

Rhetoric: "the study of writing...as a means of communication or persuasion."

"Poetry is language at its most distilled and most powerful." - Rita Dove

According to the National Association of Colleges and Employers, 80.3% of employers view Written Communication Skills as a key attribute sought on students' resumes.



***Class Coat of Arms. Mottos: *Magis* ("the more"/ striving for excellence),**

Gnothi Seauton (Know Thyself),

Calamus Gladio Fortior (The Pen is Mightier Than the Sword)

What to expect from this class

To be part of a vibrant community of learners, with me as your guide/trainer. To critically read articles on relevant topics. To learn how to evaluate the effectiveness of an argument, and then use that knowledge to maximize the effectiveness of your own writing. To learn how to write a high-quality college research paper in MLA or APA style. To learn about poetry--it's parts, genres, and forms. To read poems written by a diverse array of authors, from English Romantic poets to African-American, Latin-American, and Jewish American poets. To learn how the parts of a poem work together to produce its meaning. And, ultimately, to try your hand at your own poetic project.

How will we get there?

Excellent textbooks, including *Easy Writer*, which will be of great use in this course and future courses that involve writing. Short videos that introduce you to writing and poetry concepts. Concise recorded talks (by me) that introduce readings and build on concepts to aid your understanding and equip you to succeed on quizzes and papers. Discussion questions that ask you to engage with readings, apply skills, and make individual contributions to our learning community. Writing assignments that develop your analytical and argumentative skills, including one that asks you to turn those skills inward, in order to identify a career that suits you and values you can live for. Also...approaching writing as a process, including rough drafts, peer-review, and self-evaluation through paper debriefs...group work, including fun writing exercises...and constructive feedback from me. A survey of poetry that shows the evolution of

the form. Poetry sets that feature selected poems by form or genre, along with short readings that provide context and/or videos (such as live readings of poems) that enhance your experience of the poems and, in some cases, show how they inspired later art (such as TV/movies).

About your guide (Professor Stirm)



I've taught College Writing for going on six years. I am a certified Writing Tutor with a history of successful writing, including accepted conference proposals, winning grant applications, and high-achieving research papers in both MLA and APA styles. My overriding goal is to help you become a better written communicator. Writing--and specifically being able to persuade in writing--is a valuable skill that can earn you an A, land you an interview, or win money for your organization. Another goal of mine is to help you gain an appreciation for poetry, which has been described by former US Poet Laureate Tracy K. Smith, as a "a means of living more deeply with reality." It is a wonderful art form which uses some of the same techniques and elements employed in rhetorical writing; thus, the study of poetry also supports your development as a persuasive writer. I also genuinely enjoy working with college students; it is my favorite human age :) I look back on my college years as the best, most memorable, and most formative of my life. I am honored to be a part of yours. Aside from writing and poetry, my other interests include film/TV, Philadelphia sports, and web development.

Virtual Office Hours: M/W/F, 1-2pm and 4:30-5:30pm. Please email me or send me a Canvas message at least 1 day in advance of the time you would like to meet. Meetings will be held via Zoom.

Grading Breakdown

- 4 Papers (50%)
 - Paper 1: Critical Response to an Article, 2-3 pgs (10%)
 - Paper 2: Rhetorical Analysis of a Political Speech, 3-4 pgs (10%)
 - Paper 3: Researched Argument, 5-6 pgs (20%)
 - Paper 4: "Live Greater" Paper, 3-4 pgs (10%)
- Concept Quizzes (15%)
- Poetry Assignment (10%, P/F)
- Final Exam (20%)

- Craft Packet/Writing Portfolio (10%)
- Comprehensive Concept Quiz (10%)
- Participation (5%): Includes coming prepared/participating on your in-class day and Virtual Attendance on M/W/F. *Virtual Attendance is received by publishing your discussion post *and* replying to two classmate's posts by 5pm.

*Extra Credit Opportunities (worth 10 percentage points added to your two lowest quiz grades):

1.
 1. Create a Mixed-media Poetry Project. Example: your grandfather is a gardener and you include a picture of him in his garden along with a poem about appreciating nature in a Word document or PDF and then frame it (would make a nice gift for the holidays!). Another example: You create a collage of your favorite poem with the text and images of your choosing. Canva(<https://www.canva.com/>) is a free online graphic design tool that you might want to use for this. The project should have a final, physical form, and you should submit a picture of it.
 2. Attend an Online Educational Webinar/Event: Find an online educational webinar or event, ideally related to either class concepts or the subject matter of the poems/articles we read. Get the event approved by me and then, after attending, type and submit a 500-word summary and response paper.

Grading Scale

A(95%) A-(92%) B+(88%) B(85%) B-(82%) C+(78%)

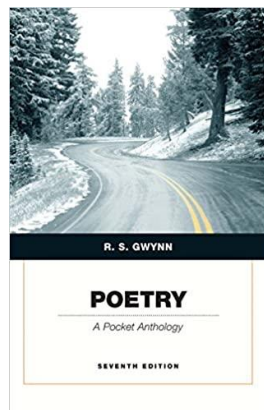
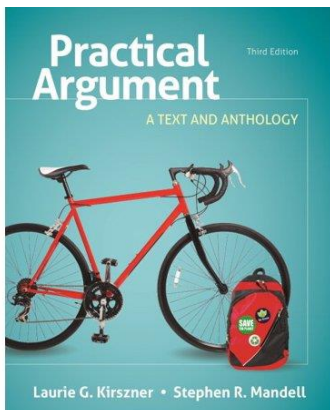
C(75%) C-(72%) D+(68%) D(65%) D-(62%) F(59%)

Locations

Section D42 Classroom: Science Center 319, 2:30-3:20pm

Section D43 Classroom: Merion Hall 316B, 3:35-4:25pm

Textbooks



Policies

Mutual Respect: This is the golden rule in our class, and all other policies follow from it. In my class, you will be respected and treated as an adult. I am genuinely interested in your opinions and insights. I also respect your time and financial investment in your education - and expect you to do the same. I will put forth the maximum effort to get you a return on your investments, and I expect you to do your part by completing assignments and coming prepared to class. It's particularly important to come prepared on the day that you have an in-class meeting, since we'll be having more in-depth discussions and doing activities related to readings. Finally, in our online discussions, it is expected that dialogue will be respectful.

Absences: There are no excused absences; however, you can be absent up to 2 times with no penalty (i.e. missing 2 in-class meetings, 2 virtual attendances, or 1 in-class meeting and 1 virtual attendance). On your third absence, your participation grade will decrease by 5 percent (from 100% to 95%). With each absence after that, your participation grade will be lowered an additional 5 percent. The maximum number of absences permitted are 6 (equivalent to 2 weeks of the course). Your 7th absence will result in an FA (failure of the course due to absence).

Late work: I understand that there may be times during the semester that are particularly stressful or when you're overloaded with assignments; if you need to request an extension on an assignment in our class, you can. I just ask that you do so at least 1 week before the assignment is due. If you do not work out an extension with me in advance and submit your assignment late (less than 1 week after the due date), half a grade will be deducted from your earned grade. If you submit your assignment more than 1 week late without an extension, a full grade will be deducted from your earned grade.

Plagiarism: When a person plagiarizes, they use the words or ideas of another without attributing them to their rightful owner. Plagiarism can be intentional (i.e. knowingly copying/pasting from a source without giving attribution) or unintentional (i.e. forgetting to mark the boundaries between borrowed material and your own thoughts/ideas). You will learn how to integrate sources so that unintentional plagiarism can be avoided. If I determine that you've intentionally plagiarized, you will receive an F for that assignment. If I determine that you've intentionally plagiarized again, you will receive an F for the course. Plagiarism is just counter-productive; if you're struggling with an assignment, please just set up a time to meet with me during my office hours and we can talk it through. :)

Cell phones/laptops: A student of mine wrote a research paper on the negative impact of students being able to use cell phones and laptops freely in the classroom. Her paper was eye-opening for me; the impact on knowledge retention-for both students using the technology and surrounding students due to distraction-was significant. Therefore, cell phone/laptop use will not be permitted in-class unless specified for an activity.

Rubrics: I provide fairly detailed rubrics for the major assignments in this class, including how papers should be organized. This is for several reasons: so that you know what you need to do for an assignment, so that I know how to grade an assignment, and to help you develop an internal sense of organization as a writer. Organization aids the clarity, and thus effectiveness, of

your writing, and it is hoped that after writing a few papers that require a certain organization, writing in an organized way will become second nature.

Resources

Requests for Accommodations: Reasonable academic accommodations may be provided to students who submit appropriate documentation of their disability. Students are encouraged to contact Dr. Christine Mecke in the Office of Student Disability Services, Bellarmine, B-10, at cmecke@sju.edu; or at 610.660.1774 for assistance with this issue. More information can be found here: <https://sites.sju.edu/thesuccesscenter/sds/>.

Counseling: Counseling and Psychological Services (CAPS) offers a safe and confidential setting where personal concerns can be openly explored and discussed with a staff psychologist or doctoral level trainee (under supervision). For more information, visit here (<https://sites.sju.edu/counseling/appointments-and-eligibility/>) or here (<https://sites.sju.edu/counseling/>).

Responsible Reporting: While I want you to feel comfortable coming to me with issues you may be struggling with or concerns you may be having, please be aware that I have some reporting requirements that are part of my job responsibilities at Saint Joseph's University. For example, if you inform me of an issue of sexual harassment, discrimination or sexual misconduct (Sexual Assault, Sexual Harassment, Sexual Exploitation, Domestic Violence, Dating Violence, or Stalking) I will keep the information as private as I can, but I am required to bring it to the attention of the institution's Title IX Coordinator, Mary-Elaine Perry. If you would like to speak with her directly, she can be reached at mperry01@sju.edu or 610-660-1145.

Writing Center: Beginning Aug. 31, the Writing Center will be open online seven days a week. The Writing Center is free to all members of the SJU community. The undergraduate and graduate student writers who make up the staff can assist you in any stage of the writing process, from brainstorming to organizing and developing your ideas, to citing sources to proofreading. Their hours are Monday through Thursday from 10 a.m. to 10 p.m., Friday from 10 a.m. to 1 p.m., Saturday from 11 a.m. to 1 p.m. and Sunday from 6 p.m. to 10 p.m. For more information or to make an appointment, visit the website: <https://sites.sju.edu/writingcenter/>.

Schedule

*Assignments should be completed before class on the days they are listed unless otherwise specified.

Week 1

- Monday, 8/24
 - Group 1 in-class meeting: Introductions / Syllabus Review / Website Setup
- Wednesday, 8/26
 - Group 2 in-class meeting: ""

- Friday, 8/28
 - Group 3 in-class meeting: ""
 - Everyone (by 5pm): Read the Introduction of *Poetry: A Pocket Anthology, 7th edition*. Use the 2 Poem Finders on the discussion page to find a poem that speaks to you. Write a post where you share the poem and why you liked it. Read and respond to two classmate's posts.

Week 2

- Monday 8/31
 - Group 1 in-class meeting: Bring an advertisement to class that employs logos, pathos, or ethos (i.e. from a newspaper, magazine, or website). In-class Diagnostic Essay.
 - Everyone (by 5pm): Read Part 1: Understanding an Argument: An Introduction to Argument in *Practical Argument: A Text and Anthology, 3rd edition*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 9/2
 - Group 2 in-class meeting: ""
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 1 (Lyric Poetry I) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Friday, 9/4
 - Group 3 in-class meeting: ""
 - Everyone (by 5pm): Read Part I: Understanding Argument: The Four Pillars of Argument up to p.27 along with Andrew Herman's essay on p.30 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

Week 3

- Monday, 9/7 - No Class / Labor Day
- Wednesday, 9/9
 - Group 2 in-class meeting: Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Take the timed quiz on Persuasive Appeals on Canvas (under "Quizzes"). Read David Leonhardt's essay on p.33 and Marty Nemko's essay on p.37 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Friday, 9/11
 - Group 3 in-class meeting: ""
 - Everyone (by 5pm): Read Part II: 2. Thinking and Reading Critically up to p.73 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

Week 4

- Monday, 9/14
 - Group 1 in-class meeting: Come prepared to discuss the day's assigned reading/viewing. We will also go over Quiz 1.
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 2 (Lyric Poetry II) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 9/16
 - Group 2 in-class meeting: Come prepared to discuss the day's assigned reading. We will also go over Quiz 1.
 - Everyone (by 5pm): Read Part II: 2. p.77-80 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Friday, 9/18
 - Group 3 in-class meeting: Come prepared to discuss the day's assigned reading/viewing. We will also go over Quiz 1.
 - Everyone (by 5pm): Watch the video explanation of Paper 1's Rubric. Email me with any questions.

Week 5

- Monday, 9/21
 - Group 1 in-class meeting: Bring your Rough Draft of Paper 1 to class for a Peer Review Workshop.
 - Everyone (by 5pm): Read Part II: 4. Writing a Rhetorical Analysis, p.99-119 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 9/23
 - Group 2 in-class meeting: Bring your Rough Draft of Paper 1 to class for a Peer Review Workshop.
 - Everyone (by 5pm): Read Part II: 5. Understanding Logic and Recognizing Logical Fallacies, p.147-163 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Friday, 9/25
 - Group 3 in-class meeting: Bring your Rough Draft of Paper 1 to class for a Peer Review Workshop.
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 3 (Sonnet) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.

Week 6

- Monday, 9/28
 - Group 1 in-class meeting: Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Submit Paper 1. Read "Progressive Ideas Have Killed Free Speech on Campus", p.175-177 and "Universities are Right to Crack Down on Speech and Behavior", p.183-186 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

- Wednesday, 9/30
 - Group 2 in-class meeting: Come prepared to discuss the day's assigned reading/viewing.
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 4 (Ballad) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Friday, 10/2
 - Group 3 in-class meeting: Come prepared to discuss the day's assigned reading/viewing.
 - Everyone (by 5pm): Take the timed quiz on Logical Fallacies on Canvas (under "Quizzes"). Watch the video explanation of Paper 2's Rubric. Email me with any questions.

Week 7

- Monday, 10/5
 - Group 1 in-class meeting: Paper 1 Debrief and Bring your Rough Draft of Paper 2 to class for a Peer Review Workshop.
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 5 (Ode) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 10/7
 - Group 2 in-class meeting: Paper 1 Debrief and Bring your Rough Draft of Paper 2 to class for a Peer Review Workshop.
 - Everyone (by 5pm): Take the timed quiz on Poetic Forms and Devices learned up to this point on Canvas (under "Quizzes").
- Friday, 10/9
 - Group 3 in-class meeting: Paper 1 Debrief and Bring your Rough Draft of Paper 2 to class for a Peer Review Workshop.
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 6 (Blank Verse) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.

Week 8

- Monday, 10/12
 - Group 1 in-class meeting: Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Submit Paper 2. Read Part III: 7. Planning, Drafting, and Revising an Argumentative Essay, p.254-267 up to "Establishing Credibility" in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts. Watch the video explanation of Paper 3's Rubric. Email me with any questions.
- Wednesday, 10/14
 - Group 2 in-class meeting: Come prepared to discuss the day's assigned reading.
 - Read Part III: 7. p.267-284 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

- Friday, 10/16
 - Group 3 in-class meeting: Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Read Part IV: 8. Finding and Evaluating Sources, p.287-307 up to "Evaluating Websites" in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

Week 9

- Monday, 10/19 - Mid-term grades due
 - Everyone: Library Instruction Session via Zoom for Paper 3
- Wednesday, 10/21
 - Group 2 in-class meeting: Paper 2 Debrief. Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Watch Online Research Walk-through Video. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Friday, 10/23
 - Group 3 in-class meeting: Paper 2 Debrief. Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Read Part IV: 9. Summarizing, Paraphrasing, Quoting, and Synthesizing Sources, p.329-343 in *PA*. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

Week 10

- Monday, 10/26
 - Group 1 in-class meeting: Paper 2 Debrief. Come prepared to discuss the day's assigned reading.
 - Everyone (by 5pm): Read Part IV:10. Documenting Sources: MLA, p.345-367 in *PA*. I also recommend viewing the Video on MLA vs. APA In-text Citations. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 10/28 - Reading Day / No class
- Friday, 10/30
 - Group 3 in-class meeting: Mid-term check-ins (sign up for 8 min time slot on Google Doc).
 - Everyone (by 5pm): Read Part IV:11. Using Sources Responsibly, p.370-381. Watch my video talk on Plagiarism. Write a post that answers the day's discussion question. Read and respond to two classmate's posts.

Week 11

- Monday, 11/2
 - Group 1 in-class meeting: Mid-term check-ins (sign up for 8 min time slot on Google Doc).

- Everyone (by 5pm): Read/Watch the material in Poetry Set 7 (Epic Poetry) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 11/4
 - Group 2 in-class meeting: Mid-term check-ins (sign up for 8 min time slot on Google Doc).
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 8 (Occasional Poetry and Elegy) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Friday, 11/6
 - Group 3 in-class meeting: Come prepared to discuss the day's assigned reading/viewing.
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 9 (Free Verse) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.

Week 12

- Monday, 11/9
 - Group 1 in-class meeting: Bring your Rough Draft of Paper 3 to class for a Peer Review Workshop
 - Everyone (by 5pm): Take the timed quiz on Poetic Forms learned since the last quiz and Poetry Analysis on Canvas (under "Quizzes"). Read/Watch the material in Poetry Set 10 (Confessional Poetry) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 11/11
 - Group 2 in-class meeting: Bring your Rough Draft of Paper 3 to class for a Peer Review Workshop
 - Everyone (by 5pm): Read/Watch the material in Poetry Set 11 (Spoken Word/Performance Poetry) and write a post that answer's the day's discussion question. Read and respond to two classmate's posts.
- Friday, 11/13
 - Group 3 in-class meeting: Bring your Rough Draft of Paper 3 to class for a Peer Review Workshop
 - Everyone (by 5pm): Read/Watch the material in the Haiku Module and write a post that answers that day's discussion question. Read and respond to two classmate's posts.

Week 13

- Monday, 11/16
 - Group 1 in-class meeting: Magnetic Poetry Exercise / Poetry Assignment Brainstorming
 - Everyone (by 5pm): Submit Paper 3. Watch the video explanations of the rubrics for Paper 4 and the Poetry Assignment. Email me with any questions.
- Wednesday, 11/18

- Group 2 in-class meeting: Magnetic Poetry Exercise / Poetry Assignment Brainstorming
 - Everyone: Work on Poetry Assignment.
- Friday, 11/20
 - Group 3 in-class meeting: Magnetic Poetry Exercise / Poetry Assignment Brainstorming
 - Everyone: Work on Poetry Assignment.

Week 14

- Monday, 11/23
 - Group 1 in-class meeting: Come prepared to discuss the day's assigned viewing.
 - Everyone (by 5pm): Watch “Networking Basics” video (roughly 50 min) [here](#). Write a post that answers the day's discussion question. Read and respond to two classmate's posts.
- Wednesday, 11/25 - Sunday, 11/29 - Thanksgiving Break (Expect to receive grades/feedback on Paper 3 between 11/23-11/27)

End of in-class meetings / Fully online for rest of semester

Week 15

- Monday, 11/30
 - Everyone (by 5pm): Submit Paper 4. Watch the Comprehensive Concept Quiz Video Review.
- Wednesday, 12/2
 - Everyone: Poetry Assignment Presentations on Zoom - Day 1
- Friday, 12/4 - Last day of class
 - Everyone: Poetry Assignment Presentations on Zoom - Day 2

Finals Week (Monday, 12/7-Saturday 12/12)

- Wednesday, 12/9
 - Everyone (by 5pm): Submit your Craft Packet and take the timed Comprehensive Concept Quiz on Canvas (under "Quizzes").