*[This template serves as a basis for building your own Fall 2023 Rhetoric 233 syllabus. Please start your course planning within this base template file. There are particular policies that are required for all sections of Rhet 233 for reasons of accreditation and to support our students who may transfer later, while other parts (especially those more central to course execution) can be adapted to individual teacher pedagogies. See notes in here to instructors included in brackets. Be sure to erase these brackets before sharing with students.]*

# RHETORIC 233: ADVANCED COMPOSITION

# UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

**Course:** Rhet 233 **Course Website:** https://learn.illinois.edu

**Section** #: [A1] **Instructor:** [name] [pronouns]

**Semester:** Fall 2023 **Email:** [email]

**Meeting Days/Time:**  [meeting day/time] **Office Hours:** [office hours day/time and by appt,

also indicate the location or Zoom.]

**COURSE DESCRIPTION**

Rhetoric 233: Advanced level instruction in developing research-based arguments of moderate complexity within a special topics format. Introduction to the use of multimodal or other non-print resources as evidence in written arguments. Prerequisite: Completion of campus Composition I general education requirement. This course satisfies the UIUC General Education Criteria for Advanced Composition. Credits: 3 credit hours.

*[After including this program-wide common course description, you will likely want to add a description specific to your section of Rhetoric 233.]*

## COURSE STRUCTURE AND TECHNOLOGY

*[If you use Moodle instead of Canvas please make corresponding updates in this section and in the Course Website field above.]*

This section of Rhet 233 will meet in-person with materials and assignments administered through the course management system Canvas at canvas.illinois.edu. Canvas is where you will obtain your course materials, like directions and assignment sheets, and submit assignments, from major essays to small discussion posts and quizzes.

The course calendar, including all details about assignments, meeting times and links, and more, are on Canvas. Check our Canvas site and your UIUC email daily to make sure you stay on track with the course and receive regular updates. Student Learning Outcomes for Rhetoric 233

Upon completing Rhetoric 233, students will be able to:

1. Evaluate the effectiveness of claims and advanced rhetorical strategies employed in complex arguments in non-fiction print and/or multimodal texts.
2. Situate their ideas in conversation with relevant discourse communities through appropriate source selection, evaluation, and integration (including proper citation practices).
3. Compose arguments in print and/or multimodal texts for a specific discourse community that synthesize multiple and/or competing perspectives.
4. Engage in writing as a recursive process which includes reflection and response to feedback, and that culminates in publication within a peer community.

## COURSE TEXTS AND PURCHASING INFORMATION

*[Instructor fills this in; please include full citations for textbooks, including ISBNs. The following is an example.]*

Wysocki, Anne Francis and Dennis A. Lynch. *Compose, Design, Advocate.* 3rd Ed. New York: Pearson, 2018. Print. ISBN 978-0-13-412274-8.\*

Other readings as assigned will be available on our course Canvas site. [*You may also indicate here if you expect students to print them out or have access to them electronically during class.]*

\*The course texts may be purchased at the campus bookstore (Illini Union bookstore, 809 S Wright St.) or an online retailer.

## TYPES OF ASSIGNMENTS/REQUIREMENTS; MAJOR ESSAYS AND DUE DATES

In Rhetoric 233, you will complete at least 7,500 words of writing that undergoes the drafting and revision process, by completing the following assignments. Each major essay must be completed satisfactorily in order to earn credit for this class. In addition, all writing assignments engage in the writing process and include a draft, peer review, instructor feedback, revision, and a final draft. Authentic participation in the writing process is a required part of this class.

*[Please list the course components here (major essay assignment, participation, homework, etc.), by weights or points or percentage of the final grade, preferably in a table. Also detail major assignments, along with brief descriptions, word counts, and percentage weights.* ***The total minimum word count should equal 7,500 words assigned over 3-5 different assignments, and the information on completing assignments and achieving a D must be included. These are IAI requirements..*** *Explicitly link each assignment to the SLO it meets. Each of the SLOs should be covered somewhere in your assignment sequence. See the table from the Rhet 105 syllabus template for an example.]*

**Major Essays:** Each major essay utilizes several skills that we are building in this class, so **all major essays must be satisfactorily completed to earn credit for this class.** You must also earn at least a D on the largest high-stakes assignment to earn a C in this course. Detailed directions on all major assignments will be available closer to the due date.

**Peer Review and Drafts:** Since a central goal of this class is actively participating in the writing process (SLO 5), all major writing assignments will require a draft, which will undergo peer workshop, receive comments from me, or both. The peer review process includes providing feedback and revision suggestions to two of your peers. In addition to the full draft, there will often be multiple pieces of the process due, such as idea generation, thesis statements, conclusions, author's notes, revision plans, and more. These items are included in the overall course grade to show that this work is valued.

**Low-Stakes Assignments:** Low-stakes assignments may include knowledge-check quizzes based on readings, in-class writing, worksheets, and small group work. All of this work scaffolds the learning goals for the course and contribute to the overall course grade.

## ATTENDANCE AND PARTICIPATION POLICY

**Participation:** Active participation and attendance in all aspects of this course is essential to your success in Rhetoric 233. **Participation** is defined as being prepared for class, contributing to class discussion, contributing to small group work, being on task, and generally being a contributing member of our writing community.

*[This is the program-wide attendance policy. If you wish to propose any additions or modifications please get prior approval from program staff. Instructor input on the implementation of this policy is encouraged. It is designed to provide a labor backstop for instructors while giving you the flexibility to respond to the individual circumstances of your students.]*

**Attendance**: Students with consistent attendance and engagement in class tend to be the most successful in Rhetoric courses. **Therefore, in-person attendance at all class sessions is expected and is part of your overall course grade.** Repeated absences will cause a reduction in your overall course grade, not counting absences excused per the [Student Code of Conduct](https://studentcode.illinois.edu/article1/part5/1-501/), including religious holidays, University-sponsored events documented with an official letter, and emergencies excused with a letter from the [Student Assistant Center](https://odos.illinois.edu/community-of-care/student-assistance-center/).

**Because attendance is an integral part of earning credit for this class, missing four total cumulative weeks of class (12 class absences for MWF/8 for TR or MW) or more will result in failing the course for the semester.** Work will not be accepted once you hit this point.If you have documentation for your absences, I may be able to work with you, but in most cases, you will need to retake this course when you are able to participate fully and should contact your advisor immediately about your options.

If you miss two cumulative weeks of class, you will need to contact the [Student Assistant Center](https://odos.illinois.edu/community-of-care/student-assistance-center/) to request documentation for your absences. You must also contact me to make a plan for getting caught up.

**Please contact me immediately if there is anything preventing you from attending class so I can help you succeed in this course.**

## GRADING POLICY

*[In this section, make sure you clearly state how students will be graded. We prefer you use this grade scale so all Rhetoric sections are consistent. If you like this wording and it’s consistent with your actual grading, no need to make changes here.]*

Major assignments will be graded on a 100-point scale corresponding to letter grades based on the below table. The final course grade will be calculated using a weighted average according to the above table. Most low-stakes work, including peer-review and drafts, will be graded on a credit/no-credit basis. All assignments will be weighted together for the final course grade according to the above percentages.

This is the scale that will be used to convert numerical grades (percentages) to letter grades, both for individual assignments and your final course grade:

|  |  |
| --- | --- |
| **Percentage** | **Letter Grade** |
| 98.0-100.0 | A+ |
| 93.0-97.9 | A |
| 90.0-92.9 | A- |
| 87.0-89.9 | B+ |
| 83.0-86.9 | B |
| 80.0-82.9 | B- |
| 77.0-79.9 | C+ |
| 73.0-76.9 | C |
| 70.0-72.9 | C- |
| 67.0-69.9 | D+ |
| 63.0-66.9 | D |
| 60.0-62.9 | D- |
| Below 59.9 | F |

## ASSIGNMENT SUBMISSION POLICY

*[You can tailor this section to your pedagogical needs, but we ask that you retain the free Microsoft Office resource alert. Please do not include punitive policies. There are always some digital literacy needs involved when teaching first-year composition, so be clear but expect to repeat these directions often. We recommend always collecting digital copies for record-keeping purposes, even if you also want to grade hard copies.]*

Unless directed otherwise, submit formal writing assignments in double-spaced, 12-point Times New Roman font, with page numbers, to the relevant assignment tool on Canvas. In this course, we will follow the citation guidelines set forth by either the Modern Language Association (MLA) or the American Psychological Association (APA). The University of Illinois Library and the Purdue OWL both contain useful citation resources.

Please be conscientious about file types and file names. Submit files in Word format (.doc, .docx, or .rtf) (I cannot open .pages documents). Other file types, such as .pages, .wps, and .pdfs, are not accepted unless directed otherwise. If I cannot open a document, because of a file type or because it is corrupted, it does not count as submitted.

UIUC students have access to Microsoft Office 365 for free! [Download Word and other programs here.](https://techservices.illinois.edu/services/office-365/details)

## DEADLINES AND LATE WORK

*[You can adapt this to your pedagogy, but you have to accept major assignments late in some manner given that students are required to satisfactorily complete all major assignments to pass the class. A common practice not listed here is to accept minor assignments late for half credit.]*

## Each assignment in our class builds on the last, so staying up to date on coursework is important for your success and learning. Because stressful times of the semester do arise, please ask in advance if you need an extension and I am happy to work with you. Otherwise, major assignments will incur 1/3 letter grade penalty up to one letter grade. Minor assignments may be accepted late on a case-by-case basis. In addition, I am unable to provide detailed comments on late assignments so that I stay up to date with current work. Remember that all assignments must be completed with a passing grade in order to pass the class, so if you are behind more than one major project, talk to me immediately about your ability to succeed in this class.

## ACADEMIC INTEGRITY AND DOCUMENTATION

*[This policy is required. Please keep this policy as is.]*

Giving credit to the sources—including words, phrases, information, and ideas—that appear in or otherwise inform your work is standard practice in academic writing. Therefore, use a documentation style, such as MLA or APA (see our textbook or [The Purdue Online Writing Lab](http://owl.english.purdue.edu/) for guidance) to document your sources and avoid plagiarism. Plagiarism is misrepresenting another person’s work as your own, whether intentionally or unintentionally, and it is a serious violation of academic integrity at UIUC.

In addition to insufficient or missing documentation, academic integrity violations in this course also include submitting work created by someone else (a friend or relative or purchased online); copying material or ideas from sources, including the Internet, without sufficient citation; submitting something you wrote for another class or purpose for this class; and giving away or selling your own academic work to another person. Violations of academic integrity carry penalties from reduced or failing grades on assignments, to failing the class and even, in severe cases, suspension from the University.

Often unintentional plagiarism happens when students are unclear about documentation expectations, so please see me when you are confused. Intentional plagiarism often happens when students feel desperate, so also contact me when you are confused or in a crunch, rather than resort to unethical measures that can severely impact your academic success.

**PREDICTIVE WRITING TECHNOLOGIES**

Predictive writing technologies (like ChatGPT, Google Translate, and Grammarly) can be valuable writing tools in many contexts, when used effectively. However, much of the learning in this course occurs through direct, personal experience of the writing process, from first drafts to final revisions. If you use predictive technologies in this class, use them ethically by disclosing how you used them (see, for example, the [MLA citation guidelines for generative AI](https://style.mla.org/citing-generative-ai/)). Regardless of what you use to compose, you are responsible for what you turn in. For example, including inaccurate citations and sources from predictive technology puts you at risk of academic integrity violations. Come to me with questions!

*[Personalization options: You can ask students to acknowledge all forms of support via an acknowledgments section; you can require footnotes for predictive technologies; you can include this in author’s notes; etc. Please talk to us if you are dedicated to prohibiting technologies like ChatGPT so we can discuss the difficulty of enforcement. We welcome all feedback as we continue to address this evolving technology in ethical and meaningful ways.]*

## DISABILITY AND ACCOMMODATION

*[You must have some version of this accommodation policy and include the DRES contact paragraph.]*

Every human being learns, thinks, works, writes, and moves through the world differently. Consequently, I am committed to making this course flexible and accommodating to account for disability in this classroom, including in instances of physical disability, mental illness, and/or learning disability. If any class materials, practices, or policies are keeping you from being successful, please let me know by email or in conversation.

Additionally, if you have a disability, I encourage you to work with UIUC’s [Division of Disability Resources and Educational Services](https://www.disability.illinois.edu/) (DRES) to document your needs and request accommodations. They are an invaluable resource, and they can help us both better understand commonly helpful types of accommodations. If you already have a letter of documentation, please share it with me as soon as possible so that we can plan for any needs you may have. You can contact DRES at 1207 S. Oak St., Champaign, (217) 333-1970, or via email at disability@illinois.edu.

## RESPECTFUL BEHAVIOR POLICY

*[This policy is highly recommended but not required. It protects you should we need to handle a disruptive or disrespectful student or situation.]*

My goal is to run an inclusive, safe, and accommodating classroom and to provide a supportive learning environment for all students. Similarly, students are expected to “conduct themselves at all times in accordance with accepted principles of responsible citizenship and with due regard for the rights of others” (Section 1-201(b) of the UIUC Student Code). To enact these goals, I have a zero-tolerance policy for attacks of a personal nature or statements denigrating another on the basis of race, sex, religion, sexual orientation, age, linguistic background, ability or disability, physical appearance, or national/regional origin. Those who engage in such behaviors will be asked to leave the classroom and counted absent for the day.

In addition, I respect each student’s right to respond to the name and pronoun of their choice and the right of all people to be treated with dignity and respect. If you see a way to make the class more inclusive, safe, and accommodating, please share your ideas with me.

Curiosity, along with sensitivity, is necessary to build a fruitful writing community. Listen to one another, ask questions, and explain disagreements without attacking others.

## STUDENT SUPPORT

*[This policy is highly recommended but not required. We also suggest you link to these resources on your Canvas site.]*

College students sometimes face challenges, from mental health concerns to housing and food instability to personal emergencies and more. There are a number of resources at the University that can help you with these challenges. For example, the [Counseling Center](https://www.counselingcenter.illinois.edu/) helps students cope with difficult emotions and life stressors, including depression. [Technology Services](https://techservices.illinois.edu/) supports students through technological challenges.

For most issues, the [Student Assistant Center](https://odos.illinois.edu/community-of-care/student-assistance-center/) (SAC) in the Office of the Dean of Students will be the best place for you to seek support and referrals to campus and/or community resources. You can reach out to the [Dean on Duty](https://odos.illinois.edu/community-of-care/student-assistance-center/) to talk to someone or [make a referral](https://odos.illinois.edu/community-of-care/referral/) if you are worried about a classmate. Your college office can also be a useful place for support.

For absences more than three consecutive days, please reach out to the [Student Assistant Center](https://odos.illinois.edu/community-of-care/student-assistance-center/) for documentation, particularly for medical or family issues. An Assistant Dean can help determine what kind of support you need, refer you to resources, and provide you with documentation for missing class. The Student Assistance Center must be contacted within 10 days of your absence and will only provide letters for absences over three days.

Please know that I am always looking out for my students and may reach out to you and/or submit a Community of Care referral if it seems like additional resources might be helpful. A referral is not invasive, but rather a gesture of concern about your wellbeing. From everyday anxieties to more serious issues like assault or death of a loved one, we all occasionally need direction and support.

## SEXUAL MISCONDUCT POLICY AND REPORTING

*[This policy is required. Please keep this policy as is.]*

The University of Illinois is committed to addressing and preventing sexual misconduct. Faculty and staff members (including me) are required to report any instances of sexual misconduct that they know about to the University’s Title IX and Office for Access and Equity, from sexual assault to harassment and more. In turn, the individuals involved will be contacted by that office with information about their rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options.

A list of designated University employees who do not have this reporting responsibility and can maintain confidentiality, including counselors, confidential advisors, and medical professionals, can be found in the Confidential Resources section of the [We Care website](https://wecare.illinois.edu/). Other information about resources and reporting is also available at the We Care site.

## WRITERS WORKSHOP

*[This resource description is highly recommended by not required.]*

The [Writers Workshop](https://writersworkshop.illinois.edu/) provides free, one-to-one help to all UIUC writers. The Workshop’s tutors—some of whom are current or former Rhetoric instructors—can help with any kind of paper, in any class, at any stage of the writing process. Tutors can help students with anything related to their writing, including brainstorming, organizing, grammar, citing sources, and more. Bring a draft to revise or come for help with getting your ideas together. Schedule a 50-minute appointment online or in-person by visiting the website. The Workshop also sponsors writing groups and provides hands-on presentations about academic writing skills.

## COURSE CALENDAR

*[A detailed daily calendar is required. Include dates, topics for each class period, readings as applicable, daily activities, and major due dates. This detail is essential in cases where students transfer as it helps program administrators see what writing instruction students get. Here are programmatic requirements to include:*

1. *Remember to schedule time to introduce your major assignments.*
2. *Include at least one individual conference with students (you can cancel a week of classes to accommodate these conferences); you can cancel classes up to two weeks to accommodate two sets of individual conferences.*
3. *Include peer review of most (if not all) major assignments.*
4. *Include instructor review of most (if not all) major assignments; talk to program directors to help with the grading load!*
5. *Campus Holidays and Reading Day must be free from all course commitments.*
6. *Plan for substitutes during any planned absences for conferences or travel (no more than 2/3 classes per semester on a TR/MWF schedule) so that you have some flexibility for instructor illness and emergencies. Email the directors about illnesses and cancellations so that we can help support you and your students.*
7. *There is no final exam in our class, and instructors do not usually meet during finals week. Just make it clear when the final paper is due. You can return the final projects via Canvas.]*

*[End your calendar with a statement such as the following:* This calendar is subject to change according to the progression of the course; students will be notified in writing of any changes.]

*[See Rhet 105 syllabus template for sample calendar.]*