Ev'rythin's up to date in Kansas City
They've gone about as fur as they c'n go!
They went and built a skyscraper seven stories high
About as high as a buildin' oughta grow
Ev'rythin's like a dream in Kansas City
It's better than a magic lantern show!
--“Kansas City” from the musical Oklahoma

COURSE DESCRIPTION AND OBJECTIVES

In this course, you will develop your skills as a careful, thoughtful, and effective reader and writer. You will become better at the kinds of reading and writing expected of you as a college student, in your professional career, and as a thinking person. You will learn what it means to identify or construct an issue to write about, to consider and reconsider that issue as you investigate it further, and to craft the best available means of support and expression given your audience and your purpose. You will learn a set of language- and logic-based concepts and a vocabulary of language analysis and rhetorical strategy. As you learn more about how language and persuasion work, and as you learn to recognize and use more features of style and argument, you have a greater range of choices to make in crafting your own writing.

This is also an academic service-learning course, and you will participate in an extremely significant project involving Kansas City history. As part of a community project involving the 49/63 Neighborhood Coalition (http://www.4963.org), the UMKC Writing Center, and UMKC’s Students in the City, you will help collect oral histories from longtime residents, and perhaps former residents, of local neighborhoods. Details are to be found on the attached handout. You will talk with interesting people and record their life stories. You will act as a mentor and collaborator with a student from University Academy, an institution with which the Honors Program is already partnered. You will learn about the tradition of recording and preserving oral history. And finally, you will learn to work with digital audio equipment, creating valuable resources to be used by interested parties for generations to come.

COURSE TEXTS

The following texts have been ordered at the UMKC bookstore, but you can buy books 2. and 3. just about anywhere.

1. Introduction to Academic Writing workbook (The cover of this workbook refers to the University of Maryland, but you should buy it anyway.)
2. Whitney Terrell, The Huntsman
3. MLA Handbook for Writers of Research Papers (The 5th, 6th, or 7th edition will do)

ASSIGNMENTS

Various assignments (in-class writing, draft workshops, exercises, quizzes, homework, memos, library assignments)
AS-L Journal & Reflections 10%
In-class definition essay 10%
In-class essay of praise or blame. 10%
Test: rhetorical analysis 10%
What are the Issues? Paper 15%
Pro/Pro Arguments Paper 15%
Final Position Paper 20%

Course Policies

Attendance: I keep track of attendance. Your regular attendance and participation are vital to the success of this class. You may miss three classes without penalty. Your final grade for the course will drop half a letter grade for every class missed beyond that.

Format for written assignments: All work done outside of class to be turned in must be typed or produced on a word processor. Buy a portfolio at the bookstore and keep all of your writing in it; each time a paper is due, turn in the entire portfolio. Your papers should have the following: no cover page; one-inch margins all the way around the page; text that is 12 point/10 cpi (e.g. typeface of Times New Roman); page numbers on every page; one staple (no paperclips) in the upper left-hand corner. I do not accept papers turned in as email attachments; however, to provide you with (hopefully) helpful feedback, I am happy to look at an early draft of a paper sent via email attachment at least four business days before the paper is due. If I ask you to rewrite one of your papers, you must turn in the first graded version of the paper along with your revision. The first page of your paper must have your name, the due date, the course number, and my name on the first page in the upper left-hand corner, like this:
  Chris Student
  September 13, 2004
  English 225
  Dr. Williams

Late papers: I will accept one paper late by as much as one class period with no questions asked, but each additional weekday after the one day of grace will lower your paper's grade by one letter grade. If you wish to take advantage of the late paper policy, you must attach a typed or handwritten explanation for the lateness to the paper; if you do not attach an explanation, I will not accept the paper. After that one paper, I will not accept additional late papers at all. You will receive no credit for any additional papers turned in late. Only documented, excused absences will deserve any special consideration. This policy is non-negotiable.

Disabilities: If you have any special needs that will affect your performance in this course, please let me know as soon as possible so that I might work to meet your needs. If you have not done so already, you should consider visiting the Office of Services for Students with Disabilities in room 350 of the Administrative Center. 816-235-5696 - <http://www.umkc.edu/disability/> - disability@umkc.edu

Academic Dishonesty: Students are expected to be familiar with the code of student conduct printed in the UMKC General Catalog and on the UMKC website. In this course, any act of dishonesty on an assignment automatically earns a student a grade of 0 (zero) for that assignment as well as referral to the appropriate UMKC office.
Communication: You should take advantage of my office hours, during which time I am happy to talk with you in person. You may also call me on my office telephone or send me an email. I respond to phone calls instantly (if you reach me), and I respond to emails and voicemail within 2 business days. Note: In the time before and after class, I am usually distracted and concentrating on what I have to say that particular day. If you have something important to communicate to me, put it in writing and give it to me on paper or via email. You can also speak with me, of course, but I do not guarantee that I will remember what you've told me or asked me unless you also put it in writing. Do not assume that you have my assent or permission for something unless I have put it in writing and given it to you.

Email and Internet Access: UMKC provides a free Exchange email account for each student, and I advise you to use this as your account for this class. See http://www.umkc.edu/exchange-faq Using UMKC email is not required, but if you use another email service, you are responsible for ensuring that this service does not block or filter email from me or the class listserv. In the past, some students using non-UMKC accounts have had problems receiving important information. Remember that UMKC has many computers on campus available for your use. See http://www.umkc.edu/labs/ Miller Nichols Library is an easy-to-reach location for such Internet access.

Course Calendar
All reading assignments should be completed before the class meets.

T Jan 11 Introduction to the course and to each other.
What is Rhetoric?

R Jan 13 The Importance of Audience
Exigence
Definition assignment introduced

Read: “Writing for Readers: The Rhetorical Situation”; “Audience Analysis”; “Tactics of Definition”; “Prototypes and Definitions”

Start thinking about a term to define.

T Jan 18 Academic Service Learning introduced
Definition and audience continued
Strategies for outlining arguments: writing before you write

Due today: audience analysis exercises

Due by midnight: email me a term for definition. Explain why the definition is needed, who the audience is, and what tactics you will use for the definition.

R Jan 20 Assignment: Definition essay to be written in class

T Jan 25 Whitney Terrell, The Huntsman
Chapters 1-6

R Jan 27 The Huntsman
Chapters 7-11

T Feb 1 The Huntsman
Chapters 12-20
R Feb 3  
*The Huntsman*
Chapters 20-28 + epilogue

T Feb 8  
Epideictic rhetoric: the rhetoric of praise or blame
Reviews of *The Huntsman*
**Due by midnight:** email me a topic for praise or blame and an audience analysis.

R Feb 10  
Essay of praise or blame to be written in class

T Feb 15  
Readings on and participation in Academic Service Learning (AS-L) and Oral Histories

R Feb 17  
AS-L

T Feb 22  
AS-L

R Feb 24  
AS-L

T Mar 1  
AS-L

R Mar 3  
Introduction to 4 Linked Assignments
1. Annotated Bibliography
2. What are the Issues?
3. Pro/Pro Arguments
4. Final Position Paper
Research begins after Spring Break

T Mar 8  
Spring Break!

R Mar 10  
Spring Break!

T Mar 15  
Class meets in Library for a workshop on conducting your research using academic resources. Go to circulation desk and ask for directions

**Read:** *MLA Handbook*
- chapter 1.5, “Compiling a Working Bibliography,”
- chapter 1.7, “Taking Notes”
- chapter 1.8, “Outlining”
- chapter 1.9, “Writing Drafts”

R Mar 17  
Creating coherent paragraphs
**Read:** “Arrangement: Coherence at Different Levels” (101); “Guidelines for Paragraphing,” “Making Connections within Paragraphs,” “Coherence and sentence structure: the given/new contract,” “Some Problems with Coherence” (114-123)

T Mar 22  
Writing an effective and efficient annotated bibliography
**Read:** Positions of emphasis, IAW 161-163; Sentence combining, IAW 167-168

R Mar 24  
Effective Introductions and Conclusions
**Read:** “Introductions,” “Conclusions,” (102-106)
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| Mar 29 | T   | Discussion of “What are the Issues?” paper  
*Review: MLA Handbook chapter 5, “Preparing the List of Works Cited”  
*Due: Annotated Bibliography |
| Mar 31 | R   | No class: GHW out of town |
| Apr 5  | T   | Draft workshop  
*Due: “What are the Issues?” paper draft |
| Apr 7  | R   | Intro to the Pro/Pro Assignment; Parodies of Marked Style; Figures of Speech  
*Read: IAW 28-30, 171-180  
*Due: final draft of “What are the Issues?” paper |
| Apr 12 | T   | More on logos: Lines of argument  
*Read: IAW 75-81 |
| Apr 14 | R   | Draft Workshop  
*Due: Two copies of draft of “Pro/Pro Assignment” |
| Apr 19 | T   | Introduction to the Final Position Paper; Parts of a full argument  
*Read: IAW 31-32, 107-113  
*Due: Pro/Pro Assignment |
| Apr 21 | R   | Responding to opposing views: refuting, conceding, bridging  
*Read: IAW 88-90 |
| Apr 26 | T   | Review of rhetorical appeals; Identifying logical fallacies  
*Read: IAW 91-98 |
| Apr 28 | R   | Draft Workshop:  
*Due: draft of Final Position Paper |
| May 3  | T   | Course Evaluations  
*Due: Final Position Paper |