



## PSJA Dual Credit Summer Session I English Rhetoric & Composition

### General Information

Instructor : Paul Pérez-Jiménez  
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**“Reading must move us towards knowledge otherwise, it is either not needed, because we know it all, or we do not understand it. Consequently, our reading, thus our words, becomes either our infinite horizon or true border.”**

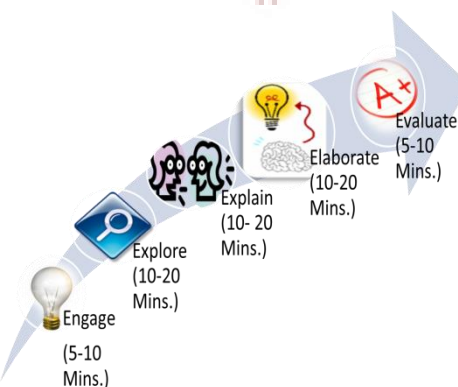
### Course Description:

**ENGL Rhet/Composition:** This course focuses on the development of effective communication through written discourse. Emphasis is placed on the process of writing, including pre-writing, writing, stages of revision, and editing. Students will learn to employ various organizational strategies to expository essays and will analyze style, tone, and point of view in different literary genres. Prerequisite: A passing score of 220+ on the writing portion of the THEA test, or completion of ENGL 91 with a grade of "C" or higher; or THEA exemption via SAT or ACT scores.

**Classroom Setup:** This course will expose you to the same types of tasks as on the AP Language exams and activities; for example, close reading of fiction and nonfiction texts, responding to writing prompts, writing under timed conditions, and writing for multiple purposes (persuasion, argumentation, literary analysis, and synthesis). But, most of all we will be using the Socratic method of teaching, which is a student-centered approach that challenges learners to develop their critical thinking skills and **engage** in analytic discussion. The instructor **engages** students by asking questions that require answers to questions that are not a stopping point for thought but are instead a beginning to further **explore**, research, and analysis which in turn are used as stepping stones to their writing. The questions are formulated in a manner that requires the students to consider how they **explain**, rationalize and respond logically about topics. The goal of the Socratic Method is to help students process information and engage in deeper understanding of controversial topics in order for them to further **explain** and **elaborate** their views on the subject. Most importantly, Socratic teaching engages students in **dialogue and discussion** that is collaborative and open-minded as opposed to debate, which is often competitive and individualized. Students in turn use the information generated during these discussions to

formulate a written response as further evidence and **evaluation**. It is highly recommended to take notes during these discussions and, as a rule of thumb, if the instructor writes anything on the board you should also write it in your notes. (He must have written it to emphasize its importance.)

Furthermore, through an in depth analysis of the thematic unit on “Human Nature” we will explore not only language of rhetoric but literature as well. As time permits we will concentrate on readings that emphasize “Man’s Humanity” and the topics/themes/discussions that it generates.



### Core Objectives:

**Critical Thinking Skills:** To include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information.

**Communication Skills:** To include effective development and expression of ideas through written, oral, and visual communication.

**Teamwork:** To include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal.

**Personal Responsibility:** To include the ability to connect choices, actions and consequences to ethical decision-making.



## Grading Policy

In this class the final grade will consist of 15 assignments, i.e. 5 Doodles, 5 Drafts/Peer Reviews, and 5 online published essays. All will be worth 10 points except for the online published essays which will be worth 20 points for a total of 200. Table will be forthcoming.

## Description of Major Assignments.

**Responses/Reading Quizzes:** Throughout the semester you will read, analyze, and respond to various readings, other students, and general discussions. More specific reading response prompts will be provided for each of these responses on our schedule.

**Discourse Community Analysis:** For the second essay in this course, you will show your understanding of discourse communities and how different disciplines, subjects, and groups share knowledge of a particular topic and employ specialized language or other forms of communication. It will be based on the chapter 3 of *Successful College Writing* and will answer the question, “What do the readings say about human nature?” Your essay will demonstrate how you have successfully joined a discourse community and learned to communicate effectively and convincingly within that discourse community by using appeals specific to the members of the community.

**Rhetorical Analysis:** For this essay, you will select an essay from one of the selected readings: You will write a rhetorical analysis of a designated essay from your selected cluster. This essay requires you to identify the main components of an author’s scholarly argument, evaluate its rhetorical effectiveness, and convey these points to an audience in a well-organized and college level essay.

**Synthesis Essay:** For this essay, you will continue your writing on the topic cluster you selected for the Rhetorical Analysis. You will choose a particular ethical/social controversy and synthesize information from multiple scholarly sources in order to develop an original claim such as: Human Nature – Rudeness or insults as persuasion, Human Nature –Cruel to be kind, Human Nature – Do we love violence? Human Nature – Apathy (I don’t care or I don’t know?), Human Nature – are we truly free? This assignment also asks you to engage with material responsibly through proper documentation. In this essay you are asked to identify and analyze complex ideas and communicate connections among them to a specific audience. After reading multiple sources about your chosen topic, you will develop a clear central claim and use multiple sources to support your claim.

**Class Participation:** You will be graded daily on class participation, which includes coming to class prepared, making thoughtful contributions in response to the readings, asking and answering questions, and presenting a general attitude of interest in the course content. In other words you must speak and participate in each class. See other key points at end of syllabus.

**Peer Reviews.** You will take part in peer writing groups that involve the discussion and evaluation of each other’s work at a collaborative level. All team members will provide insight into the ethical and/or social issues discussed in their peer’s work, while incorporating productive feedback into their own essays. Each essay will include mandatory peer review workshops. You will be required to include all peer review materials in the paper’s final folder in order to receive full credit and to upload your Team Member Assessment Survey.



## I. Text & other Resources

McWhorter, Kathleen T. *Successful College Writing*, 5<sup>th</sup> Edition. New York: Bedford 2012

### Required Supplies

Students will need the following materials in this course:

- 1) Access to a computer **-laptops & tablets allowed/encouraged.**
- 2) Pencil or Black or blue ink
- 3) Paper

### PSJA Dual Credit Summer I English Rhetoric & Composition Assignment Calendar

*\*This is a preliminary, flexible schedule that is subject to change and may not include all assignments.*

Engl Rhetoric & Composition What does <i>Successful College Writing</i> have to do with human nature and me Summer I				
Week	Monday	Tuesday	Wednesday	Thursday
I 6/1- 6/4	Welcome Syllabus, How you Learn Survey Doodle, American Jerk Doodle Response	Response Essay Draft	Response Essay Draft peer review	Response Essay publish on line
II 6/8 6/11	Right Place, Wrong Face Doodle Response	Discourse Community Analysis Draft	Discourse Community Analysis Draft peer review	Discourse Community Analysis publish on line
III 6/15- 6/18	Lady in Red Doodle Response	Rhetorical Analysis Draft	Rhetorical Analysis Draft peer review	Rhetorical Analysis Essay publish on line
IV 6/22 6/25	Combat High Doodle Response	Synthesis Essay Draft	Synthesis Essay Draft peer review	Synthesis Essay publish on line
V 6/29- 7/2	Why We Sometimes Act with Kindness Doodle Response	Final Essay Draft	Final Essay Draft peer review	Final Essay publish on line



### Class Participation Expectations

The student will:

- Be prepared with correct materials to perform the assigned tasks, every day
- Be courteous when others are speaking and avoid cellphone/laptop use except when appropriate
- Respect other people's property and ideas
- Be an active participant in class discussion, coursework, and collaborative group work while avoiding excessive restroom use or other interruptions
- Understand and demonstrate writing and speaking processes through invention, organization, drafting, revision, editing, and presentation.
- Understand the importance of specifying audience and purpose and to select appropriate communication choices.
- Understand and appropriately apply modes of expression, i.e., descriptive, expository, narrative, scientific, and self-expressive in written, visual, and oral communication.
- Participate effectively in groups with emphasis on listening, critical and reflective thinking, and responding.
- Understand and apply basic principles of critical thinking, problem solving, and technical proficiency in the development of exposition and argument.
- Develop the ability to research and write a documented paper and/or to give an oral presentation.

**Late Assignments.** Assignments turned in after the due date are not allowed unless the instructor has agreed to late submission *in advance of the due date*. A ten-percent deduction for each calendar day following the agreed due date will be assessed. Work is not accepted after three late days. If you must be absent, your work is still due on the assigned date.

### Attendance Policy

Refer to the STC & PSJA ISD Attendance Policy.