Do not hesitate to email me if you have questions about course assignments; better, ask questions in class so that others may benefit. Come to my office hours at least once during the semester. I am not always able to answer every email I receive, but I do my best.

Attendance
Class attendance is mandatory. According to Faculty Senate Policy 42-27 "the fact that classes are scheduled is evidence that the faculty believes instruction is important. It is implicit, therefore, that class attendance is important for the benefit of students."
Attendance in this section of English 15 is required. While it is understood that emergencies / University-sanctioned activities may arise which result in your missing one or more classes, frequent absences may negatively affect your final grade. As a rule, one or two absences will have little impact on your final grade, assuming you participate enthusiastically when you are in class and realize you are responsible for all material covered during the missed class(es). In the event that your attendance, or lack thereof, becomes a problem, I will ask you to meet with me to discuss our options. These options may include a failing grade or a lower grade than you might have earned had you attended classes regularly.

Final Grades for the course will be determined as follows:

Journals: 15 percent You will be required to write a min. 2 page rhetorical response to class readings emphasizing clear and thoughtful analysis. You will write 2 types of journals: critical journals and reflective journals. Journals can consist of responses to section questions, general questions asked in class, and reflective questions asking you to reflect on the influence of social issues on your own experiences.

Writing Assignments: 10 percent (each paper for a total of 40 percent) The four assignments will consist of two major drafts of 4 papers written using the writing genres narrative, definition, analogy, causal, process analysis, description, and argumentative writing.

Presentations: 10 percent. Depending upon the class size students will be required to lead a class discussion on one of the readings for that week or a reading of their choice. In the presentation students should analyze and discuss some particular issue within the reading as it relates to rhetoric and writing. Class participation on these days will be noted. Presentation will last 5-10 minutes (Poster Board, Power Point, digital movie, Photo Slide show etc.) This is due by two people every Wednesday.

Cultural Event: 15 percent. Each student will be responsible for attending one community or University event that provides some sort of cultural experience outside of your normal routines. Greek organization sometime host educational events that can be counted, as well as a host of university and community events such as town hall meetings, several speaking events or even artistic events such as local plays, or classical and modern music recitals. Your job will be to attend the event acquire some sort of proof of attendance and write a 500 word response recounting your experience, something new or unique that you noticed at the event, and suggesting a particular value the event might hold for your classmates or some unformed parties.
Attendance and Participation: 20 percent. Students are required to not only attend but participate regularly in class discussion, peer review sessions, and collaborative projects. Students can participate by asking or answering troubling questions produced by reading assignments or revealing interesting developments in their personal writing processes.

Writing Specification: All out of class writing assignments should be typed or handwritten in 12-point font using a reasonable font style. The heading of the paper should only take up 8 spaces from the top as modeled below. Each page should only use standard 1-inch margins, and writing must reach the bottom of the page to be considered a full page.

Name
Engl-15 Name of assignment

Date
Mr. Green

Student Responsibilities: Each student is responsible for calculating his/her own grade and for setting up appointments to meet with the Professor sometimes during the semester to discuss writing techniques, preferences, or topics. Also each student must come to class ready to participate and discuss problems or misunderstandings they have about any writing assignment.

RESOURCES

Undergraduate Writing Center
http://www.psu.edu/dept/cew/writingcenter/UWC/index2.htm

Online handbooks, style manuals, writing support
http://www.utexas.edu/handouts/
http://projects.utexas.edu/virgil/
http://owl.english.purdue.edu/owl/resource/681/01/

Laboratory for Public Scholarship and Democracy/CIVCOM minor
http://www.publicscholarship.psu.edu

PSU Academic Calendar Sp’08
http://www.registrar.psu.edu/academic_calendar/spring08.cfm
Drop/Add Period: Jan. 14-23; Spring Break: March 10-14; Late Drop Deadline: April 11;
Classes End: May 2

University Libraries
http://www.libraries.psu.edu/artshumanities/
http://www.lias.psu.edu/instruction/sitemap.htm
http://www.libraries.psu.edu/instruction/guides.htm

Media & Technology Support Services: MTSS, a division of the University Libraries, offers a full range of portable audiovisual and technology equipment (laptop computers, LCD projectors, digital video cameras, digital still cameras, digital audio recorders, SVGA supported television monitors, DVD/VCRs, multi-region VHS and DVD players, 16mm projectors, 2 x 2 slide projectors, overhead projectors, etc.) that can be scheduled in support of credit instruction. For further information or to schedule equipment, please visit http://www.libraries.psu.edu/mtss or call (865) 5400.

Tentative Weekly Schedule and Readings (All readings and/or assignments are subject to change. Students will be notified ahead of time.)

Week 1
Introduction to Rhetoric and composition and to each other.
Readings: Read the Front matter of ARA and Remix, take detailed notes of reading come ready to discuss in class
Journal response due Friday

Week 2
ARA 24-39 Fri. Journal due

Week 3
Readings: REMIX 53-65 Mon. Rough Draft due Wed. Journal due Fri Presentations
Begin

Week 4

Week 5
Readings: Journal due, Remix Introduction to Community section 85-94, 95-108 Mon.

Week 6

Week 7

Week 8
Spring Break

Week 9
Reading: Introduction to Tradition section in Remix 173-184 REMIX 207-213 Mon.
REMIX 233-245 Wed. REMIX Introduction to Entertainment section in Remix Fri.

Week 10
Readings: REMIX 371-375, 383-389 Mon. REMIX 425-431, 438-448 Wed. Remix 486-
497, 501-507 Rough Draft due Fri.

Week 11
Reading: Penn Statements reading, REMIX 508-525 Mon. REMIX 552-570 Fri.

Week 12
Reading: Penn Statements Reading, REMIX introduction to Technology 575-587 Mon.
Final Draft Due, REMIX 594-601, 623-627 Wed. REMIX 609-622 Fri.

Week 13
Readings: Penn Statements Reading, REMIX 628-638 Mon. REMIX 647-649, 654-660
Wed. Rough Draft of Final paper Fri.
English 15 Grading Standards

These grading standards establish four major criteria for evaluation at each grade level: purpose, reasoning and content, organization, and expression. Obviously, every essay will not fit neatly into one grade category; some essays may, for instance, have some characteristics of B and some of C. The final grade the essay receives depends on the weight the instructor gives each criterion and whether the essay was received on time.

The A Essay

1. The A essay fulfills the assignment—and does so in a fresh and mature manner, using purposeful language that leads to knowledge making. The essay effectively meets the needs of the rhetorical situation in terms of establishing the writer's stance, attention to audience, purpose for writing, and sensitivity to context. When appropriate to the assignment, the writer demonstrates expertise in employing the artistic appeals of ethos, logos, and pathos appropriately.

2. The topic itself is clearly defined, focused, and supported. The essay has a clear thesis that is supported with specific (and appropriate) evidence, examples, and details. Any outside sources of information are used carefully and cited appropriately. The valid reasoning within the essay demonstrates good judgment and an awareness of the topic's complexities.

3. The organization—chronological, spatial, or emphatic—is appropriate for the purpose and subject of the essay. The introduction establishes a context, purpose, and audience for writing and contains a focused thesis statement. The following paragraphs are controlled by (explicit or implicit) topic sentences; they are well developed; and they progress logically from what precedes them. (If appropriate, headings and subheadings are used.) The conclusion moves beyond a mere restatement of the introduction, offering implications for or the significance of the topic.

4. The prose is clear, readable, and sometimes memorable. It contains few surface errors, none of which seriously undermines the overall effectiveness of the paper for educated readers. It demonstrates fluency in stylistic flourishes (subordination, variation of sentence and paragraph lengths, interesting vocabulary).

The B Essay

1. The assignment has been followed and fulfilled. The essay establishes the writer's stance and demonstrates a clear sense of audience, purpose, and context.

2. The topic is fairly well defined, focused, and supported. The thesis statement is adequate (but could be sharpened), especially for the quality of supporting evidence the writer has used. The reasoning and support are thorough and more