RHET 4160: Imagining the Book (3 credit hours)  
Spring 2018  
The American University in Cairo  
The Department of Rhetoric and Composition

Course information
- Rhet 4160-01  
- Monday and Thursday 2:00-3:15  
- Jameel C112  
- Prerequisite: Completion of 1020 or its equivalent; at least 60 credits completed or instructor approval  
- Turnitin #17358760  
- Turnitin password: magnificent

Instructor information
- Melanie Carter  
- mcarter@aucegypt.edu  
- Office phone: #2057  
- Office location: Waleed P096  
- Office hours: Monday and Thursday 12:00-1:30 and Tuesday by appointment

Course Description
Students in this course will propose and then initiate the writing of a book-length manuscript. Each student will design and generate a different project. Manuscripts, therefore, may span across genres (i.e., a group of personal narratives or short stories, a novel, a book of poetry, a collection of critical and/or academic essays, etc.) offering students the opportunity to respond to a variety of texts as they develop. Class workshops and various forms of analysis will allow for building as well as refining projects. Students in a number of writing contexts and disciplines, as well as those in the Writing Minor, are encouraged to take this capstone course.

Learning Outcomes
By the end of the course, students should be able to:
- Complete a substantial portion of a manuscript (i.e., 2-3 chapters or essays).  
- Complete a detailed proposal for the entire manuscript.  
- Analyze the conventions and ethical concerns articulated in certain genres.  
- Apply analysis of genre conventions to peers’ manuscripts and proposals.

Course Material
A course packet with the required readings will be available at the Copy Center.

Course Outline

Week 1: Thursday/1st: Intro to course

I. “Vision is always ahead of execution”
Week 2: M/5th: Discussion of what a “book” is and/or could be; Discussions about art: What do we expect as readers or as “makers” of art? What should we be prepared for? U/8th: Discussion of “How to Read, How to Write” from the course packet; Discussion of genre conventions and intro to genre analysis; Writing F/9th: Send potential/working manuscript idea by midnight

Week 3: M/12th: Discussion of “Concepts We Live By”; Writing U/15th: Bring in short sample of work-in-progress; Discussion of small group guidelines; Initial group work

Week 4: M/19th: Small group workshops U/22nd: Small group reports; “Model Book” presentations

Week 5: M/26th: Discussion of “Memory and Imagination”; Critical analysis #1 due: Structure, Metaphor, and Possibilities of Form; “Model Book” presentations

II. “By listening for patterns…we turn the scraps of sound into the ebb and flow of a symphony.”

U/1st: Discussion of “Igor Stravinsky: The Source of Music”; “Model Book” presentations

Week 6: M/5th: Exercises in evaluating points of conflict and surprise within the evolving piece(s); “Model Book” presentations U/8th: Discussion of “Narrative Genre Analysis”; “Model Book” presentations **Groups should plan to workshop out of class this week

Week 7: M/12th: Small group workshops; “Model Book” presentations U/15th: Small group reports; “Model Book” presentations

Week 8: M/19th: Discussion of “Experimental Critical Writing”; “Model Book” presentations

III. “Error rests in the mistaken idea that the subject of a painting is the object painted.”

U/22nd: Exercises in altering voice, altering message; Critical analysis #2 due: Analysis of Focus and Rhetoric; “Model Book” presentations

Week 9: M/26th: First whole class workshops U/29th: Whole class workshops

Week 10: M/2nd: Spring Break holiday U/6th: Spring Break holiday

Week 11: M/9th: Spring Break holiday U/12th: Whole class workshops

Week 12: M/16th: Whole class workshops
U/19th: Whole class workshops

**Week 13:**  M/23rd: Whole class workshops
U/26th: Whole class workshops

**Week 14:**  M/30th: Whole class workshops

**IV. The Authority of Words: “The world is my representation”**

U/3rd: Final workshops; Discussion of “Mistakes and Distortions” and the revision process; Exercises in revision

**Week 15:**  M/7th: Individual conferences
U/10th: *Revised portions of manuscripts due in class* for group discussion and small group workshops

**Week 16:**  M/14th: “Finalizing” the final portfolio and discussion about publishing

**Tentative due date for portfolio: Thursday, May 17**

**Fuller Details About Major Assignments**

**Proposal in Structure, Metaphor, and Possibilities of Form (10 pts.):** After examining the components of their manuscripts and reading genre analysis theory at the start of the term, students will isolate the elements within their work that might serve as guides for structuring the whole. Students will also be asked to consider the conventions that may be notable for their genres and the potential conflicts that may arise as a result. The assignment, ultimately, will ask students to propose a model structure. Then, to evaluate how, given the proposed structure and ideas raised by critical readings, it might be best to approach the writing process. (750 words)

**Analysis of Focus and Rhetoric (10 pts.):** Approximately two-thirds of the way through the course, when students have begun to consider not only how their own work speaks within their chosen genre, but also how it has begun to interact with other students’ work, students will be asked to widen their focus and to consider how and what their work communicates within a much larger socio-cultural or political context (750 words)

**Critical Response Journal (10 pts.):** Students will be required to chronicle their writing process during the term and submit weekly summaries to the instructor. The journal entries should both document and comment on the progress made on the manuscript during the week, recording not only number of pages written, but also issues within the manuscript that the student is confronting and ways he or she is handling them. (Each entry should be a minimum of one-half a typewritten page, single spaced.)

**“Model Book” Presentation and Report (15 pts.):** Each student will be required to choose a published book that will serve as a model for the work he or she is doing. In addition to a 750-word essay analyzing the book and the book’s structure, students will present a 7-10-minute report to the rest of the class. These need not be Power Point presentations. Rather, they should rely on students’ ability to verbally convey significant (and a significant amount of) information and engage people who have not yet read the book. Important also is the student’s demonstration of knowledge and understanding about conventions of the genre.
Small Groups and Small Group Workshops (15 pts.): After surveying students’ initial writing assignments, the instructor will place students in mixed-genre groups of approximately three students. Group members will provide support for one another through the course by reading and responding to evolving manuscripts, and they will work with other groups in the class, collaborating on in-class exercises as well as providing ongoing support for the longer writing projects. After each small group workshop, a significant portion of the following class will be devoted to discussing issues that are arising for the individual groups. Workshops and manuscript critiques (counts for 10 of the 15 pts. given to small groups and small group workshops): In addition to participating in class discussion of manuscripts, group members (and, later in the term, members of the entire class), will provide thorough written responses for the manuscript sections under discussion. These responses will be evaluative, geared toward revision, and written according to specific guidelines, ultimately providing writers with constructive suggestions on such elements as structure, voice, and development of narrative.

Initial Submission of Manuscript Piece for Workshopping (10 pts.): Once during the term, each student will submit a portion of the evolving manuscript for the entire class to discuss and offer feedback on. The submission will be evaluated on the basis of: a) how thoroughly and carefully the student’s initial idea has been developed, and b) to what degree the elements discussed in class are evident in the evolving work. Because other students’ work is dependent on timely submission, but more importantly, because adhering to deadlines shows evidence of students’ investment in their own manuscripts, grade penalties will be applied for late submission.

Final Manuscript/Portfolio (20 pts. for manuscript, plus 10 pts. for final critical analysis): At the end of the term, students will submit the completed manuscript. The work will be evaluated according to standard writing criteria (clarity, organization, appropriate language use, etc.) but also according to the goals the students set for themselves and the ones individual students and the instructor agreed upon at the start of the term. The final product should be polished and show a sophisticated approach to the student’s study of genre and his or her generative processes over the semester. The student will also submit a critical analysis (750 word minimum) of the finished manuscript, with thought given to all of the components addressed during the semester as well as a clear strategy for further work the manuscript may require.

Instructor’s Policies and Expectations

Assignment Requirements: Anything to be handed in for instructor response or evaluation must be typed in a 12 pt. standard font (Times New Roman, Garamond, etc.), with appropriate assignment and personal information in the upper left-hand corner. Manuscript critiques and journal entries may be single-spaced, but essays must be double-spaced. All work should adhere to MLA citation format. I do not, as a general policy, tolerate late work. If you come to class without your assignment printed and ready to be turned in, you will suffer a penalty. Assignments handed in after class on the due date receive a 5% deduction. This means you should not come to class with the assignment on your laptop with plans to print it after class. Assignments handed in the following day receive a 10% deduction. A further 10% penalty will be given on each successive day.

Participation, Attendance and Tardiness: While participation does not count for a specific percentage of the final grade, your success as well as the success of the class as a whole depends on your engagement. At minimum, you are expected to come to class on time having completed the reading/writing assignments for that day, to stay in class, and contribute to class discussions. If you arrive more than a few (2-3) minutes late, you run the risk of missing the initial part of a
discussion or assignment. If you leave during the middle of class (especially if this becomes a problem), you run the risk of being counted absent.

Grades and Grading in this Course
A. Available Grades in the Course (Note: D- and IP grades are not available in this course)

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* “I” grades only available under very rare circumstances.

B. Grade Breakdown
See segment on Assignment Details above.

C. Explanation of Final Grades
The instructor will be available in the office on Sunday, May 20 and online for 48 hours after grades are posted for any questions about final grades.

For additional information about grading and to get answers to questions like

- How will I know at what level (or grade) I am performing during the semester?
- I’m having trouble completing all the work by the end of the semester. What options do I have?
- Can I appeal a specific assignment grade?
- Can I appeal the final course grade given to me by the faculty?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Grading.aspx

Attendance, Absences, and Tardiness
Students are highly encouraged to attend all classes, as regular class attendance can significantly help a student do better in the class. A student is not allowed to miss more than six classes without severe consequences, up to and including, failing the course. Also, missing more than 10 minutes of a class counts as half of an absence and missing more than 30 minutes of a class counts as a full absence.

There are many important additional guidelines related to this area. To read complete details and to get answers to questions like

- Who is responsible for keeping attendance?
- What happens if I miss a class? What happens if I exceed six absences?
- What is the policy on tardiness or missing part, but not all, of a class session?
- What happens if I have a medical excuse, family crisis, or extracurricular activity?

Visit this link or scan this QR code.
Academic Integrity
In accordance with the AUC’s efforts to promote a culture of academic integrity on campus, the Rhetoric and Composition Department strictly enforces the academic integrity principles found in AUC’s Code of Academic Integrity. Instructors are trained to ensure students are doing their own work; additionally, students must also use Turnitin.com for all drafts of major assignments. Violations of academic integrity can lead to serious consequences, including failing the course and having notes about violations added to your permanent transcript.

For further details about academic integrity and to get answers to questions such as
- How do I know what is legitimate borrowing from a source and what is plagiarism?
- How will the instructor know if I have copied my paper from the Internet, had the paper written by a professional writing service, or tried some other tricky thing?
- What are the consequences of violations of academic integrity?
- What is Turnitin.com and how do I use it?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Academic_Integrity.aspx

Dropping, Failing and Repeating Courses
While we hope that you complete and pass your RHET course, sometimes disruptions do happen, and students, at times, drop or fail RHET courses. There are a number of important policies that affect these situations.

For further details about dropping, failing, and repeating and to get answers to questions such as
- I’m thinking about dropping my course. What should I do?
- What happens if I miss the drop deadline?

Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Dropping.aspx

Special Needs, Concerns, or Additional Support
The Department of Rhetoric and Composition provides practical support to all students in a fair and equitable manner. Students who have special needs or concerns about the class should talk to their instructors the first week of classes or as soon as possible. Students requesting accommodations from their instructors must first provide documentation from the AUC Office of Student Well-being; reasonable accommodations for students are made starting from the date the instructor receives the official documentation (accommodations are not applied retroactively). AUC complies with the American Disabilities Act of 1990 and Section 504 of the Federal Rehabilitation Act of 1973.

For further details about special needs, concerns or additional support and to get answers to questions such as:
- I have a documented special need. What should I do?
- I feel that I will need some additional support. What should I do?
- I have a concern about the instructor or the course. What should I do?
- What does the writing center offer? How can the writing center help me?
  
  Visit this link or scan this QR code.

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Special_Needs.aspx

Research in RHET
Research is highly valued at AUC, and students are encouraged to participate in research during their time at AUC, however, research, both on-campus and off-campus, MUST comply with a number of important policies and regulations for security, legal, and ethical reasons. Students who plan to do ANY on-campus research involving people (surveys, interviews, etc) or ANY off-campus research of any nature MUST receive approval PRIOR to starting their research. To begin this process a student should discuss their plans with their instructor as well as be familiar with the policies found at the link below.

For important information about the research process, ethical research, extracurricular research opportunities, and to get answers to questions like
- When I conduct a survey or an interview, can I collect data from subjects off-campus?
- Do I need any approvals if I collect data from subjects on-campus?
- What is the IRB and what is CAPMAS?
- What presentation or publication opportunities do I have?
  
  Visit the following link or scan this QR code

http://schools.aucegypt.edu/academics/rhet/FAQ/Pages/Research.aspx

Scope of this Syllabus and Contingency Plans
This syllabus includes all written content, graphic displays, as well as the content referenced in the links/QR codes included in this document. Any student who continues in the course is expected to understand and abide by all policies, guidelines and schedules mentioned therein. However, in the event of the suspension of normal university classes, the initial plan is to continue with the course as long as there is internet accessibility in Egypt, but this may require adjustment to policies, guidelines, and schedules. Thus, in the case of the suspension of classes, please check your email and course website for details about how the course will continue.