

ENG505 Graduate Rhetoric and Composition

(3 credit hours)

Course Syllabus

Course Description

This course strengthens students' writing ability so that they can write appropriately at the graduate level. It also provides a foundation of knowledge in rhetoric and composition for students wishing to teach college level writing. The course will be organized around the five canons of rhetoric: Invention, Arrangement, Style, Memory, and Delivery.

Course Learning Outcomes

By the end of this course, you will be able to:

1. Write at a sophisticated level appropriate to graduate school.
2. Engage other scholars as peers while building on and challenging intellectual ideas.
3. Analyze various rhetorical situations.
4. Differentiate between new contributions to a field of study and rehashing established research.

Prerequisites/Corequisites

Bachelor's Degree

Required Textbook(s) and Resources

Swales, John M., and Christine B. Feak. *Academic Writing for Graduate Students, 3rd edition*. Univ. of Michigan Press, 2012.

Semenza, Gregory. (2010). *Graduate Study for the Twenty-First Century: How to Build an Academic Career in the Humanities. 2nd edition*. Palgrave Macmillan.

Be sure to also review the weekly **Explore** sections for additional library or web resources. For access to databases, research help, and writing tips, visit the [Tiffin University Library](#).

Time Commitment

Effective time management is possibly the single most critical element to your academic success. To do well in this online class you should plan your time wisely to maximize your

learning through the completion of readings, discussions, and assignments. Because of our accelerated, seven-week term, TU online courses are designed with the expectation that you dedicate a little over **six (6)** hours per credit hour to course activities and preparation **each week**. For example, for successful completion of a three-credit, seven-week online course you should reserve roughly **twenty (20) hours per week**.

To help plan your time and keep on track toward successful course completion, note the distinctive rhythm of assignment due dates:

1. All times assume Eastern Time (GMT-4).
2. Weeks begin at 12:00 a.m. ET on Monday and end at 11:55 p.m. ET on Sunday.
3. Unless otherwise noted, initial assignments or discussion posts are due by **11:55 p.m. ET on Wednesdays**.
4. Additional assignments or follow-up discussion posts are due by **11:55 p.m. ET on Saturdays, and**
5. Major assignments and reflections are typically due by **11:55 p.m. ET on Sundays**.

Learning Activities

The learning activities in this course will range from regular research assignments to lesson plans, reflections, and a learning philosophy. Other assignments include practical applications such as a summary, a rhetorical analysis, and a commentary on data. All learning activities are meant to strengthen student writing and knowledge of rhetoric.

Key Assessment (Taskstream Submission)

This TU course features a “Key Assessment” that provides you the opportunity to demonstrate your program’s core competencies. It also shows how the course fits within the broader curriculum. For this course, the Key Assessment is the final research paper.

Grading

The chart below identifies the individual contributions from each type of activity, per week.

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Total
Discussions Activity 1.1 (n/a) Activity 1.2 (20)	Discussions Activity 2.1 (20)	Discussions Activity 3.1 (20)	Discussions Activity 4.1 (20)	Discussions Activity 5.1 (20)	Discussions Activity 6.1 (20)	Discussions Activity 7.1 (20)	140
Assignments Activity 1.3 (20)	Assignments Activity 2.2 (100) Activity 2.3 (100)	Assignments Activity 3.2 (100) Activity 3.3 (20)	Assignments Activity 4.2 (100)	Assignments Activity 5.2 (100)	Assignments Activity 6.2 (100) Activity 6.3 (20)	Assignments Activity 7.2 (200)	860
40	220	140	120	120	140	220	1000

Grading Scale

A: 90-100% | B: 80-89% | C: 70-79% | F: <69%

Course Schedule and Weekly Checklist

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Start Here	<input type="checkbox"/> MON: Activity 1.1: Course Anticipation - Initial Post
Week 1: What is Rhetoric and why do we use it?	<input type="checkbox"/> WED: Activity 1.1: Course Anticipation - Secondary Posts <input type="checkbox"/> WED: Activity 1.2: Rhetoric <input type="checkbox"/> SAT: Activity 1.2: Rhetoric <input type="checkbox"/> SUN: Activity 1.3: Reflect on Writing Process
Week 2: Brainstorming Prewriting Plagiarism	<input type="checkbox"/> WED: Activity 2.1: What is Plagiarism? - Initial Post <input type="checkbox"/> SAT: Activity 2.1: What is Plagiarism? - Secondary Posts <input type="checkbox"/> SUN: Activity 2.2: Commentary on Data <input type="checkbox"/> SUN: Activity 2.3: Summary of an Article

Topic	Learning Activities (Due by 11:55 p.m. ET on day designated)
Week 3: Organization Thesis Statements	<input type="checkbox"/> WED: Activity 3.1: Rhetorical Appeal Arrangement - Initial Post <input type="checkbox"/> SAT: Activity 3.1: Rhetorical Appeal Arrangement - Secondary Posts <input type="checkbox"/> SUN: Activity 3.2: Thesis Statement and Outline <input type="checkbox"/> SUN: Activity 3.3: Reflection
Week 4: Drafting	<input type="checkbox"/> WED: Activity 4.1: Logical Fallacies - Initial Post <input type="checkbox"/> SAT: Activity 4.1: Logical Fallacies - Secondary Posts <input type="checkbox"/> SUN: Activity 4.2: Rhetorical Analysis
Week 5: Knowing your topic Learning philosophies	<input type="checkbox"/> WED: Activity 5.1: Life-long Learners - Initial Post <input type="checkbox"/> SAT: Activity 5.1: Life-long Learners - Secondary Posts <input type="checkbox"/> SUN: Activity 5.2: Learning Philosophy
Week 6: Genres Formatting Presenting ideas	<input type="checkbox"/> WED: Activity 6.1: Other Genres - Initial Post <input type="checkbox"/> SAT: Activity 6.1: Other Genres - Secondary Posts <input type="checkbox"/> SUN: Activity 6.2: Lesson Plan <input type="checkbox"/> SUN: Activity 6.3: Reflection
Week 7: Wrap-up	<input type="checkbox"/> WED: Activity 7.1: Circling Back - Initial Post <input type="checkbox"/> THU: Activity 7.2: Research Paper <input type="checkbox"/> SAT: Activity 7.1: Circling Back - Secondary Posts

Tips for Success

Successful online learning requires a good deal of self-discipline and self-direction. As seekers of the truth, we should be willing to challenge and review one another's academic work in a spirit of respectful comradery and constructiveness. Your course is a place for you to stretch and grow as you benefit from the expertise, knowledge, experience and diverse perspectives of your instructor and peers. Constructive feedback will challenge you to stretch your own thinking, thereby expanding your knowledge, understanding and application.

To get the most out of your learning experience, you should actively engage (participate) in **ALL** course activities. Course elements are arranged chronologically. To complete a week, simply work your way "down the page" through all of the course materials and activities.

For More Information:

Be sure to review the Support, Policies, and Procedures addendum.