Writing for Change: Rhetoric & Writing (Eng. 103IL)
FALL SEMESTER 2026

INSTRUCTOR: DR. Kat Greene
kttryon@bsu.edu | Robert Bell 335 | Office Hours: Wednesday 9:30 a.m.-1:30 p.m. or by appointment

Required Materials

- BallPoint, Vol. 1: Link uploaded to Canvas (Password: chirp103)
- Assigned Readings (links & PDFs)
- BSU Library Research Guides (Research Guides by Subject)
- Ball State Email Account: Check your BSU Webmail and Canvas Inbox every day.

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.

Immersive Learning Partner Recovery Cafe Muncie

This is not your average English course. In this course, we have an opportunity to think about how writing works in the world—and to see that writing at work. Over the course of two semesters (fulfilling ENG103 and ENG208), our class will partner with the Recovery Café Muncie, an organization striving to make a difference in the lives of people who are moving through difficult transitions. We will research the issues at stake in this organization's work, including mental health challenges, trauma, addiction, loneliness, and homelessness. We will listen to the people whose experiences reveal the need for change. Rest assured that, yes, you will learn academic writing...but so much more. You will be learning to write both in the academy and in the community. You will learn how writing and rhetoric are essential to our everyday lives.

This course is specifically designed....
We often go into the community with the good intention of "fixing something." In our zeal to make things better, we may not acknowledge that our partners understand their situation better than anyone. They know what has been tried, why it did or did not work, and how the community will perceive certain programs and activities. No challenge is free of social, political, and historical factors, and we can jump to conclusions before having all the facts. It is important that we research until we have a clear understanding of the conditions surrounding the problem. We also need to develop our sensitivity to ethical engagement practices when dealing with the community. We will do community-based research that creates and disseminates knowledge in partnership with the community and not only contributes to the discipline but also strengthens the well-being of the community. While often unintentional, there is also the potential of doing harm in the community, especially if we aren't aware of mindful engagement practices. Many problems we face in our community are complex, with no easy solutions. When working on one

aspect of a problem, we can create a domino effect that amplifies other local challenges or create new issues. Our first goal will be to understand potential ramifications of our actions and avoid unethical treatment of the populations we want to partner with. (Modified from a document created by Ball State's Division of Online and Strategic Learning, Immersive Learning Online Training, Canvas, Summer 2020)

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 Goals:

- Identify and analyze a variety of rhetorical concepts from different cultures (course content, rhetorical analysis)
- Assess strategies for invention, drafting, and revision for individual composing styles by setting goals and tracking growth (reflection on writing process)
- 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)
- Engage critically and carefully as readers (and listeners) of others' perspectives and languaging practices (peer review, collaboration, reading responses)
- Produce texts in multiple modes for different rhetorical purposes and audiences (complete at least 3 projects using different modes)
- Demonstrate ability to incorporate evidence and synthesize information from multiple secondary sources (complete a project with secondary research)
- Students will apply previous knowledge or skills to demonstrate comprehension and performance in novel situations
- Students will create a constructive collaborative climate

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.

NOTE: To fulfill the University's Core Curriculum requirement in Writing Program courses, students must earn a minimum grade of C- to pass.

Course Modality, Attendance, & Engagement:

THIS CLASS IS FACE-TO-FACE IMMERSIVE LEARNING CLASS. 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 without 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 in the class both in person and online. Did you complete the assignments, ask questions, submit assignments on time, and contribute to discussion? 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 chic!

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 projects via Canvas. However, all other assignments will be submitted in your class notebook.

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.

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.

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 (i.e. Canvas). I will not accept emailed assignments. I encourage you to backup all work on an online storage platform, such as Google Drive, iCloud, Box, or Dropbox. 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 @ 11:59 p.m.— Project 1 - Exploring Your RCM Experience Narrative (150 pts)

+ **Thurs. Sept. 24, 2026 @ end of class — Narrative Draft Due**
+ **Tues. Sept. 29, 2026 @ end of class — Self-Feedback Reflection**

Sun. Nov. 8, 2026 @ 11:59 p.m. — Project 2 - Social Systems Rhetorical Analysis (175 pts.)

+ **Thurs. Oct. 29, 2026 @ end of class — Project 2 Rough Draft Due**
+ **Thurs. Nov. 3, 2026 @ end of class— Audience Feedback Due**

Fri. Dec. 11, 2026 @ 2 p.m. — Project 3: RCM Podcast, Script, & APA reference page (200 pts.)

+ **Thurs. Nov. 19, 2026 @ end of class — Project 3 Script Due**
+ **Tues. Dec. 1, 2026 @ end of class — Self-Feedback Due**

Eng. 103 Course Grading:

This course is based on 1,100 points: 500 points will come from the three major projects, while 500 points will come from Drafts (75 pts.), Feedback Responses (75 pts.), Journals (200 pts.), FIshbowl Discussions/Reading Guides (125 pts.), and Engagement (100 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 two 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.

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 and University 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.

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

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Course Calendar

Week 1

Date	Class Topic	Readings & Videos	Assignments
T Aug. 25	Welcome! Writing Communities & What's your story?	1) Read Parks xxii-xxix "A Letter to Students" (in class)	1) Journal 1 _ What are we doing here?
R Aug. 27	Academic Habits of Mind & Using/Not using generative AI	1) Group 1: Habit of Mind of Academic Writers (PDF) 2) Group 2: "Writing As An Invention Tool" (PDF) 3) ALL: "You Don't Have to Use AI" (Link)	1) Journal 2 _ Class Communication Plan

Project 1: Exploring Your RCM Experience Narrative

Week 2

Date	Class Topic	Readings & Videos	Assignments
T Sept. 1	**Recovery Cafe Visit - Tour**		1) Journal 3: RCM reflection
R Sept. 3	Everyone's an intellectual	1) On Intellectuals	**1) Fishbowl**

	Project 1 Introduction	(PDF)	**Discussion & Reading Guide 1**

Week 3

Date	Class Topic	Readings & Videos	Assignments
T Sept. 8	Defining Rhetoric, Rhetorical Situation, & Writer Identity	1) Ball Point: Rhetoric - Definitions Of Rhetoric 2) Ball Point: Rhetoric - The Rhetorical Tetrahedron 3) Ball Point > Language & Identity	1) Journal 4: 3 Notes Writing Identity Activity
R Sept. 10	Author + Audience and Addressing an Audience	1) Community Partnerships (PDF)	1) Journal 5: Mapping your Communities

Week 4

Date	Class Topic	Readings & Videos	Assignments
T Sept. 15	Making a claim Planning & Pre-writing	1) Developing Arguments - Writing a Thesis 1) Ball Point: The writing process 2) Ball Point: The writing process-Invention	1) Journal 6 - Practice Claim
R Sept. 17	Intros & Conclusions APA formatting	1) Ball Point: The Writing Process - Editing & Formatting 2) Purdue OWL APA Formatting - General	1) Journal 7 - Practice Intro Strategies

		Guidelines & Font 3) Resources for Writers: Introduction Strategies	

Week 5

Date	Class Topic	Readings & Videos	Assignments
T Sept. 22	**Recovery Cafe Visit - Training**		1) Journal 8: RCM Reflection
R Sept. 24	Narrative 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**

Week 6

Date	Class Topic	Readings & Videos	Assignments
T Sept. 29	**Recovery Cafe Visit - Listening Day 1** Self-feedback & Reflection	1) Ball Point: The Writing Process - Reflection	1) Self Feedback
R Oct. 1	*Optional* Conferences		
Sun. Oct. 4			**Project 1 - Exploring Your RCM Experience Narrative due at 11:59 p.m.**

Project 2: Social Systems Rhetorical Analysis

Week 7

Date	Class Topic	Readings & Videos	Assignments
T Oct. 6	**Recovery Cafe - Listening Day 2**		
R Oct. 8	- Online Class - Considering Social Systems & What's a Rhetorical Analysis?	1) Watch "How Studying Privilege Systems Can Strengthen Compassion" 2) Watch "Brene Brown on Empathy." 3) Ball Point: Rhetoric - "Rhetorical Analysis" 4) Examples of Rhetorical Analysis	1) Online Assignment

Week 8

Date	Class Topic	Readings & Videos	Assignments
T Oct. 13	FALL BREAK - No Class		
R Oct. 15	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 9: Global Rhetorical Traditions (Ancient or Contemporary)

Week 9

Date	Class Topic	Readings & Videos	Assignments
T Oct. 20	Looking Critically at Social Issues & Systems	1) Media Matters: Changing the Homelessness Narrative (Link)	1) **Fishbowl Discussion & Reading Guide 4**
R Oct. 22	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	2) Journal 10: Outline your analysis w/Toulmin elements?

Week 10

Date	Class Topic	Readings & Videos	Assignments
T Oct. 27	Planning & Pre-writing	1) Example Synthesis Matrix	1) Journal 11: Mapping your global tradition in a matrix
R Oct. 29	Rhetorical Analysis Drafting		**1) You will be submitting what you generate in class as your Project 1 Narrative Draft**

Week 11

Date	Class Topic	Readings & Videos	Assignments
T Nov. 3	**RCM - Catch up Day** Speed Audience Feedback		Journal 12: Audience Feedback Reflection Journal 13: RCM Reflection

R Nov. 5	*Optional* Conferences		
Sun. Nov. 8			1) **Submit your Project 2: Social Systems Global Analysis**

Project 3: Project Proposal Podcast

Week 12

Date	Class Topic	Readings & Videos	Assignments
T Nov. 10	Project 3 Introduction Multimodality & Podcasts	1) Listen to "It Looked like Fire" (link)	1) **Fishbowl Discussion & Reading Guide 5** 2) Journal 14: "It Looked Like Fire" Podcast Map
R Nov. 12	Scripting a Podcast	2) Listen to "PDX Carpet" Link	1) **Fishbowl Discussion & Reading Guide 6** 2) Journal 15: Multimodality Reflection

Week 13

Date	Class Topic	Readings & Videos	Assignments
T Nov. 17	**RCM - approval and release signature**		1) Journal 16: RCM Reflection
R Nov. 19	Outline your Podcast Script		

Week 14

Date	Class Topic	Readings & Videos	Assignments
T Nov. 24	**Meet in the library** -		1) Journal 17: Library

	Introduction to Library Resources		Reflection
R Nov. 26	THANKSGIVING BREAK - NO CLASS		

Week 15

Date	Class Topic	Readings & Videos	Assignments
T Dec. 1	**RCM Event** Audience Speed Feedback In-class: planning and preferences for ENG104 (spring)		Journal 18: RCM Event Reflection Journal 19: Audience Feedback Reflection
R Dec. 3	*Optional* Conferences		

Week 16 - Finals

Date	Class Topic	Readings & Videos	Assignments
T Dec. 8 Finals Time 12-2 p.m.			Project 3: Project Proposal Podcast

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While this course calendar is complete, it's also a living document and may be adjusted as needed throughout the semester. Stay tuned!