

Rhetoric & Writing

ENG 103-23

CRN 37835

Course Meeting Information

Name of Course: Rhetoric & Writing
Class Days/Times: MWF 12:00PM-12:50PM
Format: Lecture

Course Number: ENG 103
Credit Hours: 3

Instructor Information

Danielle Curry (she/her)
English Department
Ball State University, Muncie, IN

Course Information

Course Description: Introduces students to principles of global rhetorics; develops secondary research and writing processes; provides practice analyzing how languaging processes and practices may vary across cultural and rhetorical situations; focuses on the creation of written and multimodal texts.

Course Objectives: Students will be able to:

- Identify and analyze a variety of rhetorical concepts from different cultures
- Assess strategies for invention, drafting, and revision for individual composing styles by setting goals and tracking growth
- Establish authorial agency and identity by developing an awareness of the rhetorical history and impact of conventions (grammar, citation, format, and genre) as they vary by culture and discipline
- Engage critically and carefully as readers (and listeners) of others' perspectives and languaging practices
- Produce texts in multiple modes for different rhetorical purposes and audiences
- Demonstrate ability to incorporate evidence and synthesize information from multiple secondary sources

Course Modality/Structure: Course content will be delivered face-to-face, three times a week as listed at the top of the course syllabus. Canvas will be used as a central point of communication and to supplement the in-class work. Content in Canvas will be broken into weekly modules that match the course calendar where assignments will be posted. All course work, unless otherwise stated will be submitted via Canvas on the day, date, and time provided to students via Canvas. Modules will run Monday-Sunday.

Course Materials

- Textbook: Ball Point v. 1 ENG 103: <https://digitalresearch.bsu.edu/ballpoint1/>
 - Your textbook is a custom online textbook, Ball Point, that includes videos and exercises. You have already paid for access through a \$10 student fee, and there are no other textbooks to buy.
- Supplemental Readings on Canvas (PDF or Weblink)
- Access to Zoom, a camera, and a microphone

Course Grading & Grading Policies

Grading Scale: Students will be graded on a thousand-point scale for the course. Students at any point in the semester should be able to compute their grade by dividing the total points earned by the total points possible of graded assignments.

Letter Grade	Percentage	Point Totals
A	93-100%	930 - 1000
A-	90-92%	900 - 929
B+	87-89%	870 - 899
B	83-86%	830 - 869
B-	80-82%	800 - 829
C+	77-79%	770 - 799
C	73-76%	730 - 769
C-	70-72%	700 - 729
D+	67-69%	670 - 699
D	63-66%	630 - 669
D-	60-62%	600 - 629
F	59% or less	Below 600

Note: In order to fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C to pass; a grade of C-minus is *not passing*.

Grading Breakdown:

Students will be graded on the following Categories:

Category	Point Totals
Writing Projects (3)	600
Homework	200
Participation	100
Peer Review & Reflections	100
TOTAL	1000

Note: Assignment details, including instructions, relevant readings, due dates, and grading criteria/rubrics will be posted and updated on Canvas. Please check Canvas regularly to stay informed and on track.

Coursework Submission: All work unless otherwise instructed, must be submitted in Canvas by 11:59PM. Emailed submissions will not be accepted. For this class, students are expected to upload their assignments as .doc. or .docx. or pdf files and will run through plagiarism checkers via Canvas. All written essays and assignments must follow proper MLA or APA Documentation Guidelines.

Writing Projects (60%): Students will complete 3 major writing projects this semester all of which will have a separate assignment sheet provided to students with more specific information. Students will be provided assignment sheets with grading rubrics in Canvas at the beginning of each essay unit.

- ***Writing Project #1: Media Influences on Identity & Culture Using Western Rhetorics (15%)***
In this project, students will explore various texts and videos to read rhetorically surrounding how exposure to Disney at a young age can have lasting impacts without their knowledge. Students will need to (1) analyze the rhetorical strategies of the author/speaker, (2) supply evidence from the artifact to back-up your analysis (2) evaluate the author or speaker's ability to build an effective or ineffective argument for the author's audience.
- ***Writing Project #2: Cultural Visual Analysis Essay using Global Rhetorics (25%)***
Students will analyze an audio-visual artifact of their choice using a non-western rhetorical framework and incorporate secondary research to back-up their analysis.
- ***Writing Project #3: Multi-Modal Assignment & Presentation (20%)***
Students will create an artifact such as a public service announcement, a Superbowl TV commercial, a print advertisement, a music video, or even a scripted podcast which reflect their understanding of using multiple modes to convey their message and take into consideration the various rhetorical traditions to inform their project. Students will also write a rationale to address the choices they made when completing the artifact. The project will culminate in a presentation to the class at the end of the semester.

Homework (20%): Homework assignments will center around concepts that may need time beyond the classroom to complete and practice. Many of these assignments will serve as a springboard or scaffold for the larger assignments for the semester. These assignments will be graded on a rubric which will be provided in advance with the assignment details.

Participation (10%): Writing is a social process which means participation and interacting with other's ideas is important to build understanding and to learn to listen to various perspectives. Students' participation grade will be broken down into the following categories:

- ***Week 1 In-Class Writing Prompt (2%):*** At the end of the first week of class students will complete an in-class writing prompt and will be graded on completion. The prompt is a way to let me get to know students and where they enter at the beginning of the semester in terms of their writing history.
- ***In-Class Participation (6%)*** Throughout the semester, students will have the opportunity to work in small groups and participate in in-class activities and discussions. At the end of the class period, students will turn in their activity/and or post in the discussion board post. Participation Coming to

class prepared and ready to discuss the readings for the day will help you be an active participant. Students will have the option of actively engaging in the discussion or in real-time posting in the weekly discussion board during the class meeting. **At the end of the week, the discussion board postings will close for credit.**

- **Attendance in Mandatory Conferences (2%):** There are times the best way to help students is to conference with them while working on their major writing projects to meet individual student needs. Students will attend **2 mandatory one-on-one conferences** with the instructor during the semester. To make the conferences fair, classes will not meet for the week during scheduled conference weeks; however, students will be responsible for continuing to complete work to remain on-task with the current project. Each mandatory conference will count as **10 points** towards participation.

Peer Review & Reflections (10%): On Peer Review days, students are required to upload a copy of their rough draft to canvas *prior to class* time to participate in the peer review activity. Students will be graded on the completion of the rough draft to the assignment guidelines and on their active participation in the peer review class. After the peer review, students will be responsible for reviewing their peer's comments and writing a self-reflection on how to move from rough draft to final draft. If a student has an excused absence on peer review day, they will have an alternate assignment to visit the writing center as a make-up for peer review. If a student has an unexcused absence on peer review workshop day, they must notify the instructor *prior to class*, with proof of the completed rough draft before alternative arrangements will be made. If unexcused absences become a habit on peer review day, then the instructor reserves the right to refuse an alternate assignment for the student.

Course Policies & Statements

Attendance: This is not a class to miss as it is student-driven and will rely on student's active participation. Students have **three** "unexcused" absences in the course. After students exceed their unexcused absences, the student's final grade for the course will be assessed a penalty of **5% (50 pts) at the end of the semester** in addition to in addition to any portions of the participation grade as outlined in the course grading policies. Excused absences include disability accommodations, pregnancy, hospitalization or medical leave, bereavement leave, religious observance, jury duty or court witness leave, military leave, and Ball State approved events. Contact me *prior to* missing class in order to avoid an unexcused absence.

Missed and Late Work Assignment Policy: All coursework is due via Canvas as on the due date indicated on the course calendar. However, I understand that life happens and sometimes we all need a little grace. Therefore, I have a 48-hour window for late work for all students. After the 48-hour window has passed, work will receive a **10-point penalty per calendar day** that the assignment is late until the points "zero" out. *If you have an extenuating circumstance that will make it impossible for you to submit your assignment on time or within the 48-hour late submission window, please contact me before the assignment deadline and alternate arrangements can potentially be arranged and late-penalties may be avoided or decreased.* *In-Class discussions, the final project, in-class peer review components are not subject to this rule.

Communication Expectations: I value communication with my students as I see communication as a key component to student success. If you need to meet with me outside of class, please utilize my office hours as listed on the course syllabus or schedule an appointment with at least 24-hour notice. I strive to respond to all emails within 24 hours Monday-Friday (8:00AM-4:00PM) during business hours. To ensure

student success, students should strive to keep an open line of communication with me throughout the semester. Students should reach out when they have questions and come to class prepared.

Engagement Expectations: All students should demonstrate respect for one another, for this class, and for the rules of the University. You are free to speak (and write) your mind in this class, so long as what you say doesn't personally attack your fellow students. 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.

Trigger Warnings: The readings and content I assign and/or that your classmates may submit for critique may deal with difficult and triggering subject matter. If I think a piece may contain something disturbing, I'll do my best to provide a general warning. Remember that I can't possibly know everything that might be upsetting to you. I'm willing to exempt you from the reading, work, or discussion of a text that makes you uncomfortable, but only if you have an accommodation on file through disability services.

Plagiarism Policy All work conducted and/or submitted in this course must be your own, completed in accordance with the Ball State University's [Student Academic Ethics Policy](#). Plagiarism comes in many forms including but not limited to the following

- Direct plagiarism: Taking another person's ideas word for word without giving proper citation.
- Self-plagiarism: Submitting your own previous work as part of a current assignment without permission.
- Mosaic plagiarism (aka patchwriting): Quoting another's work without quotation marks or replacing words in another's work with synonyms while maintaining the same overall structure and meaning.
- AI plagiarism: Using ideas, words, or phrases generated by artificial intelligence (see AI policy for more information about generative AI usage in the class)
- Accidental plagiarism: Forgetting to cite sources, misquoting sources, or paraphrasing sources without giving credit where credit is due.

For the purpose of this course, plagiarism—any type as defined above--on any assignment will result in disciplinary action on a case-by-case basis. Plagiarism in this course, will result in failure of the assignment, failure of the class, or suspension or expulsion from the institution.

Generative AI Usage Policy: You may not collaborate with or make use of ChatGPT or any other generative AI applications at any time to develop materials submitted in this course. Generative AI platforms, like Chat GPT are tools that writers rely on in some situations, but it is important to note that these generative AI tools may often present misleading and/or inaccurate information as the systems work on observed patterns extracted from data input into these platforms. Not to mention there are many ethical questions we can ask about these systems. If you are concerned about what programs could fall under this policy, please come speak with me prior to using them for pre-approval.

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 contact 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.

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 in the Ball State community 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 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, office hours, or conversations outside of class.

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 equitably assign evaluations of scholastic and creative performance, 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 by yourself. 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

Student Resources

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 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 with getting connected to therapy at our Center as well as connecting students to self-help resources, other on-campus resources, and community-based resources. All Ball State students also have access to several on-demand, self-help resources through a variety of different platforms. All of these resources, including a direct link to our website, can be found here.

Course Calendar & Major Projects Link

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 linked through Google Docs. I encourage you to check Canvas regularly for updates and contact me if you have any questions.

Please note that you are to have completed the readings prior to showing up for class for the date listed.

Week	Day	Date	Meeting Topic	Readings	Major Assignments
1	M	1/5/25	Course Overview & Go Over Canvas & Ballpoint		Major Assignments
	W	1/7/25	Introductions & Fears About College Writing		
	F	1/9/25	Where I'm From: Identity & Representation		BP: Habits of Mind
2	M	1/12/25	Defining Rhetoric & The Rhetorical Situation	BP: Rhetoric 1. Definitions Of Rhetoric 4. The Rhetorical Tetrahedron	In-Class Writing Prompt
	W	1/14/25	Looking at the Western Tradition: Aristotelian Rhetoric	BP: Apply Rhetoric - 1. Rhetorical Strategies	
	F	1/16/25	In-Class Activities Applying Rhetorical Strategies		
3	M	1/19/25	No Class MLK Jr Day		
	W	1/21/25	Introduce WP #1: Rhetorical Analysis	BP: Applying Rhetoric - Rhetorical Analysis	
	F	1/23/25	How Context & Kairos Matter		Homework 1
4	M	1/26/25	Discuss Essays & Review the SOAPStone method	Web: The Dangers of the Princess Culture & In Defense of Princess Culture	
	W	1/28/25	Sample Rhetorical Analysis	Web: "Limitations on Evaluations" - Student Sample Analysis	Homework 2
	F	1/30/25	In-Class Work Day: Planning & Drafting		
5	M	2/2/25	No Class - Mandatory Conferences		
	W	2/4/25	No Class - Mandatory Conferences		
	F	2/6/25	No Class - Mandatory Conferences		
6	M	2/9/25	Basics of Style		
	W	2/11/25	Giving & Receiving Feedback Strategies	BP: The Writing Process - Feedback & PDF: Sample Student Essay	
	F	2/13/25	Peer Review		
7	M	2/16/25	Introduce WP #2 & Visual Analysis	BP:Applying Rhetoric - Visual Analysis	Rough Draft WP 1 & Reflection
	W	2/18/25	Online Class		Final Draft WP 1
	F	2/20/25	Analyzing Music Videos Using Rhetoric of the Americas	BP: Understanding Rhetoric - Rhetoric of the Americas	
8	M	2/23/25	Rhetoric of the Americas Continued		

Week	Day	Date	Meeting Topic	Readings	Major Assignments
	W	2/25/25	Why Global Rhetorics?	BP: Understanding Rhetoric - Rhetorical Traditions	Homework 3
	F	2/27/25	Non-Western Rhetorics Cont.	PDF Select Reading on Global Rhetorics	
9	M	3/2/25	No Class Spring Break		
	W	3/4/25	No Class Spring Break		
	F	3/6/25	No Class Spring Break		
10	M	3/9/25	Language Conventions	BP: Language & Identity & English Myths	
	W	3/11/25	Incorporating Research: Source Credibility	BP: Credibility of Source & Incorporating Research	
	F	3/13/25	Structuring & Planning the Essay		
11	M	3/16/25	No Class - Mandatory Conferences		
	W	3/18/25	No Class - Mandatory Conferences		
	F	3/20/25	No Class - Mandatory Conferences		
12	M	3/23/25	In-Class Drafting Day		
	W	3/25/25	Peer Review		Rough Draft & Reflection Due
	F	3/27/25	Revision Day		
13	M	3/30/25	Assign WP #4: What is Multimodality?	BP: Multimodality 1. What Is Multimodality? 2. Aural 3. Visual 4. Spatial 5. Gestural 6. Lingusitic	WP #2 Due
	W	4/1/25	Modes of Multimodality Cont.		
	F	4/3/25	Technology Resources & Planning the Multi-Modal Project	BP: Multimodality - 7. Planning a Multimodal Project	
14	M	4/6/25	Best Practices: Design Principles	BP: Multimodality - 8. Visual Design Tips	
	W	4/8/25	Making Accessible Multi-Modal Projects		Homework 4
	F	4/10/25	Discuss Sample Multi-Modal Projects	PDF: Sample Multimodal Projects & Rationales	
15	M	4/13/25	In-Class Work Day		
	W	4/15/25	Reflecting & Writing the Rationale		
	F	4/17/25	Peer Review: Multi-Modal Project		Rough Draft of Multi-Modal Project Due
16	M	4/20/25	In-Class Presentations		Reflection Due
	W	4/22/25	In-Class Presentations		

Week	Day	Date	Meeting Topic	Readings	Major Assignments
	F	4/24/25	In-Class Presentations		
17	M	4/27/25	In-Class Presentations; Course Wrap-Up		
	TBA	TBA	WP #3 Multi-Modal Project & Rationale Due		

Subject to Change Statement

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

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Student Support Services

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 Learning Center The Learning Center offers free Tutoring and Academic Coaching for many courses at Ball State. 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 just 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 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](#).

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