to graded assignments (Chegg, Course Hero, StudyPool, OneClass, etc.).

- Without the instructor’s written permission, giving away, buying, or selling graded assignments, class notes, exams, study guides, or other course materials to other students or to third-party vendors (Course Hero, Chegg, 24HourAnswers, etc.).
- Working with another person on any assignment other than authorized group projects.
- Sharing or allowing others to access your files, whether done with permission or not.
- Reusing your own work from another semester, course, or section.
- Sharing answers with others during exams (passing notes, texting, whispering, gesturing)
- Discussing exam questions and answers with students who have not taken the exam.
- Soliciting others to complete work for you.

Generative AI Statement

All work conducted and/or submitted in this course should reflect your own ideas and demonstrate your current knowledge, abilities, and skills. Therefore, generative AI should not be used to complete any portion of the assignment(s). Doing so constitutes a violation of Ball State University’s Student Academic Ethics Policy.

The Learning Center

The Learning Center offers free Tutoring and Academic Coaching for many Ball State courses. Students can make appointments for online (Zoom) or in-person (NQ 350) appointments. To make an appointment, visit myballstate.bsu.edu and click on “Navigate” in the Academic Tools section, or go directly to bsu.navigate.eab.com.

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. Supplemental Instruction is available in select courses. If you have an SI leader for your course, that person will provide students with information in the first week of school regarding weekly study sessions. For more information about Learning Center programming, visit bsu.edu/learningcenter or call 765-285-1006. Follow us on Instagram: @BallStateLC.

The Writing Center

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 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to bsu.edu/writingcenter. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

The Basic Needs Hub

If you are having difficulty affording enough food, do not have a safe and reliable place to sleep, and/or are experiencing an emergency or crisis, help is available through the [Basic Needs Hub](#). The Basic Needs Hub has information, resources, and provides individualized support to students. To talk with a supportive staff member about your experience, receive one-on-one assistance, or learn more about resources, you can submit a [Basic Needs Assistance Form](#).

The Counseling Center

The Ball State University Counseling Center offers free and confidential services to all students. The Counseling Center is located in Lucina Hall, Room 320. To schedule an appointment, you can contact us at 765-285-1736. Ball State also offers a 24/7 Crisis Line, which can be reached at 765-285-HOPE (4673). The Crisis Line is a mental health resource for those who are struggling with any mental health concerns, including thoughts of self-harm and/or suicide. At the Ball State Counseling Center, we see students for a variety of reasons, some of which include homesickness, relationship concerns, anxiety, and depression. At your first appointment, you will work with a therapist to create a plan that will connect you with resources that best fit your needs. We assist students in connecting with therapy at our Center, as well as with self-help resources, on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources across various platforms. All of these resources, including a direct link to our website, are available [here](#).

The Speaking Center

The Speaking Center is a free resource available to all members of the BSU community who want to improve their public speaking skills. We offer personalized coaching designed to help you become a more confident and effective speaker. Our trained coaches provide constructive feedback and support throughout the speech preparation process, whether you are in the early stages of brainstorming ideas and organizing your thoughts or need to practice your delivery and refine your message. The Center is in the David Letterman Communication and Media Building, room 302. To schedule an appointment, please access us through your Navigate app or use this direct link to sign up for a time. Appointments are available both in person and on Zoom. Appointments are available in person, on Zoom, and in virtual reality (VR) for those interested in practicing in an immersive speaking environment.

Canvas Accessibility

Canvas provides an easy, simple, and intuitive user experience. Special attention has been paid to making Canvas screen-readable. The Rich Content Editor encourages users to create accessible content pages (i.e., text formatting is accomplished using styles). Canvas is designed to allow limited customization of colors and schemes to be accessible for all users. The National Federation of the Blind granted Canvas the Gold Level Web Certification in 2010. Find more information by visiting the [Canvas Voluntary Product Accessibility Template \(VPAT\)](#).

FERPA and Privacy

As a student, your educational records are considered confidential. Under FERPA (Family Educational Rights and Privacy Act), your records are confidential and protected. Under most circumstances, your records will not be released without your written and signed consent. However, some directory information may be released to third parties without your prior consent unless a written request to restrict this is on file. You can learn more about student rights to privacy by reading Ball State's [FERPA and Privacy and Protection](#).

Video Conferencing Recording

In this class, software may be used to record live class discussions. As a student in this class, you may be recorded during live class discussions. These recordings will typically be made available only to students enrolled in the class, to assist those who cannot attend the live session or to serve as a resource for those who would like to review content that was presented. Students who prefer to participate via audio only will be allowed to turn off their video camera so only audio will be captured. Students who prefer to listen only must disable their audio capability and visual camera. If you have concerns, please discuss these options with me.

Plagiarism Detection

The campus subscribes to Turnitin, a plagiarism prevention service, through Canvas. You may need to submit written assignments to Turnitin. Student work will be used for plagiarism detection and for no other purpose. The student may indicate in writing to the instructor that he/she refuses to participate in the plagiarism detection process, in which case the instructor can use other electronic means to verify the originality of their work.

12. Course Expectations and Policies

Course Participation Expectations

- This course is designed with weekly activities, discussion, and other forms of regular collaboration and communication.
- It is recommended that you log into your Canvas course 3 to 4 times a week and check your official Ball State email account daily to view announcements and prepare for class.
- Complete all assignments, quizzes, tests, and any other activities by the stated due dates.

Feedback Policy

- I will respond to email from your official Ball State email address within 24 hours during weekdays (Monday-Friday) and within 48 hours on the weekend.
- I will read every discussion post but I will not always personally comment on posts.
- I will grade your quizzes, assignments, and discussions no later than within 5 school days of submission.
- Contact me directly if you have questions or concerns about your performance in class.

Late Assignment Policy

- All assignments are due by 11:59 pm EST/EDT time on the due dates indicated.
- Assignments posted after the indicated due dates will be subject to a decreased letter grade for each day late.
- Internet connectivity and technical issues may occur and impede you from turning in work on time. Turn in work early and often, and set up a back-up plan, such as visiting a local library or borrowing a peer's computer.
- You have one (1) permitted late assignment to allow for these issues, to which you can turn in one assignment 24 hours late.
- Canvas will not accept assignments for grading after 11:59 pm EST/EDT on the final day of class.

Assignment Submission Policy

- All assignments should be submitted as Word documents with extensions of .doc or .docx unless otherwise indicated in the assignment description.
- Assignments, unless otherwise indicated, should be submitted using the assignment link in the module.

Grading Policy

- It is my policy that appropriate evaluation of your academic performance is an integral part of your learning experience.
- In the absence of mistakes, fraud, bad faith or incompetence, I will be the key decision-maker on the assignment of grades.

Engagement Expectations

To support a respectful and engaging academic community that encourages the free exchange of ideas and civil discourse, we will follow these ground rules:

- **Respect different perspectives.** Share your ideas and let others share theirs.
- **Challenge ideas, not people.** Disagree respectfully. No personal attacks or put-downs. Focus on exploring ideas critically and constructively.
- **Listen to understand.** Stay curious, ask questions to understand, and give others space to speak.
- **Assume good intentions.** Approach discussions with curiosity and compassion.
- **Keep it private.** What is shared in class stays in class. Do not share others' words or work without permission.
- **Be respectful.** Avoid hurtful language, stereotypes, or content that may demean others. Keep feedback constructive.

13. Classroom Conduct and Technology Use

Active participation and focus are essential for a productive learning environment. To ensure everyone gets the most out of this course, please adhere to the following guidelines:

- **Laptops** may only be used for in-class writing assignments, research, or other activities approved by the instructor. When not in active use for coursework, they must be closed and put away.
- **Phones and earbuds** must be turned off and stored during class unless otherwise permitted.
- **No texting, web browsing, or app use**—these distractions disrupt your learning and that of others.
- **Eating is not allowed** in the classroom.
- Your full presence, both mentally and physically, is expected. Failure to follow these guidelines may result in a loss of participation points.

14. Email Communication Policy

All emails to the instructor must follow academic formatting and include the following details in the subject line or opening lines: Full Name, Class Name, and Course Section

Example:

Subject: Question about Assignment

Hello/Dear Professor [Last Name],

My name is [Your Name], and I am a student of ENG 103, Section [Your Section].

[Your polite, concise message here.]

Sincerely,

[Your Full Name]

Emails missing this information will be ignored.

15. Attendance Policy

Writing is a social process, and regular attendance is essential for success in ENG 103. 20% of your grade (200 points) is based on in-class participation, including discussions, peer reviews, and in-class writing. You have **three unexcused absences without penalty**; each additional unexcused absence will result in a **one-third letter grade deduction** (e.g., B to B-). Excused absences, per university guidelines, include:

- Disability accommodations
- Pregnancy, hospitalization, or medical leave
- Bereavement leave

- Religious observance
- Jury duty or court witness leave
- Military leave
- Ball State-approved events

For excused absences, provide documentation and complete the assigned make-up work as designated by the instructor. Unexcused absences may not be made up. Communicate with the instructor promptly if you anticipate multiple absences.

16. Writing Process and Project Submissions

This course emphasizes a structured, multi-stage process to develop strong, polished projects, aligning with the course goal of fostering effective invention, drafting, and revision strategies (ICC 1.2). For each major project, you must maintain a dedicated project file to organize all drafts, from brainstorming to final submission, ensuring steady progress and critical engagement with your work.

Project File and Drafting Process

- **Dedicated Project File:** For each project, create a digital folder to store all related materials, including brainstorming notes, rough drafts, peer feedback, and revised versions. This file documents your writing process and must be shared via a link (e.g., Google Drive, OneDrive) in the Canvas submission comments alongside your final submission. The project file contributes to the evaluation of your writing process (part of the 20% per project grade).
- **Drafting Stages:** Complete each project in at least three stages:
 1. **Initial Draft:** Experiment with ideas, addressing the assignment prompt and incorporating primary texts and/or secondary sources as required (Projects #2 and #3). This draft should be at least three-quarters of the final word count (or equivalent for multimodal projects). Incomplete drafts (e.g., outlines or notes without substantial content) incur a 10% penalty on the final project grade.
 2. **Development Draft:** Bring this draft to class for peer review or individual revision sessions on designated dates (see Semester Outline: Week 4 for Project #1, Week 7 for Project #2, Week 16 for Project #3). Failure to present an acceptable draft incurs a 10% penalty on the final project grade.
 3. **Final Submission:**
 - For Projects #1 and #2, submit a polished 3–4-page essay in MS Word (.docx or .doc) format via Canvas.
 - For Project #3, submit the multimodal artifact (e.g., infographic, video, podcast) in an accessible file format (e.g., PDF, MP4, link to online content) and a 1-page reflection in MS Word (.docx or .doc) via Canvas.

- Include a shared link to your project file in the Canvas submission comments.
 - If you lack MS Word, contact Unified Technology Support for free access to MS Office:
<https://www.bsu.edu/about/administrativeoffices/uts/studentinfo>
- **Submission Guidelines:**
 1. **Canvas Uploads:** All final projects must be submitted to Canvas by the specified due dates (Project #1: September 19, 2025; Project #2: October 3, 2025; Project #3: December 5, 2025), where they will be scanned by anti-plagiarism software. Ensure the project file link is included in the submission comments.
 2. **Late Submissions:** Late projects incur a 10% (one letter grade) penalty per class day past the deadline. Projects submitted more than two class periods (or one week) late will not be accepted and receive a zero, except for excused absences (e.g., medical, per university guidelines; see Academic Support). Contact me in advance for excusable absences. Project #3 will not be accepted late, as its deadline aligns with the semester's end (December 5, 2025).
 3. **Formatting for Written Components:** All written submissions (Projects #1, #2, and Project #3 reflection) must follow APA guidelines (12-point Times New Roman, double-spaced, 1-inch margins, header with last name and page number), as outlined at Purdue OWL APA Guide. Multimodal artifacts for Project #3 should be submitted in accessible formats, with specific guidelines provided on Canvas.

Writing Center

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 during weekdays, Bracken Library First Floor West in the evenings, or online during any of our regularly scheduled hours) to get additional feedback on your writing. The Writing Center offers free planning, feedback, and accountability sessions (in person and online) to all students composing essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. To schedule a free appointment to discuss your writing, go to <http://www.bsu.edu/writingcenter>. Online and in-person appointments are available; however, plan ahead because appointments book quickly!

Major Projects

Throughout the semester, you will be required to complete three major projects, each centered on different aspects of rhetoric. **Completing all three major projects is a requirement to pass this course - if a student misses one project, they cannot pass.** These projects will align with our readings and minor assignments. Below, you will find brief descriptions of each project. We will go over them in detail as we approach each assignment. You can find brief descriptions of each of the three major projects below. Please note that more detailed information for the individual projects will be posted on Canvas.

1. Major Project #1: Exploring Your Writing Journey – How Writing Shapes Beliefs

This project is an autobiographical essay where you reflect on your personal experiences as a writer and reader, exploring how these have shaped your beliefs, identity, and approach to communication. You'll connect your journey to at least two course concepts (e.g., rhetorical appeals, the writing process, or the rhetorical tetrahedron) and engage in a three-step process: prewriting (using strategies like brainstorming), drafting an unpolished first draft, and revising into a polished three-page final draft. The focus is on practicing writing as a process, analyzing how your experiences relate to class concepts, and using APA format for citations.

2. Major Project #2: Rhetorical Analysis & Reflection Essay

For this project, you'll write a three-page essay analyzing the rhetorical strategies of a chosen artifact (e.g., a speech, ad, or social media post). You'll examine its rhetorical situation (exigence, audience, purpose, constraints), rhetorical appeals (ethos, pathos, logos), and connections to class concepts, such as Western or non-Western rhetorical traditions. The essay includes a reflection on how research and course discussions shaped your analysis, supported by at least two credible sources in APA format. The emphasis is on a deep analysis of persuasion techniques, not merely a summary.

3. Major Project #3: Create a Rhetorical Multimodal Message

This project involves creating a persuasive multimodal artifact (e.g., infographic, digital presentation, video, or podcast) that communicates a meaningful message to a specific audience, utilizing at least three multimodal elements (visual, aural, spatial, gestural, or linguistic). You'll apply rhetorical appeals (ethos, pathos, logos), address themes like language and identity, and use design and technology resources effectively. A two-paragraph or one-page reflection accompanies the artifact, explaining your rhetorical and multimodal choices, audience, purpose, and context, formatted in APA style.

Presentation

- **In-Class Delivery:** Present your multimodal project to the class, explaining your creative choices, modes used, and how they address the assignment prompt. Further guidelines on presentation length and format will be provided.
- **Preparation:** Include presentation materials (e.g., slides or notes) in your project file.
- Submit the project and one-page essay to Canvas by your scheduled presentation date.

Submission Guidelines

- **Deadlines:** Late submissions incur a 10% (one letter grade) penalty per class day. Projects more than two class periods (or one week) late will not be accepted and will receive a zero. Please contact me in advance to request excusable absences.
- The final multimodal project will not be accepted late, as it aligns with the end of the semester.

Assignment Guidelines and Citation Formatting

All papers must adhere to either APA (7th edition) or MLA (9th edition) citation and formatting guidelines, depending on the assignment specifications (detailed on Canvas). Refer to the Purdue OWL resources for comprehensive guidance:

- [APA Style Guide](#)
- [MLA Style Guide](#)

Common Formatting Requirements (Applicable to Both Styles)

- Typed in 12-point Times New Roman font.
- Double-spaced throughout (including references/works cited).
- 1-inch margins on all sides.
- Failure to meet the specified style's formatting standards may result in point deductions.

APA (7th Edition) Specific Requirements

- Include a running head (shortened title in all caps, left-aligned) and page number (right-aligned) in the header of every page.
- Include a title page with the paper title, your name, institution, course, instructor, and due date (centered on the page).

MLA (9th Edition) Specific Requirements

- Include a header (your last name, left-aligned, followed by page number, right-aligned) in the header of every page.
- Include a heading (your name, instructor's name, course, date; double-spaced, left-aligned) on the first page, followed by the centered paper title.

The Writing Center offers both in-person and online appointments for assistance with writing, citations, and APA/MLA formatting. Schedule an appointment for personalized support: [Make an Appointment](#) (hyperlink for digital submissions).

17. Course Schedule

To support a learning experience that is responsive to the needs, interests, and pace of our class community, the course schedule may shift over the semester. The most current version of the schedule will always be available on Canvas. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

ENGLISH 103 Semester Outline	
Spring 2026	
Week #1: January 5–9, 2026 (First day of classes: January 5)	<ul style="list-style-type: none">• M: Review syllabus and course goals• W: Identity Kit Activity & <i>BallPoint</i>, Definitions of Rhetoric• F: Rhetorical Situations
Week #2: January 12–16, 2026	<ul style="list-style-type: none">• M: Rhetorical Traditions• W: Rhetoric of the Americas• F: The Rhetorical Triangle or Tetrahedron
Week #3: January 19–23, 2026	<ul style="list-style-type: none">• M: Martin Luther King, Jr. Day: January 19 – No classes, University administrative offices closed• W: Context and Dr. Greene's Video

- F: What is a Rhetorical Analysis? Watch Emma Watson's 2014 HeForShe speech

Week #4: January 26–30, 2026 – Major Project #1: Exploring Your Writing Journey

- M: Brainstorming Session
- W: Drafting Session
- F: Peer Review Session

Week #5: February 2–6, 2026

- M: Visual Analysis
- W: What is Research?
- F: The Research Process (*Major Project #1 due: February 6, 2026*)

Week #6: February 9–13, 2026

- M: Reading & Notetaking
- W: Credibility of Sources
- F: Incorporating Research

Week #7: February 16–20, 2026 – Major Project #2

- M: Brainstorming Session
- W: Drafting Session
- F: Peer Review Session (*Major Project #2 due: February 20, 2026*)

Week #8: February 23–27, 2026

- M: Developing Your Own Argument
- W: The Writing Process: Invention
- F: The Writing Process: Drafting

Week #9: March 2–6, 2026 (Spring Break: March 1–8 – No classes, University administrative offices open March 2–6)

- M: No Classes – Spring Break
- W: No Classes – Spring Break
- F: No Classes – Spring Break

Week #10: March 9–13, 2026 (Classes resume: March 9)

- M: The Writing Process: Organization
- W: The Writing Process: Feedback
- F: The Writing Process: Revision

Week #11: March 16–20, 2026

- M: The Writing Process: Editing and Formatting
- W: The Writing Process: Reflection
- F: What is Multimodality?

Week #12: March 23–27, 2026

- M: What is the Visual Mode?
- W: What are aural, spatial, gestural, and linguistic modes?
- F: Planning a Multimodal Project

Week #13: March 30–April 3, 2026

- M: Visual Design Tips
- W: Technology Resources
- F: Language Conventions ► Language and Identity

Week #14: April 6–10, 2026

- M: Language Conventions ► English Language Myths
- W: Practical Application of Language Conventions (PDF)
- F: Memoir Writing Workshop

Week #15: April 13–17, 2026

- M: Rhetorical Analysis of Multimodal Texts
- W: Introducing the Prompt for Major Project #3: Your Capstone Multimodal Argument
- F: [Open for additional multimodal preparation or reflection activities]

Week #16: April 20–24, 2026 – Major Project #3 Presentation

- M: Presentation

- W: Presentation
- F: Presentation (*Major Project #3 due: April 24, 2026*)

This syllabus is subject to change in the event of extenuating circumstances.