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ENG 223: Rhetorical Grammar

Instructor: Dr. Sarah Harsh

Fall 2019

Section 5 | Tuesday 2:30-3:45

Section 6 | Thursday 2:30-3:45

Location: Callaway S107

Office Hours: Weds. 11-2pm and by appointment

Office: Callaway N205a

Email: sharsh@emory.edu

Course Website: Canvas

Course Description

Make your writing work for you! If Rhetoric studies the effective expression of ideas, then Rhetorical Grammar studies how our sentences and paragraphs affect those ideas. This course is designed to help you write with clarity and power by expanding your grammar toolkit. Focusing on the work that language can do in the real world, this course is less about mastering the “rules” of grammar and more about making the best choices to suit your purposes as a communicator. Through a study and analysis of grammar’s impact on rhetorical effectiveness, students work with their own writing as they learn to make and adapt grammatical choices to fit audience, purpose, constraints, exigencies, and timing.

“[Rhetorical] grammar is a positioning tool, a way of framing and presenting ideas that influences how and what we see.” –Laura Micciche

Course Learning Outcomes

Course Learning Objective	Description	Course Application
Rhetorical Composition	Students compose and/or revise texts in multiple genres, using varying grammatical choices suited to the rhetorical situation.	In experimenting with the great variety of grammatical options for a rhetorical performance, students learn to consciously shape the structure of their sentences, enhance their understanding of verbal choices, and use coordination and subordination for purposeful communication.
Critical Thinking	As they undertake scholarly inquiry and engage in critical thinking, students compose and/or revise texts with grammatical choices to better guide the message sent to the reader.	Through grammatical choices and reflections about those choices, students develop messages and arguments which have cohesion, appropriate and satisfying rhythm, and a clear and compelling voice. Students use grammatical choice as a critical thinking tool.
Writing as Process	Students understand and practice making grammatical choices as a process, recursively implementing strategies of thinking, drafting, revision, editing, and reflection.	In learning about their own grammatical decisions and doing guided reflective writing about that process of decision making, students learn to critique their own and others' choices in the context of the rhetorical purpose. In doing this, they learn to address the form and function of language, using appropriate words contextually, and making an ally of punctuation to serve meaning-making.

Required Texts

- Kolln, Martha and Loretta Gray. *Rhetorical Grammar: Grammatical Choices, Rhetorical Effects*. 8th Ed. Boston, MA: Pearson, 2013.
- You will draw on your own writing, you classmates' writing, and your reading for other classes in this course.
- You will need access to a computer and a printer to complete assignments for this course. Electronic and handwritten submissions are not accepted.

Course Policies

Attendance

Attendance is essential. Keep in mind that this class only meets fifteen times throughout the semester. You may miss **two** classes without incident. For every class you miss after the second, I'll lower your attendance grade by five percent. If you miss any class periods as a result of the Add/Drop/Swap period, you are responsible for completing all reading and writing assignments from that time. Meet with me if you feel your situation warrants an exception to the course attendance policy. Bring appropriate documentation to our meeting. Excessive tardiness, leaving class early, or inappropriate use of technology may also result in an absence.

Preparedness and Participation

You are expected to do the readings and exercises for each class meeting. Be prepared to discuss them. Bring the textbook with you to class for each meeting, along with hard copies of any assignments and a notebook. Active participation will significantly improve your experience of this course. Your participation grade will be assessed based on your engagement during our class sessions and timely submission of daily work.

Late work

All assignments are due by the time and date specified. I will not accept late submissions for small daily work. For larger assignments, I will not accept late work without granting advance permission via email, and permission is not guaranteed. Without advance arrangement, late work will cause your grade for the assignment to decrease by one letter for each class period the assignment is late. Meet with me if you feel your situation warrants an exception to this rule. Bring appropriate documentation to this meeting.

Practicum sessions

The two sections of this class will follow the same syllabus. Fall and Thanksgiving breaks threaten to disrupt this schedule. In order to stay in sync, each section will hold a practicum session once during the semester when the other section is canceled. These practicums will not cover new material. Instead, they will offer a space to clarify concepts we have already covered, work on upcoming assignments, and/or discuss any other grammatical topics of interest. Students from the canceled section are welcome (but not required) to attend the practicum section. Students in the scheduled practicum section are required to attend as usual. There is no reading or homework for these sessions; they will be informal meetings.

Technology

Technology is a tool for learning in the classroom. If you use email, social media or any other feature of computing or other device in a way that does not serve the learning of the class, I will notice and your participation grade will be lowered. In severe cases, you will be marked absent for the day and may lose your right to bring technology into our classroom. Consider this carefully, especially if you are dependent on your technology to

have a copy of our text with you in class. No cell phone use will be allowed in class unless specifically directed. Don't even have them out on the desk please.

Contact/Communication

Email is the best way to contact me if you have questions or concerns. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours on weekdays. Keep in mind that emailing an instructor is a kind of professional correspondence and compose your email accordingly. See [Re: Your recent email to your professor](#) for a refresher on email etiquette.

Academic Integrity

[The Honor Code](#) is in effect throughout the semester. By taking this course, you affirm that it is a violation of the code to cheat on exams, to plagiarize, to deviate from the teacher's instructions about collaboration on work that is submitted for grades, to give false information to a faculty member, and to undertake any other form of academic misconduct. You agree that the instructor is entitled to move you to another seat during examinations, without explanation. You also affirm that if you witness others violating the code you have a duty to report them to the honor council.

I take plagiarism and other forms of academic dishonesty seriously. Should I suspect that you engage in academic dishonesty in this course, I will refer the case to Emory's Honor Council. You may also receive an F on the assignment(s) in question.

Student Success Resources

Accessibility and Accommodations

I strive to create an inclusive learning environment for all. I am invested in your success in this class and at Emory, so please let me know if anything is standing in the way of your doing your best work. This can include your own learning strengths, any classroom dynamics that you find uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that impact your work. I will hold such conversations in strict confidence.

The Office of Accessibility Services (OAS) works with students who have disabilities to provide reasonable accommodations. In order to receive consideration for reasonable accommodations, you must contact OAS. It is the responsibility of the student to register with OAS. Please note that accommodations are not retroactive and that disability accommodations are not provided until an accommodation letter has been processed. Students registered with OAS who have a letter outlining their academic accommodations, are strongly encouraged to coordinate a meeting time with your professor that will be best for both to discuss a protocol to implement the accommodations as needed throughout the semester. This meeting should occur as early in the semester as possible. Contact the Office of Accessibility Services for more

information at (404) 727-9877 or accessibility@emory.edu. Additional information is available at the [OAS website](#).

Writing Center and ELL Program

Tutors in the Emory Writing Center are available to support Emory College students as they work on papers, discussion posts, websites, and other projects. Writing Center tutors work on idea development, structure, use of sources, grammar, and word choice. They do not proofread for students. Instead, they discuss strategies and resources students can use as they write, revise, and edit their own work. Tutors also support the literacy needs of English Language Learners; several tutors are ELL Specialists, who have received additional training. The Writing Center is located in Callaway N111. Fall hours are Mon-Thurs 11am-8pm, Fri 11am-5pm, and Sun 12-8pm. Learn more about the Writing Center and make an appointment through the EWC website:

<http://www.writingcenter.emory.edu/>

Emory Counseling Services

Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be.

<http://studenthealth.emory.edu/cs/>

Respect for Diversity

I am firmly committed to diversity and equality in all areas of campus life. In this class I will work to promote an anti-discriminatory environment where everyone feels safe and welcome. I recognize that discrimination can be direct or indirect and take place at both institutional and personal levels. I believe that such discrimination is unacceptable and I am committed to providing equality of opportunity for all by eliminating any and all discrimination, harassment, bullying, or victimization. The success of this policy relies on the support and understanding of everyone in this class. We all have a responsibility not to participate in or condone harassment or discrimination of any kind.

Class rosters are provided me with students' legal names. I will gladly honor your request to address you by a name or gender pronoun of your choosing. Please advise me of this preference early in the semester so that I may make appropriate changes to my records.

Course Assessment

Assignments

I will provide detailed assignment sheets well in advance of due dates, and we will discuss all assignments in class.

Daily Work

Throughout the semester, we will complete short exercises to support our learning and bolster discussion. Often, these assignments will be the exercises or group discussions in the textbook. They should be typed, printed, and submitted in hard copy. These exercises will be the basis of our class discussion and are crucial for daily participation. Even if you are confused, try your best—they are low-stakes spaces for practice, learning, and trial and error. Daily Work will be graded by the following rubric:

- Check-plus (A range: excels at demonstrating the concept(s) with no errors);
- Check (B-to-A range: demonstrates the concepts with few errors);
- Check-minus (C range: does not demonstrate significant aspects of the concepts);
- No-credit (Failing: did not turn in work).

Your Daily Work grade will be calculated at the end of the semester based on a subjective ratio relative to your effort. A few Check-pluses in a sea of Checks will earn you a low “A.” A few Check-minuses in a sea of Checks will earn you a low “B.” Many Check-minuses will earn a “C.” You may revise any check-minus assignments to demonstrate that you have mastered the concepts and improve your grade. You may not revise work that you failed to turn in on time. If you are concerned about your Daily Work grade at any point in the semester, schedule a meeting with me.

Commonplace Assignments

These are major assignments designed to help you explore and better understand the grammatical maneuvers, deployment, and effects of published writing that you admire. You will gather, record, analyze, and imitate passages from other classes, from outside reading, from your encounters with the textual world. For each passage, you will write roughly one paragraph of analysis in which you discuss the effect(s) of specific grammatical techniques that it employs.

Revision Assignments

These are major assignments in which you will apply your newfound grammatical skills to excerpts of your own past or current writing. To be clear, you will not draft *new* writing but rather will work with a pre-existing body of text. These texts can be essays for other classes, blog posts, presentations—virtually anything of your choosing. If you need help selecting an exhibit to revise, please see me. Revision Exhibits will typically be a page in length and include the original excerpt, your revision of that excerpt, and a brief reflection that explains the changes you made.

Final Reflection with Exhibits

At the end of the semester, you will curate a portfolio in which you reflect on your growth throughout the course and offer any insights about further directions for your development as a writer. (Note that it is to your advantage to save your work throughout the semester.) The centerpiece of this portfolio will be a formal reflection that addresses the learning outcomes for this class. In this reflection, you’ll evaluate how well you felt you met these outcomes, citing specific examples of the work you have done as a way to illustrate your points. Keep in mind, the key term here is *growth*. You do not need to be

an expert grammarian by the end of the semester, but you should thoughtfully engage with how you have changed, and where you may need further practice.

Weight of Assignments (How Grades are Calculated):

Daily Work	15%
Commonplace Assignments	20% (2 at 10% each)
Revision Assignments	30% (3 at 10% each)
Participation, & Attendance	20% (10% each)
Final Reflection with Exhibits	15%

Explanation of Letter Grades

A: An excellent response to the assignment. Demonstrates a sophisticated use of rhetorical knowledge, writing, and design techniques.

B: A good response to the assignment. Demonstrates an effective use of rhetorical knowledge, writing, and design techniques. May have minor problems that distract reader.

C: An average response to the assignment. Demonstrates acceptable use of rhetorical knowledge, writing, and design technique. May have problems that distract reader.

D: A poor response to the assignment. Demonstrates a lack of rhetorical knowledge and writing and design technique. May have significant problems that distract reader.

F: A failure to respond to the assignment appropriately.

Grading Scale:

Percentage	Letter	Emory Quality Points
92.00-100	A	4.0
90.00-91.99	A-	3.7
86.00-89.99	B+	3.3
83.00-85.99	B	3.0
80.00-82.99	B-	2.7
76.00-79.99	C+	2.3
73.00-75.99	C	2.0
70.00-72.99	C-	1.7
66.00-69.99	D+	1.3
60.00-65.99	D	1.0
00.00-59.99	F	0.0

Course Schedule

Final Exam

Class will not meet for final exams; however, your Final Reflection + Exhibits will be due via email by 9am on Wednesday, Dec. 18.

Tentative Schedule

Please note that our schedule may change as the semester progresses. I will inform you of such changes in class and via the course website.

Week	Dates	Reading & Topics	Homework
1	Thurs, Aug. 29	Syllabus (in class)	
2	Sept. 3 & 5	Introductions & pre-semester diagnostics	Daily Work (DW) 1: Grammar narrative (see Canvas)
3	Sept. 10 & 12	Kolln, Introduction and Ch. 1: A Review of Words and Phrases. Do the exercises as you read.	DW2: Group Discussions pg. 13 & pg. 15
4	Sept. 17 & 19	Kolln, Ch. 2: Sentence Patterns	DW3: Group Discussion pg. e31
5	Sept. 24 & 26	Kolln, Ch. 3: Our Versatile Verbs	DW4: Group Discussion, pg. 42
6	Oct. 1 & 3	Kolln, Ch. 4: Coordination and Subordination	Revision Assignment #1 due
7	Oct. 8 & 10	Kolln, Ch. 5: Choosing Adverbials	DW 5: Exercise 17 (pg. 83-84)
Fall Break: Tuesday section canceled, Thursday in practicum			
8	Oct. 22 & 24	Kolln, Ch. 6: Choosing Adjectivals	Revision #2 due
9	Oct. 29 & 31	Kolln, Ch. 8 (8th ed)/ Ch. 11 (7th ed): Other Stylistic Variations	Commonplace #1 Assignment due
10	Nov. 5 & 7	Kolln, Ch. 9 (8th) / Ch. 5 (7th): Cohesion	Revision #3 due

11	Nov. 12 & 15	Kolln, Ch. 10 (8th) / Ch. 6 (7th): Sentence Rhythm	DW 6: 8th edition: Exercise 33 & Group Discussion pg. 169 // 7th edition: Exercise 19 & Group Discussion pg. 115
12	Nov. 19 & 21	Kolln, Ch. 11 (8th) / Ch. 7 (7th): The Writer's Voice	Commonplace #2 due
Thanksgiving Break: Tuesday section in practicum, Thursday canceled			
13	Dec. 3 & 5	Kolln, Ch. 13 (8th & 7th): Punctuation	DW 7: Exercise 44 pg. 226 (8th) pg. 246 (7th)
15	Dec. 18	Final Reflection due via email by 9am	