

ENGL 1900 – Advanced Strategies of Rhetoric and Research: Conflict, Social Justice, and Rhetoric | Fall 2021 | MWF 12:00-12:50 | De Peres Hall 208 | Dr. Allen Brizee  
Email: allen.brizee@slu.edu | Office hours: Mon. 10:00-11:00, Tues. 1:00-2:00, Fri. 1:30-2:30, by appointment  
Pre-requisites: ENGL 1500, SLUEP with a minimum score of 1900, or SLU English Portfolio with a minimum score of P

When you email me, please write our course number in the subject line, followed by your name and the topic of your message. I answer emails Mon.-Fri. 8:00 AM-6:00 PM and *infrequently* on weekends. This syllabus is subject to change, but I will notify you of changes in class and through the course website. By remaining in this class, you agree to the requirements in this syllabus.

### **Required Texts and Course Materials**

- *Read, Reason, Write: An Argument Text and Reader*, 12<sup>th</sup> edition, Dorothy Seyler, Allen Brizee
- Course websites: <https://www.allenbrizee.com> and the Purdue OWL

Please bring *Read, Reason, Write* and *Easy Writer* to class everyday.

### **Course Description**

English 1900 studies complex structures of language including its logical and persuasive possibilities. Emphasizes analytical reading, critical thinking, and research methodology skills. This section of 1900 focuses on conflict and social justice issues related to a range of issues, which may include poverty, policing, incarceration, and historical memory, among others. Conflicts around these and other issues have become acute in the last few years, across the nation and right here in St. Louis. By researching these issues and their impact on our society, students will prepare themselves to intervene rhetorically into these and related situations.

Specifically, we will be studying structural racism and its effects on St. Louis and Saint Louis University (SLU). To this end, we will develop strategies to help you analyze, understand, and participate (read, reason, write) in different types of communication from different types of media, such as the web, social networking technologies, mobile devices, and print documents. We will also examine the ancient roots of rhetoric and then move to more contemporary theories of communication. In doing so, we will learn more about important issues facing the greater St. Louis area. Studying the theories behind our discourse will help you identify and respond to the rhetorical situations you will face in other courses and help you succeed once you graduate and become a productive participant in society. In these ways this class supports the Jesuit values of *eloquentia perfecta* (perfect eloquence) and *vita active* (active life).

In this course, you will learn how power, place, and privilege impact the lives of minorities as we explore the effects of systemic racism on housing, education, employment, healthcare, religion, politics, drug use and crime, and incarceration. To develop our understanding of these complex issues, we will explore these questions: What is the history and impact of systemic racism in St. Louis and SLU? As members of the SLU community, what might we do through our research, writing, and actions to address systemic racism in St. Louis and at our university?

### **Learning Outcomes**

This class supports the learning outcomes established for the Saint Louis University (SLU) writing program, *Eloquentia Perfecta* (EP1), and for the university.

#### *Course Learning Outcomes*

1. Write and design persuasive messages for specific purposes, audiences, and contexts
2. Analyze messages and arguments using a sophisticated rhetorical vocabulary
3. Summarize, paraphrase, and quote appropriate research sources accurately and fairly
4. Evaluate their [students'] own compositions and rhetorical choices

5. Remember and understand the basic tenants of structural racism and its impact on inequity in American and St. Louis, as well as the conflict this inequity has caused
6. Demonstrate the ability to apply, analyze, and evaluate information related to structural racism and compose writing appropriate for a first-year writing course discussing these issues

### *EP1 Learning Outcomes*

1. Write and design persuasive messages for specific purposes, audiences, and contexts.
2. Analyze messages and arguments using a sophisticated rhetorical vocabulary.
3. Summarize, paraphrase, and quote appropriate research sources accurately and fairly.
4. Evaluate their own compositions and rhetorical choices.

### *University Learning Outcomes for Written and Oral Communication*

Student Learning Outcome 3: Assess evidence and draw reasoned conclusion – Achievement level: Introduce

Student Learning Outcome 4: Communicate effectively in writing, speech, and visual media – Achievement level: Introduce, developing

This course will also provide you with a meaningful understanding of the histories and perspectives of nondominant cultures and minority groups in the U.S, specifically in St. Louis. You will develop competency in discerning the ways in which factors such as power, place, and privilege shape the lives of historically disenfranchised groups.

For the purposes of this course, we will be using Feagin's (2014) definition of systemic racism:

Systemic racism involves both the deep structures and the surface structures of racial oppression. It includes the complex array of antiblack practices, the unjustly gained political-economic power of whites, the continuing economic and other resource inequalities along racial lines, and the emotion-laden racist framing created by whites to maintain and rationalize their privilege and power. (p. xiv)

### **Course Policies**

#### *Mandatory Syllabus Statement on Face Masks (2021-2022)*

Throughout the COVID-19 pandemic, key safeguards like face masks have allowed SLU to safely maintain in-person learning. If public health conditions and local, state, and federal restrictions demand it, the University may require that all members of our campus community wear face masks indoors.

Therefore, any time a University-level face mask requirement is in effect, face masks will be required in this class. This expectation will apply to all students and instructors, unless a medical condition warrants an exemption from the face mask requirement (see below).

When a University-wide face mask requirement is in effect, the following will apply:

- Students who attempt to enter a classroom without wearing masks will be asked by the instructor to put on their masks prior to entry. Students who remove their masks during a class session will be asked by the instructor to resume wearing their masks.
- Students and instructors may remove their masks briefly to take a sip of water but should replace masks immediately. The consumption of food will not be permitted.
- Students who do not comply with the expectation that they wear a mask in accordance with the University-wide face mask requirement may be subject to disciplinary actions per the rules, regulations, and policies of Saint Louis University, including but not limited to those outlined in the Student Handbook. Non-compliance with this policy may result in disciplinary action, up to and including any of the following:

- dismissal from the course(s)
  - removal from campus housing (if applicable)
  - dismissal from the University
- To immediately protect the health and well-being of all students, instructors, and staff, instructors reserve the right to cancel or terminate any class session at which any student fails to comply with a University-wide face mask requirement.

When a University-wide face mask requirement is not in effect, students and instructors may choose to wear a face mask or not, as they prefer for their own individual comfort level.

#### ADA Accommodations for Face Mask Requirements

Saint Louis University is committed to maintaining an inclusive and accessible environment. Individuals who are unable to wear a face mask due to medical reasons should contact the Office of Disability Services (students) or Human Resources (instructors) to initiate the accommodation process identified in the University's ADA Policy. Inquiries or concerns may also be directed to the Office of Institutional Equity and Diversity. Notification to instructors of SLU-approved ADA accommodations should be made in writing prior to the first class session in any term (or as soon thereafter as possible).

**Personal note: Please wear your mask properly (over nose and mouth). I have an infant son at home, and my wife is a Type-1 diabetic. While my wife and I are vaccinated, my infant son, obviously, is not. I am doing all I can to protect *your* health and the health of my family. I expect you to do the same. Working safely together, we can get through this very challenging situation ☺ Thanks.**

#### *2021-2022 Mandatory Syllabus Statement on In-Person Class Attendance and Participation*

The health and well-being of SLU's students, staff, and faculty are critical concerns, as is the quality of our learning environments. Accordingly, the following University policy statements on in-person class attendance are designed to preserve and advance the collective health and well-being of our institutional constituencies and to create the conditions in which all students have the opportunity to learn and successfully complete their courses.

1. Students who exhibit any potential COVID-19 symptoms (those that cannot be attributed to some other medical condition the students are known to have, such as allergies, asthma, etc.) shall absent themselves from any in-person class attendance or in-person participation in any class-related activity until they have been evaluated by a qualified medical official. Students should contact the University Student Health Center for immediate assistance.
2. Students (whether exhibiting any of potential COVID-19 symptoms or not, and regardless of how they feel) who are under either an isolation or quarantine directive issued by a qualified health official must absent themselves from all in-person course activities per the stipulations of the isolation or quarantine directive.
3. Students are responsible for notifying their instructor of an absence as far in advance as possible; when advance notification is not possible, students are responsible for notifying each instructor as soon after the absence as possible. Consistent with the University Attendance Policy, students also are responsible for all material covered in class and must work with the instructor to complete any required work. In situations where students must be absent for an extended period of time due to COVID-19 isolation or quarantine, they also must work with the instructor to determine the best way to maintain progress in the course as they are able based on their health situation.
4. Consistent with the University Attendance Policy, students may be asked to provide medical documentation when a medical condition impacts a student's ability to attend and/or participate in class for an extended period of time.

5. As a temporary amendment to the current University Attendance Policy, all absences due to illness or an isolation/quarantine directive issued by a qualified health official, or due to an adverse reaction to a COVID-19 vaccine, shall be considered “Authorized” absences

### *Submitting Assignments*

Deadlines are important in academia. This semester, each assignment will have a specified due date, and unless stated otherwise, will be due in class on that date. If you must turn in late work, contact me, and I may grant an extension. Unless you have an extension, late assignments will be reduced by one letter grade each day they are late (this includes weekends). **You will submit formal papers and homework to me in a large envelope, so please obtain one now. We will use the same envelope all term.**

### *Academic Integrity*

Academic integrity is honest, truthful and responsible conduct in all academic endeavors. The mission of Saint Louis University is “the pursuit of truth for the greater glory of God and for the service of humanity.” Accordingly, all acts of falsehood demean and compromise the corporate endeavors of teaching, research, health care, and community service through which SLU fulfills its mission. The University strives to prepare students for lives of personal and professional integrity, and therefore regards all breaches of academic integrity as matters of serious concern. The full University-level Academic Integrity Policy can be found on the Provost's Office website at:

[https://www.slu.edu/provost/policies/academic-and-course/policy\\_academic-integrity\\_6-26-2015.pdf](https://www.slu.edu/provost/policies/academic-and-course/policy_academic-integrity_6-26-2015.pdf).

### *Class Preparation and Participation*

Come to class having read and thought about the assignments. We will begin each class with either a summary of assigned readings or a discussion. Your participation in the discussions affects your grade. As assigned, complete the end-of-chapter exercises and questions in *Read, Reason, Write* as prompts for class discussion.

### *Cell Phone and Laptop Etiquette*

Turn off your phone ringers at the door and use cell phones for medical or family emergencies only. **If you use a laptop to take notes in class, please do not use IM, Facebook, etc., and please do not surf the web. When we are in class, I expect your full attention. I will ask you to leave the class, and you will receive an absence, if you do not follow these guidelines.**

## **Course Requirements**

### *Informal Writing*

Informal writing includes in-class reflections and homework. In-class reflection will allow you to think back on and write about class reading and your experiences. Reflections follow the What? So what? Now what? model. For homework, you will complete two short writing assignments and some of the chapter exercises for assigned readings. Please submit these typed on their due dates listed on the course website.

You will take two exams in this class: a grammar and mechanics exam, and a final exam. To help you pass the grammar and mechanics exam, you should participate in the in-class exercises, complete Purdue OWL exercises on areas in which you struggle, and study the Big Seven handout and Punctuation Pattern Sheet available on the course website. To help you pass the final exam, you should keep up with the readings, attend class, complete the homework, and participate in discussions. **Attendance at your scheduled final exam time is required to pass. Please obtain university permission and let me know in advance if you need to reschedule your exam due to exam scheduling conflict.**

### *Formal Writing*

Formal papers must follow proper MLA, APA, or CMS style to pass, **and you must complete all papers to pass the class.**

The three major assignments are as follows:

1. **Project 1: The Style Analysis Paper.** Read and analyze an article from our course readings, focusing on the rhetorical impact of the article's style
2. **Project 2: The Rhetorical Analysis Paper.** Read, analyze, and evaluate an argumentative speech from our textbook, focusing on the rhetorical strategies used by the author
3. **Project 3: The Research and Proposal Paper** – Explore a local problem involving systemic racism and propose one or two feasible strategies to address this problem

For Project 1, you will write 750 words. For Project 2, you will write 2,000 words. For Project 3, you will write 2,000 words, which does *not* include the required annotated bibliography and work log. You will also create and deliver a five-minute PowerPoint presentation. For Projects 1 and 2, you may choose one to revise and submit at the end of the term. I grade papers based on this system:

Concept	Structure	Design	Style & G/M
High-level concerns: purpose, audience, effective research, knowledge of topic	Strong thesis, logical and detailed argument or exploration, effective paragraph organization	Document design, adherence to HATS, professional pages, accurate visuals	Sentence-level organization, prose, grammar, punctuation, mechanics, citation

The rough draft for Project 1 is worth 2 points, and the rough drafts for Projects 2 and 3 are worth 4 points. The grading scales (in points) for the formal writing assignments are as follows:

**Project 1 (10 points)**

10-9.3 A	7.6-7.3 C
9.2-9 A-	7.2-7 C-
8.9-8.7 B+	6.9-6.7 D+
8.6-8.3 B	6.6 D
8.2-8 B-	6.5-0 F
7.9-7.7 C+	

**Projects 2 & 3 (20 points)**

20-18.6 A	15.2-14.6 C
18.4-18 A-	14.39-14 C-
17.8-17.4 B+	13.79-13.4 D+
17.2-16.59 B	13.20 D
16.4-16 B-	13-0 F
15.8-15.4 C+	

*Rough Drafts*

You are required to bring rough drafts to our writing workshops. Failure to bring rough drafts to the writing workshops will automatically deduct the rough draft points from your final draft grade.

*Conferences*

During the semester, we will meet individually to discuss your work. Failure to attend our scheduled conference day equals an absence.

*Extra Credit*

Extra credit assignments are available throughout the semester and listed on the course website.

**Assignments and Course Grading**

The tables below detail assignment grade weight and the course grading scale. You may track your grades by filling in the grades you receive in the far-right column. I also encourage you to meet with me to discuss your progress in this class.

### Assignment Grade Weight

Assignments	Titles	Point Value (%)	Your Grade
Four Formal Papers	Project 1: Style Analysis	10	
	Project 2: Rhetorical Analysis	20	
	Project 3: Research and Proposal	30 points total (20 points for paper, 10 points for presentation)	
Exams & Homework	G/M Exam	10	
	Final Exam	10	
	Two homework assignments: op-eds	10 total (5 pts. ea.)	
Class Participation	Chapter summaries, in-class discussion, in-class reflection	10	
		<b>100 Points Total (%)</b>	

### Course Grading Scale

Course Points (%)	Grade	SLU Grade Points
100-93	A	4.00
92-90	A-	3.70
89-87	B+	3.30
86-83	B	3.00
82-80	B-	2.70
79-77	C+	2.30
76-73	C	2.00
72-70	C-	1.70
69-66	D	1.00
65-0	F	0.00

### Disability Accommodations

Students with a documented disability who wish to request academic accommodations must formally register their disability with the University. Once successfully registered, students also must notify their course instructor that they wish to use their approved accommodations in the course.

Please contact the Center for Accessibility and Disability Resources (CADR) to schedule an appointment and to discuss accommodation requests and eligibility requirements. Most students on the St. Louis campus will contact CADR, located in the Student Success Center and available by email at [accessibility\\_disability@slu.edu](mailto:accessibility_disability@slu.edu) or by phone at 314.977.3484. Once approved, information about a student's eligibility for academic accommodations will be shared with course instructors by email from CADR and within the instructor's official course roster. Students who do not have a documented disability but who think they may have one also are encouraged to contact to CADR. Confidentiality will be observed in all inquiries.

### Student Athletes

If you are a student athlete, please provide me with your travel and game schedule indicating when you will need to miss class to participate in athletic events. While travel for athletics is an excused absence, you will need to make up any missed work.

### Title IX

Saint Louis University and its faculty are committed to supporting our students and seeking an environment that is free of bias, discrimination, and harassment. If you have encountered any form of sexual harassment, including sexual assault, stalking, domestic or dating violence, we encourage you to

report this to the University. If you speak with a faculty member about an incident that involves a Title IX matter, that faculty member must notify SLU's Title IX Coordinator and share the basic facts of your experience. This is true even if you ask the faculty member not to disclose the incident. The Title IX Coordinator will then be available to assist you in understanding all of your options and in connecting you with all possible resources on and off campus.

Anna Kratky is the Title IX Coordinator at SLU (DuBourg Hall, room 36; [anna.kratky@slu.edu](mailto:anna.kratky@slu.edu); 314-977-3886). If you wish to speak with a confidential source, you may contact the counselors at the University Counseling Center at 314-977-TALK or make an anonymous report through SLU's Integrity Hotline by calling 1-877-525-5669 or online at <http://www.lighthouse-services.com/slu>. To view SLU's policies, and for resources, please visit the following web addresses: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php> and <https://www.slu.edu/general-counsel>.

Important Update: SLU's Title IX Policy (formerly called the Sexual Misconduct Policy) has been significantly revised to adhere to a new federal law governing Title IX that was released on May 6, 2020. Please take a moment to review the new policy and information at the following web address: <https://www.slu.edu/about/safety/sexual-assault-resources/index.php>. Please contact the Anna Kratky, the Title IX Coordinator, with any questions or concerns.

### **Student Success Center**

In recognition that people learn in a variety of ways and that learning is influenced by multiple factors (e.g., prior experience, study skills, learning disability), resources to support student success are available on campus. The Student Success Center assists students with academic-related services and is located in the Busch Student Center (Suite, 331). Students can visit <https://www.slu.edu/life-at-slu/student-success-center/> to learn more about tutoring services, university writing services, disability services, and academic coaching.

### **University Writing Services**

Students are encouraged to take advantage of University Writing Services in the Student Success Center; getting feedback benefits writers at all skill levels. Trained writing consultants can help with writing projects, multimedia projects, and oral presentations. University Writing Services offers one-on-one consultations that address everything from brainstorming and developing ideas to crafting strong sentences and documenting sources. For more information, visit <https://www.slu.edu/life-at-slu/student-success-center/> or call the Student Success Center at 314-977-3484.

### **University Counseling Center**

The University Counseling Center (UCC) offers free, short-term, solution-focused counseling to Saint Louis University undergraduate and graduate students. UCC counselors are highly trained clinicians who can assist with a variety of issues, such as adjustment to college life, troubling changes in mood, and chronic psychological conditions. To make an appointment, call 314-977-8255 (TALK), or visit the clinic on the second floor of Wuller Hall.

### **Class Schedule**

Reading and writing assignments and exercises are due on the day they appear on the schedule on the course website. **Please make arrangements now for the semester breaks.**