Eng. 1\o/3
Rhetoric & Writing
Section 55 (F2F T&R 2 p.m.)

Syllabus | Fall 2026 | Aug. 24 - Dec. 11, 2026

Instructor: Katherine Greene - Associate Teaching Professor, Department of English, Ball State University

Contact: Email: Kttryon@bsu.edu | Office phone: 765-285-8458

Join Online Office Hours Here: Wednesday — 10 a.m.
During this time I'll be online available to Zoom and email. This time is set aside just for you! Please don't hesitate to reach out, get help, or ask questions.

Required Texts:

1. ***BallPoint Volume 1*** *(password: chirp103)*
2. *Other course readings (PDFS) as assigned - provided in Canvas*

Course Description:

Rhetoric and Writing introduces and develops understanding of principles of rhetoric; basic research methods; elements, strategies, and conventions of persuasion used in constructing written and multimodal texts. Prerequisite: appropriate placement.

Course Vision Statement: As a writing instructor, I have a deep commitment to creating a welcoming learning space for all. Thus, I have designed this course to allow for active participation and feedback. We will complete a course communication plan to set the tone of class discussions. We will practice knowledge creation through student-lead discussions. During our class I ask that you:

1. Assume positive intentions
2. Understand that engagement can look different from different people
3. Listen with attention, speak with intention, be sensitive to impact
4. Accept that it is okay to be uncomfortable; if you are, consider why?

Finally, I will be transparent about my teaching practices, but I will make mistakes. And, you might, too. That's okay. Our class is a place/space of reflection where we can grow. This is a living statement and I welcome your feedback and suggestions for the class and its content. *I've created this statement with inspiration from Dr. Cameron Becker's Course Vision Statement & the 2026 ECWCA Conference agreement.*

Course Objectives:

1. Identify and analyze a variety of rhetorical concepts from different cultures (course content, rhetorical analysis)
2. Assess strategies for invention, drafting, and revision for individual composing styles by setting goals and tracking growth (reflection on writing process)
3. 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 (course content, reflection and/or rhetorical analysis)
4. Engage critically and carefully as readers (and listeners) of others' perspectives and languaging practices (peer review, collaboration, reading responses)
5. Produce texts in multiple modes for different rhetorical purposes and audiences (complete at least 3 projects using different modes)
6. Demonstrate ability to incorporate evidence and synthesize information from multiple secondary sources (complete a project with secondary research)

Course 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:**

a. The 3 writing projects, the modes and lengths of these projects vary based on each one (see the full project descriptions for more information)
b. Reading assignments for discussion, analysis, and response
c. Informal writing assignments (such as journals, discussion boards, on-your-own activities, or smaller pieces that lead to the major writing assignments and development in the course.

Course Modality, Attendance, & Engagement:

THIS CLASS IS FACE-TO-FACE. You need to attend. As stated by the University, "Students are expected to attend all of their classes." However, life happens, and I understand that. **You may miss 3 class days before it impacts your Course Engagement grade (see below)**. If you miss class, you are responsible for 1) completing assigned readings and/or discussions/journals and 2) coming prepared for the next meeting. I also expect you to come to class on time and prepared for an active role in the discussion. If you are more than fifteen minutes late or leave class early you will be missing out on class content and distracting your classmates. You can read the Ball State's attendance policies in full here.

Accommodations for student absences are often needed. Accommodations are required by law and include situations that relate to ADA, Title IX, and disabilities. If you are a student who needs an accommodation for these legal reasons, please contact the Office of Disability Services.

An Engagement Grade (100 pts.) is given at the end of the course and this grade is first and foremost based on your interaction and engagement in the class both in person and online. Did you come to class, complete assignments, ask questions, submit assignments on time, and contribute discussions? There are lots of ways to participate both in class and online. After 3 absences, you will lose 5 pts. from your Engagement Grade for each additional absence.

Our Class is Open Seating: While I understand that often folx get comfortable sitting in the same seat every class, please know that our class is open seating, meaning first come, first serve. So, if you are late, you will need to take a seat that is available. You may not ask another student to move. Let's keep it classy.

Course Policies:

Canvas: Our class uses Canvas as our home base or content management system. All information for this class will be located on the Canvas including but not limited to: course syllabus, course calendar, assignment descriptions, readings, grades, and class handouts. You are required to submit your peer feedback and projects via Canvas. You will need to submit your in-class journals and drafts in your class journal (composition notebook provided by Dr. Greene, and you need to submit your reading guides on the provided paper. Your continuous, active involvement on Canvas will be considered for your engagement grade (see below).

Accommodations: If you need course adaptations or accommodations due to a disability, please contact me as soon as possible. Ball State's Disability Services office coordinates services for students with disabilities. You'll need to have documentation on file with them before any accommodations can be provided. You can contact them at 765-285-5293 or dsd@bsu.edu.

Course Behavior: During this class (and all its digital extensions), I expect you to act respectfully, giving me and your classmates respect and consideration. This includes, but is not limited to: engaging in respectful online practices, addressing me as Dr. Kat or Dr. Greene, completing assignments on time in the proper format, submitting work through the correct channels, etc. We will discuss more about our class communication plan during the first week of class.

Disruptive behavior: Disruptive behavior will not be tolerated. The Student Code of Rights and Responsibilities states in section 5.2.9:

> *Obstructing or disrupting the teaching and/or learning process in any campus classroom, building, or meeting area, or any University sponsored activity, pedestrian or vehicular traffic, classes, lectures or meetings, obstructing or restricting another person's freedom of movement, or inciting, aiding, or encouraging other persons to do so. See also Appendix Q: Responding to Disruption in the Academic Setting*

Should your behavior become unprofessional, I will set up a one-on-one Zoom conference, and/or ask you to meet with the director of The Writing Program. Let's keep it classy!

Due Dates: I expect assignments to be turned in on the due date (or before if necessary) and via the proper channel (e.g., class journal, reading guide paper, or. Canvas). I will not accept emailed assignments. I encourage you to backup all digital work on an online storage platform, such as Google Drive, iCloud, OneDrive, or Box. That way if/when disaster strikes (and it will) you can still access your work. 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.

Project, Draft, & Feedback Due Dates:

Sun. Oct. 4, 2026 — **Project 1 - Music Storytelling Narrative & Infographic (150 pts)**

+ **Mon. Sept. 20, 2026 @ 11:59 p.m.** — Narrative Draft Due

+ **Sun., Sept. 27, 2026 @ 11:59 p.m.** — Infographic Draft Due
+ **Wed. Oct. 4, 2026 @ 11:59 p.m.** — Self-Feedback Reflection

Sun. Nov. 8, 2026 @ 11:59 p.m. — **Project 2 - Global Rhetorics: Performance Analysis (175 pts.)**
+ **Sun. Nov. 1, 2026 @ 11:59 p.m.** — P2 Rough Draft Due
+ **Wed. Nov. 4, 2026 @ 11:59 p.m.** — Audience Feedback Due

Fri. Dec. 11, 2026 @ 11:59 p.m. — **P3: Music as Social Action Podcast, Script, & APA reference page (175 pts.)**
+ **Sun. Nov. 29, 2026 @ 11:59 p.m.** — P3 Script Due
+ **Wed. Dec. 2, 2026 @ 11:59 p.m.** — Self-Feedback Due

Eng. 103 Course Grading: This course is based on 1,000 points: 525 points will come from the three major projects, while 500 points will come from Drafts (75 pts.), Feedback Responses (75 pts.), Journals (100 pts.), Discussion Boards (100 pts.), and On Your Own Activities (150 pts.).

		C	77-74%
A	100-94%	C-	73-71%
A-	93-91%	D+	70-68%
B+	90-88%	D	67-64%
B	87- 85%	D-	63-61%
B-	84-81%	F+	60-58%
C+	80-78%	F	57-0%

Revision Policy: You may revise all assignments and the first three projects as many times as needed to achieve your best writing. Revisions are due no later than three weeks after the assignment grade is returned. Once an assignment has been closed on Canvas you may no longer revise or submit it as late.

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. 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.

FERPA: The Family Educational Rights and Privacy Act protects your privacy as a student; university personnel and faculty are not permitted to share information about your academic progress with anyone outside the university (e.g., your parents) without your permission. Blogs, websites, and wikis are PUBLIC. Thus, if you wish to protect your privacy, or simply prefer to remain anonymous, you may choose to blog using only your first name, initials, or a pseudonym; however, you must also be willing to share your blog-nym with everyone else in this course (instructor and students). Please note that I will not grade or evaluate your blog (or any of your work) publicly.

Academic Dishonesty: I am not flexible when it comes to instances of academic dishonesty. All cases will be reported to the Department of English and handled according to the departmental policies. For more information, including definitions and consequences of academic dishonesty, refer to the student code.

AI Statement: One foundational principle of this rhetoric and writing course is that writing is an invention tool. Thus, if you are not generating your own writing, you are not inventing your own ideas. While Generative AI technology is exciting, and has many possibilities, I ask you not to use GenAI tech like ChatGPT, Google Gemini, or other AI apps and websites to **generate** your writing for this class without 1) explicit permission from me and 2) citing your AI use properly in APA style.

Writing Center at Ball State University: One key to improving your writing is getting feedback and revision suggestions on your text during the writing process. The Writing Center at Ball State offers free writing feedback sessions (in-person and online) to all students on essays, reports, reflections, research projects, web content, lesson plans, slideshows, poster presentations, resumes, and other digital or print texts. You can make an appointment by going to www.bsu.edu/writingcenter or by calling 765-285-8370.

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 now 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.

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Course Calendar | Fall 2026 | Aug. 24—Dec. 11, 2026

Getting Started (Aug. 24 — Aug. 29, 2026)

Week 1	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Aug. 24	Welcome to Eng. 103 (I'm so glad you are here!) Writing as an Invention tool & Course Communication Plan	1) Read Course Syllabus & Course Calendar 2) “Writing As An Invention Tool” (PDF)	1) Journal 1 _ Is a Hot Dog a Sandwich
R Aug. 26	Academic Habits of Mind & Using/Not using generative AI	1) Habit of Mind of Academic Writers (PDF) 2) “You Don’t Have to Use AI” (Link)	1) Journal 2 _ Class Communication Plan

Project 1: Music Storytelling Narrative & Infographic (Sept. 1-Oct. 4, 2026)

Week 2	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Sept. 1	Defining Rhetoric The Rhetorical Situation Author Identity	1) Ball Point: Rhetoric - Definitions Of Rhetoric 2) Ball Point: Rhetoric -	1) Journal 3: 3 Notes Writing Identity Activity **1) Fishbowl Discussion**

		The Rhetorical Tetrahedron 3) Ball Point > Language & Identity	**& Reading Guide 1**
R Sept. 3	Author + Audience Addressing your audience		1) Journal 4: Mapping your identities & songs

Week 3	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Sept. 8	Making a claim Planning & Pre-writing	1) Developing Arguments - Writing a Thesis 2) Ball Point: The writing process 3) Ball Point: The writing process-Invention	1) Journal 5 - Practice Claim
R Sept. 10	Intros & Conclusions APA formatting	1) Ball Point: The Writing Process - Editing & Formatting 2) Purdue OWL APA Formatting - General Guidelines & Font 3) Resources for Writers: Introduction Strategies	1) Journal 6 - Practice Intro Strategies

Week 4	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Sept. 15	In-Class Drafting Day	1) Ball Point: The writing process - Drafting 2) “Shitty First Drafts” (PDF)	**1) You will be submitting what you generate in class as your Project 1 Narrative Draft**
R Sept. 17	Reflection & Self Feedback	4) Ball Point: The Writing Process - Reflection	1) Submit your Self-Feedback

Week 5	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Sept. 22	Multimodality & Infographics	1) What’s an infographic (PDF)	**2) Fishbowl Discussion & Reading Guide 2**
R Sept. 24	Transform your narrative to an infographic		1) In-class assignment: Streaming service practice infographic

Week 6	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Sept. 29	Giving and Getting Feedback Infographic Audience Speed Feedback		2) Journal 7 - feedback reflection
R Oct. 1	***Optional Conferences***		

Week 6	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
Sun. Oct. 4			**Project 1: Music Storytelling Narrative & Infographic due @ 11:59 p.m.**

Project 2: Global Rhetorics: Performance Analysis (Oct. 5- Nov. 8, 2026)

Week 7	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Oct. 6	Introduction to Global Rhetorics - Classical Traditions & Contemporary Global Rhetorics	1) Read Ball Point - Rhetorical Traditions 2) Read Ball Point - Rhetoric of the Americas	**1) Fishbowl Discussion & Reading Guide 3** 2) Journal 5: Global Rhetorical Traditions (Ancient or Contemporary)
R Oct. 8	- ONLINE CLASS - What's a Rhetorical Analysis?	1) Ball Point: Rhetoric - "Rhetorical Analysis" 2) Examples of Rhetorical Analysis	

Week 8	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Oct. 13	Fall Break		

Week 8	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
R Oct. 15	Toulmin Model of Argumentation & Making a Claim Finding/Using Evidence	1) Toulmin's Model of Argument (PDF) 2) *Ball Point* - Reading & Notetaking 3) *Ball Point* - Incorporating Research	1) Journal 6: Outline your analysis w/Toulmin elements? 2) **Fishbowl Discussion & Reading Guide 4**

Week 9	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Oct. 20	Planning & Pre-writing	1) Example Synthesis Matrix	1) Journal 7: Mapping your global tradition in a matrix
R Oct. 22	In-class drafting day		

Week 10	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Oct. 27	Re(organization)/(Re)vision	1) Read Ball Point: The Writing Process - Organization 2) Read Ball Point: The Writing Process - Revisions	
R Oct. 29	Basics of Style - Reference Page Basics of Style - in-text citations		1) Journal 8: Style **2) Submit Project 2: Global Rhetors: Performance Analysis DRAFT**

Week 11	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Nov. 3	Audience Feedback & Editing Activities	1) Editing & Proofreading by UNC Writing Center	**1) Post your audience feedback**
R Nov. 5	***Optional Conferences***		
Sun. Nov. 8			**1) Submit your Project 2: Global Rhetorics: Performance Analysis**

Project 3: Music as Social Action Podcast & Script (Nov. 9 - Dec. 11, 2026)

Week 12	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Nov. 10	Considering Music as Social Action	1) "We're in the New Age of Protest Music" (Link)	**1) Fishbowl Discussion & Reading Guide 5**
R Nov. 12	Podcasts & Mapping a Podcast	1) “Podcasts for Beginners” (Link)	1) **Fishbowl Discussion & Reading Guide 6** 2) Journal 9: "It Looked Like Fire" Podcast Map

Week 13	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Nov. 17	**Meet in the library** - Introduction to Library Resources		1) **Extra Credit - Library assignment**
R Nov. 19	Scripting a Podcast	1) Read "Scripting Tips" (PDF)	1) **Project 3: Social Action Podcast Script Draft**

Week 14	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Nov. 24	-ONLINE CLASS-	1) Watch "Clues to a Great Story" (Link)	
R Nov. 26	Thanksgiving - No Class		

Week 15	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
T Dec. 1	Recording a Podcast **SPEED - Audience Feedback**		**Audience SPEED Feedback Due In-Class**
R Dec. 3	***Optional Conferences***		1) **Journal 10: What are you proud of?**

Week 16	Lesson Description	Videos(s) & Reading(s)	Assignment(s)
			Tues. April 28, 2026 @ 11:45 a.m. — P3: Music as Social Action Podcast, Script, & Reference Page

While this schedule is complete, it's also a living document and may be adjusted (as needed) as we progress throughout the course. Stay tuned and be sure to check it regularly!

**Please do not reproduce any of the course materials without my expressed permission. Thank you* :)